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Replies to initial written questions raised by Finance Committee Members in examining the Estimates of Expenditure 2020-21

Director of Bureau : Secretary for Education

Session No. : 18

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EDB263	0631	MO Claudia	190	University Grants Committee
EDB264	2949	QUAT Elizabeth	190	University Grants Committee
EDB265	0027	SHEK Lai-him, Abraham	190	University Grants Committee
EDB266	3015	SHEK Lai-him, Abraham	190	University Grants Committee
EDB267	0607	TO Kun-sun, James	190	University Grants Committee
EDB268	0608	TO Kun-sun, James	190	University Grants Committee
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EDB269	1929	HUI Chi-fung	160	(3) School Education Television Programme

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EDB272	1953	HUI Chi-fung	156	(7) Post-secondary, Vocational and Professional Education
EDB273	3821	CHAN Chi-chuen	156	(3) Primary Education
EDB274	3822	CHAN Chi-chuen	156	-
EDB275	3901	CHAN Chi-chuen	156	(1) Director of Bureau's Office
EDB276	4185	CHAN Tanya	156	(3) Primary Education
EDB277	4186	CHAN Tanya	156	(4) Secondary Education
EDB278	4187	CHAN Tanya	156	(2) Pre-primary Education
EDB279	4188	CHAN Tanya	156	(3) Primary Education
EDB280	4189	CHAN Tanya	156	(4) Secondary Education
EDB281	4190	CHAN Tanya	156	(2) Pre-primary Education
EDB282	4191	CHAN Tanya	156	(3) Primary Education
EDB283	4192	CHAN Tanya	156	(4) Secondary Education
EDB284	4193	CHAN Tanya	156	(7) Post-secondary, Vocational and Professional Education
EDB285	4205	CHAN Tanya	156	(3) Primary Education
EDB286	4206	CHAN Tanya	156	(3) Primary Education
EDB287	4207	CHAN Tanya	156	(3) Primary Education
EDB288	4208	CHAN Tanya	156	(3) Primary Education
EDB289	4328	CHAN Tanya	156	(6) Other Educational Services and Subsidies
EDB290	4354	CHAN Tanya	156	(2) Pre-primary Education
EDB291	4355	CHAN Tanya	156	(3) Primary Education
EDB292	4356	CHAN Tanya	156	(6) Other Educational Services and Subsidies
EDB293	4358	CHAN Tanya	156	(8) Policy and Support
EDB294	4362	CHAN Tanya	156	(7) Post-secondary, Vocational and Professional Education
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EDB296	4366	CHAN Tanya	156	(7) Post-secondary, Vocational and Professional Education
EDB297	4367	CHAN Tanya	156	(6) Other Educational Services and Subsidies
EDB298	4368	CHAN Tanya	156	(7) Post-secondary, Vocational and Professional Education
EDB299	4370	CHAN Tanya	156	(3) Primary Education (4) Secondary Education
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EDB301	4851	CHAN Tanya	156	-
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EDB306	5680	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB307	5681	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education
EDB308	5682	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education
EDB309	5683	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education
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EDB311	5685	CHEUNG Chiu-hung, Fernando	156	-
EDB312	5686	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education
EDB313	5687	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education
EDB314	5688	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education
EDB315	5689	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education
EDB316	5690	CHEUNG Chiu-hung, Fernando	156	(1) Director of Bureau's Office (3) Primary Education (4) Secondary Education (8) Policy and Support
EDB317	5691	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education (5) Special Education
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EDB321	5695	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education
EDB322	5696	CHEUNG Chiu-hung, Fernando	156	(1) Director of Bureau's Office
EDB323	5697	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education
EDB324	5769	CHEUNG Chiu-hung, Fernando	156	-
EDB325	5784	CHEUNG Chiu-hung, Fernando	156	(5) Special Education
EDB326	5825	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education
EDB327	5826	CHEUNG Chiu-hung, Fernando	156	-
EDB328	5827	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education (5) Special Education
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EDB330	5829	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB331	5830	CHEUNG Chiu-hung, Fernando	156	-
EDB332	5831	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (8) Policy and Support
EDB333	5832	CHEUNG Chiu-hung, Fernando	156	(5) Special Education

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EDB337	5836	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education
EDB338	5837	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education
EDB339	5838	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education
EDB340	5839	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education
EDB341	5840	CHEUNG Chiu-hung, Fernando	156	-
EDB342	5841	CHEUNG Chiu-hung, Fernando	156	(7) Post-secondary, Vocational and Professional Education
EDB343	5842	CHEUNG Chiu-hung, Fernando	156	(5) Special Education
EDB344	5843	CHEUNG Chiu-hung, Fernando	156	-
EDB345	5844	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB346	5845	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education
EDB347	5846	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB348	5847	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education (6) Other Educational Services and Subsidies (8) Policy and Support
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EDB351	5850	CHEUNG Chiu-hung, Fernando	156	(5) Special Education
EDB352	5851	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education
EDB353	5852	CHEUNG Chiu-hung, Fernando	156	(7) Post-secondary, Vocational and Professional Education
EDB354	5853	CHEUNG Chiu-hung, Fernando	156	(5) Special Education
EDB355	5854	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB356	5855	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education
EDB357	5856	CHEUNG Chiu-hung, Fernando	156	(4) Secondary Education
EDB358	5857	CHEUNG Chiu-hung, Fernando	156	(2) Pre-primary Education
EDB359	5858	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education
EDB360	5859	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education
EDB361	5860	CHEUNG Chiu-hung, Fernando	156	(8) Policy and Support
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EDB367	5866	CHEUNG Chiu-hung, Fernando	156	(8) Policy and Support
EDB368	5867	CHEUNG Chiu-hung, Fernando	156	(6) Other Educational Services and Subsidies
EDB369	5868	CHEUNG Chiu-hung, Fernando	156	(8) Policy and Support
EDB370	5869	CHEUNG Chiu-hung, Fernando	156	(8) Policy and Support
EDB371	5870	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education
EDB372	5871	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education
EDB373	5872	CHEUNG Chiu-hung, Fernando	156	(3) Primary Education (4) Secondary Education (8) Policy and Support
EDB374	5873	CHEUNG Chiu-hung, Fernando	156	(5) Special Education (7) Post-secondary, Vocational and Professional Education
EDB375	5874	CHEUNG Chiu-hung, Fernando	156	(4) Secondary Education
EDB376	5875	CHEUNG Chiu-hung, Fernando	156	-
EDB377	6829	CHEUNG Chiu-hung, Fernando	156	(1) Director of Bureau's Office
EDB378	6628	CHU Hoi-dick	156	-
EDB379	6632	CHU Hoi-dick	156	-
EDB380	6633	CHU Hoi-dick	156	-
EDB381	6634	CHU Hoi-dick	156	-
EDB382	6635	CHU Hoi-dick	156	-
EDB383	6637	CHU Hoi-dick	156	-
EDB384	6698	CHU Hoi-dick	156	-
EDB385	3301	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
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EDB388	3304	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education
EDB389	3305	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education (6) Other Educational Services and Subsidies
EDB390	3306	IP Kin-yuen	156	(7) Post-secondary, Vocational and Professional Education
EDB391	3307	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education
EDB392	3308	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
EDB393	3309	IP Kin-yuen	156	(2) Pre-primary Education
EDB394	3310	IP Kin-yuen	156	(2) Pre-primary Education
EDB395	3311	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education
EDB396	3312	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB397	3313	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education
EDB398	3316	IP Kin-yuen	156	(5) Special Education
EDB399	3317	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB400	3319	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education
EDB401	3320	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education

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EDB403	3334	IP Kin-yuen	156	(6) Other Educational Services and Subsidies
EDB404	3336	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
EDB405	3339	IP Kin-yuen	156	(2) Pre-primary Education
EDB406	3340	IP Kin-yuen	156	(2) Pre-primary Education
EDB407	3341	IP Kin-yuen	156	(2) Pre-primary Education
EDB408	3342	IP Kin-yuen	156	(2) Pre-primary Education
EDB409	3343	IP Kin-yuen	156	(5) Special Education
EDB410	3344	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB411	3350	IP Kin-yuen	156	(4) Secondary Education
EDB412	3351	IP Kin-yuen	156	(4) Secondary Education
EDB413	3352	IP Kin-yuen	156	(4) Secondary Education
EDB414	3354	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education (8) Policy and Support
EDB415	3355	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
EDB416	3356	IP Kin-yuen	156	(2) Pre-primary Education (8) Policy and Support
EDB417	3357	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (8) Policy and Support
EDB418	3358	IP Kin-yuen	156	(2) Pre-primary Education
EDB419	3359	IP Kin-yuen	156	(2) Pre-primary Education
EDB420	3360	IP Kin-yuen	156	(2) Pre-primary Education
EDB421	3361	IP Kin-yuen	156	(2) Pre-primary Education
EDB422	3362	IP Kin-yuen	156	(2) Pre-primary Education
EDB423	3363	IP Kin-yuen	156	(2) Pre-primary Education
EDB424	3364	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
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EDB429	3370	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB430	3371	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education
EDB431	3372	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
EDB432	3373	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB433	3374	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB434	3375	IP Kin-yuen	156	(4) Secondary Education
EDB435	3376	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
EDB436	3377	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (6) Other Educational Services and Subsidies (7) Post-secondary, Vocational and Professional Education (8) Policy and Support
EDB437	3378	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education (8) Policy and Support
EDB438	3379	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB439	3380	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
EDB440	3381	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education

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EDB442	3383	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (6) Other Educational Services and Subsidies (8) Policy and Support
EDB443	3384	IP Kin-yuen	156	(4) Secondary Education
EDB444	3385	IP Kin-yuen	156	(3) Primary Education
EDB445	3410	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB446	3411	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
EDB447	3412	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education
EDB448	3413	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB449	3414	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education
EDB450	3416	IP Kin-yuen	156	(5) Special Education
EDB451	3417	IP Kin-yuen	156	(8) Policy and Support
EDB452	3418	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education
EDB453	3419	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
EDB454	3420	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB455	3421	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
EDB456	3424	IP Kin-yuen	156	(8) Policy and Support
EDB457	3426	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education
EDB458	3428	IP Kin-yuen	156	(2) Pre-primary Education
EDB459	3429	IP Kin-yuen	156	(3) Primary Education
EDB460	3430	IP Kin-yuen	156	(2) Pre-primary Education
EDB461	3431	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education (8) Policy and Support

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EDB464	3434	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education
EDB465	3436	IP Kin-yuen	156	(3) Primary Education
EDB466	3438	IP Kin-yuen	156	(6) Other Educational Services and Subsidies (8) Policy and Support
EDB467	3439	IP Kin-yuen	156	(2) Pre-primary Education
EDB468	3441	IP Kin-yuen	156	(6) Other Educational Services and Subsidies (8) Policy and Support
EDB469	3449	IP Kin-yuen	156	(5) Special Education
EDB470	3455	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB471	3456	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education
EDB472	3457	IP Kin-yuen	156	(4) Secondary Education
EDB473	3458	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education (6) Other Educational Services and Subsidies
EDB474	3459	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB475	3461	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB476	3462	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
EDB477	3465	IP Kin-yuen	156	(7) Post-secondary, Vocational and Professional Education
EDB478	3539	IP Kin-yuen	156	(7) Post-secondary, Vocational and Professional Education
EDB479	3540	IP Kin-yuen	156	(3) Primary Education (5) Special Education
EDB480	3541	IP Kin-yuen	156	(7) Post-secondary, Vocational and Professional Education
EDB481	3542	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education

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EDB483	3544	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB484	3545	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
EDB485	3546	IP Kin-yuen	156	(8) Policy and Support
EDB486	3547	IP Kin-yuen	156	(3) Primary Education (5) Special Education
EDB487	3548	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB488	3549	IP Kin-yuen	156	(5) Special Education
EDB489	3550	IP Kin-yuen	156	(4) Secondary Education (5) Special Education
EDB490	3551	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB491	3552	IP Kin-yuen	156	(2) Pre-primary Education
EDB492	3553	IP Kin-yuen	156	(2) Pre-primary Education
EDB493	3554	IP Kin-yuen	156	(2) Pre-primary Education
EDB494	3555	IP Kin-yuen	156	(3) Primary Education
EDB495	3587	IP Kin-yuen	156	(3) Primary Education
EDB496	3588	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
EDB497	3589	IP Kin-yuen	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education (5) Special Education
EDB498	3590	IP Kin-yuen	156	(4) Secondary Education
EDB499	3591	IP Kin-yuen	156	(4) Secondary Education
EDB500	3629	IP Kin-yuen	156	(8) Policy and Support
EDB501	3630	IP Kin-yuen	156	(8) Policy and Support
EDB502	3635	IP Kin-yuen	156	(6) Other Educational Services and Subsidies
EDB503	3636	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
EDB504	3637	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education
EDB505	3638	IP Kin-yuen	156	(4) Secondary Education
EDB506	3639	IP Kin-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
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EDB509	4773	KWOK Ka-ki	156	(3) Primary Education

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EDB512	5050	KWOK Ka-ki	156	(8) Policy and Support
EDB513	6125	KWOK Wing-hang, Dennis	156	(3) Primary Education (4) Secondary Education
EDB514	6128	KWOK Wing-hang, Dennis	156	(3) Primary Education (4) Secondary Education
EDB515	6133	KWOK Wing-hang, Dennis	156	(6) Other Educational Services and Subsidies
EDB516	6135	KWOK Wing-hang, Dennis	156	(1) Director of Bureau's Office
EDB517	6136	KWOK Wing-hang, Dennis	156	(3) Primary Education (4) Secondary Education
EDB518	6137	KWOK Wing-hang, Dennis	156	(3) Primary Education (4) Secondary Education
EDB519	6138	KWOK Wing-hang, Dennis	156	(3) Primary Education (4) Secondary Education
EDB520	6139	KWOK Wing-hang, Dennis	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB521	6143	KWOK Wing-hang, Dennis	156	(3) Primary Education (4) Secondary Education (6) Other Educational Services and Subsidies
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EDB523	3529	LEE Kok-long, Joseph	156	(3) Primary Education
EDB524	3530	LEE Kok-long, Joseph	156	(4) Secondary Education
EDB525	3531	LEE Kok-long, Joseph	156	(6) Other Educational Services and Subsidies
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EDB527	3724	MA Fung-kwok	156	(1) Director of Bureau's Office
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EDB529	3747	MA Fung-kwok	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education
EDB530	3748	MA Fung-kwok	156	(8) Policy and Support
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EDB532	3750	MA Fung-kwok	156	(8) Policy and Support
EDB533	3751	MA Fung-kwok	156	(4) Secondary Education
EDB534	3752	MA Fung-kwok	156	(4) Secondary Education
EDB535	3753	MA Fung-kwok	156	(3) Primary Education (4) Secondary Education
EDB536	3754	MA Fung-kwok	156	(8) Policy and Support
EDB537	3765	MA Fung-kwok	156	-
EDB538	4396	MO Claudia	156	(8) Policy and Support

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EDB540	4398	MO Claudia	156	(3) Primary Education (4) Secondary Education
EDB541	4399	MO Claudia	156	(3) Primary Education (4) Secondary Education (8) Policy and Support
EDB542	4400	MO Claudia	156	(3) Primary Education (4) Secondary Education (6) Other Educational Services and Subsidies (8) Policy and Support
EDB543	4401	MO Claudia	156	(3) Primary Education (4) Secondary Education (8) Policy and Support
EDB544	4402	MO Claudia	156	(3) Primary Education (4) Secondary Education (8) Policy and Support
EDB545	6051	MO Claudia	156	-
EDB546	3623	MOK Charles Peter	156	-
EDB547	3624	MOK Charles Peter	156	-
EDB548	3625	MOK Charles Peter	156	-
EDB549	3626	MOK Charles Peter	156	(7) Post-secondary, Vocational and Professional Education
EDB550	3627	MOK Charles Peter	156	(7) Post-secondary, Vocational and Professional Education
EDB551	3715	MOK Charles Peter	156	-
EDB552	3773	QUAT Elizabeth	156	(8) Policy and Support
EDB553	3839	QUAT Elizabeth	156	(3) Primary Education
EDB554	3940	QUAT Elizabeth	156	(4) Secondary Education (5) Special Education
EDB555	3941	QUAT Elizabeth	156	(4) Secondary Education
EDB556	3942	QUAT Elizabeth	156	(6) Other Educational Services and Subsidies
EDB557	3534	SHEK Lai-him, Abraham	156	-
EDB558	3535	SHEK Lai-him, Abraham	156	-
EDB559	3536	SHEK Lai-him, Abraham	156	(6) Other Educational Services and Subsidies
EDB560	4088	SHEK Lai-him, Abraham	156	-
EDB561	4093	SHEK Lai-him, Abraham	156	(8) Policy and Support
EDB562	6259	SHIU Ka-chun	156	(6) Other Educational Services and Subsidies (8) Policy and Support
EDB563	6260	SHIU Ka-chun	156	(8) Policy and Support
EDB564	6263	SHIU Ka-chun	156	(8) Policy and Support
EDB565	6322	SHIU Ka-chun	156	(3) Primary Education

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EDB566	6324	SHIU Ka-chun	156	(6) Other Educational Services and Subsidies
EDB567	6325	SHIU Ka-chun	156	(8) Policy and Support
EDB568	6326	SHIU Ka-chun	156	(2) Pre-primary Education
EDB569	6339	SHIU Ka-chun	156	(7) Post-secondary, Vocational and Professional Education
EDB570	6359	SHIU Ka-chun	156	(8) Policy and Support
EDB571	6388	SHIU Ka-chun	156	(7) Post-secondary, Vocational and Professional Education
EDB572	5152	TAM Man-ho, Jeremy	156	(6) Other Educational Services and Subsidies
EDB573	5155	TAM Man-ho, Jeremy	156	(6) Other Educational Services and Subsidies
EDB574	5156	TAM Man-ho, Jeremy	156	(6) Other Educational Services and Subsidies
WFSFAA				
EDB575	3660	CHAN Hak-kan	173	(1) Student Assistance Scheme
EDB576	4257	CHAN Tanya	173	(1) Student Assistance Scheme
EDB577	4311	CHAN Tanya	173	(1) Student Assistance Scheme
EDB578	4312	CHAN Tanya	173	(1) Student Assistance Scheme
EDB579	4333	CHAN Tanya	173	(1) Student Assistance Scheme
EDB580	4456	CHAN Tanya	173	(1) Student Assistance Scheme
EDB581	5397	CHEUNG Chiu-hung, Fernando	173	(1) Student Assistance Scheme
EDB582	5398	CHEUNG Chiu-hung, Fernando	173	(1) Student Assistance Scheme
EDB583	5585	CHEUNG Chiu-hung, Fernando	173	(1) Student Assistance Scheme
EDB584	6784	CHEUNG Chiu-hung, Fernando	173	(1) Student Assistance Scheme
EDB585	3337	IP Kin-yuen	173	(1) Student Assistance Scheme
EDB586	3634	IP Kin-yuen	173	(1) Student Assistance Scheme
EDB587	5012	KWOK Ka-ki	173	(1) Student Assistance Scheme
EDB588	5049	KWOK Ka-ki	173	(1) Student Assistance Scheme
EDB589	6129	KWOK Wing-hang, Dennis	173	(1) Student Assistance Scheme
EDB590	6141	KWOK Wing-hang, Dennis	173	(1) Student Assistance Scheme
EDB591	3685	LEUNG Mei-fun, Priscilla	173	(1) Student Assistance Scheme
EDB592	6096	MO Claudia	173	(1) Student Assistance Scheme
EDB593	6561	OR Chong-shing, Wilson	173	(1) Student Assistance Scheme

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EDB594	6387	SHIU Ka-chun	173	(1) Student Assistance Scheme
UGC				
EDB595	4357	CHAN Tanya	190	University Grants Committee
EDB596	4359	CHAN Tanya	190	University Grants Committee
EDB597	4361	CHAN Tanya	190	University Grants Committee
EDB598	4364	CHAN Tanya	190	University Grants Committee
EDB599	4369	CHAN Tanya	190	University Grants Committee
EDB600	4371	CHAN Tanya	190	University Grants Committee
EDB601	4451	CHAN Tanya	190	University Grants Committee
EDB602	4848	CHAN Tanya	190	University Grants Committee
EDB603	5698	CHEUNG Chiu-hung, Fernando	190	University Grants Committee
EDB604	5699	CHEUNG Chiu-hung, Fernando	190	University Grants Committee
EDB605	5700	CHEUNG Chiu-hung, Fernando	190	University Grants Committee
EDB606	5701	CHEUNG Chiu-hung, Fernando	190	University Grants Committee
EDB607	3415	IP Kin-yuen	190	University Grants Committee
EDB608	3437	IP Kin-yuen	190	University Grants Committee
EDB609	3453	IP Kin-yuen	190	University Grants Committee
EDB610	3537	IP Kin-yuen	190	University Grants Committee
EDB611	3538	IP Kin-yuen	190	University Grants Committee
EDB612	3640	IP Kin-yuen	190	University Grants Committee
EDB613	6132	KWOK Wing-hang, Dennis	190	University Grants Committee
EDB614	6723	LEUNG Yiu-chung	190	University Grants Committee
EDB615	3755	MA Fung-kwok	190	University Grants Committee
EDB616	6094	MO Claudia	190	University Grants Committee
EDB617	3532	SHEK Lai-him, Abraham	190	University Grants Committee
EDB618	6323	SHIU Ka-chun	190	University Grants Committee
EDB619	5154	TAM Man-ho, Jeremy	190	University Grants Committee

CONTROLLING OFFICER'S REPLY

EDB001

(Question Serial No. 1053)

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 Ordinance provides that both primary and secondary teachers have to meet educational standards and other requirements specified in the Ordinance before they can be registered or permitted to teach. In this connection, please provide the following information:

(1) The number of staff responsible for the above-mentioned approval procedure; the numbers of primary and secondary teachers who have had their teacher registration cancelled or denied in the past 10, 5 and 1 years respectively, as well as the reasons for cancelling their teacher registration;

(2) It has been reported that most cases involving the cancellation of teacher registration have to do with sexual criminal offences. Has the Education Bureau sought legal advice on cases involving criminal offences? If yes, what is the amount of additional expenses incurred in the past 5 years?

Asked by: Hon CHAN Chun-ying (LegCo internal reference no.: 16)

Reply:

(1) Currently, 13 staff in the Teacher Registration Team of the Education Bureau (EDB) are responsible for handling matters related to the application for teacher registration. We do not maintain statistics on the number of such applications by school type. In the past 10 years (2010 to 2019), 5 years (2015 to 2019) and 1 year (2019), there were 98, 30 and 6 teachers that had their registration cancelled or application refused by the EDB, mainly for having committed a sex/sex-related offence, fraud-related offence or some minor but repeated offences, or having serious integrity problems, etc.

(2) If a teacher has committed a criminal offence, the EDB will obtain the relevant court documents through the Department of Justice upon conclusion of trial, and review whether

the teacher has misconducted himself/herself and his/her teacher registration status, taking into account the outcome of the trial, the judgement handed down by the judge and the relevant information available. The EDB will then make recommendations to the Permanent Secretary for Education as to what appropriate follow-up actions should be taken in accordance with the Education Ordinance. The above task is part of the departmental routine. The expenses involved are subsumed in the EDB's overall provision for staffing and operation, hence no additional expenses are incurred.

- End -

CONTROLLING OFFICER'S REPLY

EDB002

(Question Serial No. 1055)

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 the worldwide spread of the novel coronavirus, all schools in the territory, including universities, have to suspend their classes for prevention of an outbreak in the community. Under Matters Requiring Special Attention in 2020-21, it is stated that the Government will continue to provide recurrent funding support to all public sector and Direct Subsidy Scheme secondary schools to strengthen their capacity for practising e-learning and taking forward various education initiatives which will harness information technology.

(1) As far as software and hardware for online teaching are concerned, will the Education Bureau provide, within its budget, uniform support for all schools in the territory to reduce the administrative pressure on teachers? If yes, what are the estimated expenditure and manpower involved?

(2) Will the Education Bureau provide teachers with training in online teaching? If yes, what are the estimated expenditure and manpower involved?

Asked by: Hon CHAN Chun-ying (LegCo internal reference no.: 18)

Reply:

(1) During class suspension, schools may continue rendering educational and emotional support to students through various means, such as providing students with learning materials by delivery, e-mail and school website, or implementing e-learning through online platforms. Moreover, schools may draw up weekly learning plans for students to systematically engage in a moderate amount of learning so as to achieve the goal of "suspending classes without suspending learning". Currently, schools may, having regard to their operational needs for information technology (IT) in education, flexibly deploy various subsidies (including the Composite Information Technology Grant, Information Technology Staffing Support Grant and Expanded Operating Expenses Block Grant) to procure software and hardware for online teaching and strengthen the IT staffing support in

schools. In fact, schools should exercise their professional judgement in selecting and using suitable learning and teaching resources that suit students' needs and school contexts so as to cater for learner diversity.

(2) All along, the Education Bureau (EDB) has been, through professional development programmes and on-site support services, deepening teachers' e-learning repertoire and their competence in using e-learning tools and resources. During class suspension, the EDB has set up a dedicated webpage with dozens of videos uploaded for reference of teachers, on which teachers with extensive practical experience elucidate the skills of using e-learning platforms, flipped classroom approach and real-time online teaching and perform step-by-step demonstrations to better equip viewers with the strategies of e-learning. On top of the dedicated webpage, the EDB also shares updated information and experiences on implementing online teaching through hotline service, mobile communication applications, webinars and online self-learning courses, so as to continuously offer advice and support to teachers in need. The expenditure on the provision of such training and support services is absorbed by the resources of the EDB.

- End -

CONTROLLING OFFICER'S REPLY**EDB003****(Question Serial No. 1816)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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.: 38)

Reply:

(I) The number of students with special educational needs (SEN) studying in public sector ordinary primary and secondary schools by school level and SEN type from the 2017/18 to 2019/20 school years is set out at Appendix. The percentage of these students in the total number of students studying in public sector ordinary primary and secondary schools is tabulated below:

School Year	2017/18	2018/19	2019/20
Primary	7.8%	8.3%	9.1%
Secondary	8.6%	9.4%	10.1%

(II) In the 2017/18 and 2018/19 school years, the number of public sector ordinary primary and secondary school teachers having received special education training, and their respective percentages in the total number of teachers serving in public sector ordinary primary and secondary schools are tabulated below. Figures for the 2019/20 school year are not yet available.

	2017/18		2018/19	
	Primary	Secondary	Primary	Secondary
Number of teachers having received special education training	8 960	6 667	9 487	7 306
Percentage in total number of teachers serving in public sector ordinary primary and secondary schools	42%	30%	43%	33%

**Number of students with special educational needs (SEN) studying in
public sector ordinary primary and secondary schools by school level and SEN type
from the 2017/18 to 2019/20 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
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
2019/20	Primary	11 200	810	6 400	5 500	110	30	390	2 810	70
	Secondary	11 480	790	4 410	7 660	140	60	310	510	500

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 ordinary 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 ordinary 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

EDB004

(Question Serial No. 1817)

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:

On strengthening the implementation of e-learning, please advise on the following:

- (1) the measures adopted by the Administration to promote e-learning, the beneficiaries and the expenditures involved in the past 3 years; and
- (2) given that many schools have to produce additional online teaching and learning resources for students to achieve continuous learning during class suspension due to the novel coronavirus epidemic, whether the Administration has earmarked additional resources for these schools so that students could sustain learning at home and thus achieve the goal of “suspending classes without suspending learning”; if yes, of the details; if no, of the reasons.

Asked by: Hon CHAN Hoi-yan (LegCo internal reference no.: 39)

Reply:

(1) The Education Bureau (EDB) launched the Fourth Strategy on Information Technology in Education in the 2015/16 school year. Among the non-recurrent funding of \$105 million, around \$90 million was used as a one-off grant disbursed in phases to all public sector schools that joined the WiFi-900 project for acquisition of mobile computer devices. Also, an extra recurrent grant of \$70,000 on average is given to each school annually for the continuous subscription of WiFi services. To enhance support to schools on the practice of e-learning, the EDB has, starting from 2017, disbursed in phases an extra One-off Information Technology Grant of \$200,000 on average to public sector schools under the WiFi campus project. In addition, to cope with the needs of schools, the EDB has, starting from the 2017/18 school year, provided all public sector primary and secondary schools with a recurrent Information Technology Staffing Support Grant to strengthen information technology (IT) staffing support of schools. Each school received a provision of \$317,338 in the 2019/20 school year. Apart from the above grants, the EDB provides

all public sector schools with an annual recurrent Composite Information Technology Grant. In the 2019/20 school year, the rate of the Grant for each school ranges from \$209,367 to \$720,089, depending on the school type and the number of classes. Under the principle of school-based management, schools may, having regard to their operational needs for IT in education, flexibly deploy different grants to promote e-learning.

On top of the above grants, the EDB organises professional development programmes for school leaders and teachers on an ongoing basis to equip them with the knowledge and skills needed for the implementation of e-learning. These programmes cover a wide range of topics, including e-leadership series, technological series, pedagogical series, subject-related series, e-safety series, and “Bring Your Own Device” series, etc. Moreover, the IT in Education Centres of Excellence have been established to provide training and on-site support services and facilitate the sharing of good practices in e-learning with schools. Updated information and experiences on implementing online teaching are also available on the EDB webpage.

(2) During class suspension, schools may continue rendering educational and emotional support to students through various means, such as providing students with learning materials by delivery, e-mail and school website, or implementing e-learning through online platforms. Moreover, schools may draw up weekly learning plans for students to systematically engage in a moderate amount of learning so as to achieve the goal of “suspending classes without suspending learning”. Currently, schools may, having regard to their operational needs for IT in education, flexibly deploy various subsidies (including the Composite Information Technology Grant and Information Technology Staffing Support Grant) to procure software and hardware for online teaching and strengthen the IT staffing support in schools. Besides, schools may make use of the Expanded Operating Expenses Block Grant to procure materials and equipment.

- End -

CONTROLLING OFFICER'S REPLY

EDB005

(Question Serial No. 1824)

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 will launch a pilot programme for 3 years starting from the 2020/21 academic year with a non-recurrent funding of about \$20 million for trainees under the Training and Support Scheme to take part in study and exchange programmes outside Hong Kong. In this connection, please advise this Committee of the following:

- (1) the disciplines covered by the programme and the criteria that participants should meet; and
- (2) the estimated number of students benefitting from the programme per year and the maximum amount of subsidy for each trainee.

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

Reply:

The Government has implemented the Training and Support Scheme (Scheme) through the Vocational Training Council (VTC) since the 2014/15 academic year, covering industries including electrical and mechanical engineering, construction, printing, automobile, watch and clock, testing and certification, aviation, computer and electronic engineering, and medical centre operations, etc.

To further enhance the vocational and professional education and training (VPET) learning experience, subject to funding approval from the Legislative Council, for three years starting from the 2020/21 academic year, the Government will provide the VTC with a non-recurrent funding of about \$19.95 million in total to support trainees under the Scheme to take part in study and exchange programmes outside Hong Kong, attend short-term skills and practical courses as well as visit institutions/enterprises in those places, allowing them to understand the development of relevant industries and the learning experience of VPET students in other places, thereby facilitating skills exchange and broadening their exposure.

Relevant staff of the VTC will also join the programmes to learn from the successful experience of VPET institutions outside Hong Kong and understand the latest development of VPET (in areas such as curriculum design and management, apprentice management, teaching pedagogies and equipment, latest technologies, and applied research, etc.), with a view to further elevating the standard of VPET in Hong Kong to international level.

The VTC tentatively plans to organise six exchange programmes in the Guangdong-Hong Kong-Macao Greater Bay Area (Greater Bay Area)/Asia (lasting seven to ten days) and three exchange programmes in Europe/United States of America/Australia (lasting two weeks) each year. The initiative aims to benefit about 180 trainees under the Scheme and 18 teachers each year through participation in the related exchange programmes. The VTC will also arrange for participants of the programmes to share their experience and takeaways with other trainees and teachers, so that more can broaden their horizon. With reference to the VTC's past experience in organising similar programmes, the direct expenditure for each participant of exchange programmes in the Greater Bay Area/Asia (short haul) and Europe/United States of America/Australia (long haul) are \$25,000 and \$50,000 respectively. The actual expenses may vary depending on the exchange destinations and time of departure. The VTC will set up a project team to work out the other details of the programme.

- End -

CONTROLLING OFFICER'S REPLY

EDB006

(Question Serial No. 1825)

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), please provide the following information:

- (i) The numbers of subsidised places and actual intakes, and the average amount of subsidy per student per academic year in the past 3 years, with a breakdown by course type; and
- (ii) Among students admitted to SSSDP-subsidised places, the respective percentages of students admitted through the Joint University Programmes Admission System, students admitted through direct admission by participating institutions, and unfilled places in each of the past 3 years.

Asked by: Hon CHAN Hoi-yan (LegCo internal reference no.: 35)

Reply:

Details of the designated undergraduate programmes, the number of subsidised places, actual intake, and the annual subsidy amount under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) for the cohorts admitted in the past 3 academic years are set out at **Annex 1**. The respective percentages of students admitted through the Joint University Programmes Admission System, students admitted through direct admission by participating institutions, and unfilled places out of the subsidised places are set out at **Annex 2**.

The coverage of the SSSDP has been expanded to include designated sub-degree programmes starting from the 2019/20 academic year. Details of the number of subsidised places, actual intake, and the annual subsidy amount for sub-degree programmes in the 2019/20 academic year are set out at **Annex 3**. The admission for subsidised sub-degree places under the SSSDP follows the prevailing admission mechanism for self-financing sub-degree programmes i.e. direct admission by individual institutions.

**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 and actual intakes, and annual subsidy amount**

Institution	Discipline	Programme	No. of subsidised places	No. of actual intakes (including subsidised and self-financing places)	Annual subsidy amount per student (\$)
Caritas Institute of Higher Education	Health Care	Bachelor of Nursing (Honours)	60	200	70,000
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	40	33	40,000
The Hang Seng University of Hong Kong**	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70	89	40,000
The Open University of Hong Kong	Creative Industries	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	79	70,000
	Health Care	Bachelor of Nursing with Honours in General Health Care	150	235	70,000
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	111	70,000
	Testing and Certification	Bachelor of Engineering with Honours in Testing and Certification	50	69	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) in Nursing	200	224	70,000
	Health Care	Bachelor of Science (Honours) in Medical Laboratory Science	20	31	70,000
	Health Care	Bachelor of Science (Honours) in Radiation Therapy	12	16	70,000
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Horticulture and Landscape Management	30	44	40,000
	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10	38	40,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60	93	70,000
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	57	70,000
	Creative Industries	Bachelor of Arts (Honours) in Fashion Design	60	56	70,000

Institution	Discipline	Programme	No. of subsidised places	No. of actual intakes (including subsidised and self-financing places)	Annual subsidy amount per student (\$)
	Creative Industries	Bachelor of Arts (Honours) in Product Design	60	55	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	32	40,000

** 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 2018/19 academic year)**

**Designated undergraduate programmes, relevant institutions,
number of subsidised places and actual intakes, and annual subsidy amount**

Institution	Discipline	Programme	No. of subsidised places*	No. 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

Institution	Discipline	Programme	No. of subsidised places*	No. 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

Institution	Discipline	Programme	No. of subsidised places*	No. 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

* 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 are included in the SSSDP. There are 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 admitted in the 2019/20 academic year)**

**Designated undergraduate programmes, relevant institutions,
number of subsidised places and actual intakes, and annual subsidy amount**

Institution	Discipline	Programme	No. of subsidised places*	No. of actual intakes	Annual subsidy amount per student (\$)
Caritas Institute of Higher Education	Creative Industries	Bachelor of Science (Honours) in Digital Entertainment	30	9	41,700
	Health Care	Bachelor of Nursing (Honours)	360	359	72,800
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	70	28	41,700
	Computer Science	Bachelor of Science (Honours) in Computer Science	30@	3	41,700
The Hang Seng University of Hong Kong	Computer Science	Bachelor of Arts (Honours) in Applied and Human-centred Computing	60	39	41,700
	Financial Technology	Bachelor of Management Science and Information Management (Honours)	65	64	41,700
	Financial Technology	Bachelor of Science (Honours) in Data Science and Business Intelligence	70	73	41,700
	Insurance	Bachelor of Science (Honours) in Actuarial Studies and Insurance	35	31	41,700
	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	105	121	41,700
The Open University of Hong Kong	Computer Science	Bachelor of Computing with Honours in Internet Technology	60	22	41,700
	Creative Industries	Bachelor of Arts with Honours in Creative Writing and Film Arts	80	48	41,700
	Creative Industries	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	62	72,800
	Creative Industries	Bachelor of Fine Arts with Honours in Cinematic Design and Photographic Digital Art	80	38	72,800
	Financial Technology	Bachelor of Business Administration with Honours in Business Intelligence and Analytics	50	11	41,700
	Financial Technology	Bachelor of Business Administration with Honours in Financial Technology and Innovation	80	15	41,700

Institution	Discipline	Programme	No. of subsidised places*	No. of actual intakes	Annual subsidy amount per student (\$)
	Health Care	Bachelor of Nursing with Honours in General Health Care	325	332	72,800
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	125	108	72,800
	Logistics	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	50	15	41,700
	Sports and Recreation	Bachelor of Sports and Recreation Management with Honours	40	41	41,700
	Testing and Certification	Bachelor of Engineering with Honours in Testing and Certification	100	31	72,800
	Tourism and Hospitality	Bachelor of International Hospitality and Attractions Management with Honours	80	39	41,700
Tung Wah College	Health Care	Bachelor of Health Science (Honours) in Nursing	350	318	72,800
	Health Care	Bachelor of Science (Honours) in Medical Laboratory Science	45	45	72,800
	Health Care	Bachelor of Science (Honours) in Occupational Therapy	50	50	72,800
	Health Care	Bachelor of Science (Honours) in Physiotherapy #	50	50	72,800
	Health Care	Bachelor of Science (Honours) in Radiation Therapy	15	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	14	41,700
	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	45	12	41,700
	Architecture and Engineering	Bachelor of Engineering (Honours) in Building Services Engineering	60	8	72,800
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	90	22	72,800
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	14	72,800
	Architecture and Engineering	Bachelor of Science (Honours) in Surveying	60	20	41,700
	Computer Science	Bachelor of Science (Honours) in Information and Communications Technology	66	17	41,700
	Computer Science/ Creative Industries	Bachelor of Science (Honours) in Multimedia Technology and Innovation	30	13	41,700

Institution	Discipline	Programme	No. of subsidised places*	No. of actual intakes	Annual subsidy amount per student (\$)
	Creative Industries	Bachelor of Arts (Honours) in Fashion Design	60	29	72,800
	Creative Industries	Bachelor of Arts (Honours) in Product Design	60	14	72,800
	Sports and Recreation	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	40	32	41,700
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	60	11	41,700

- * Starting from the 2018/19 academic year, 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.
- @ The Education Bureau was informed by the Chu Hai College of Higher Education in May 2019 that their number of intake had been decreased from 90 to 30
- # New programme offered in the 2019/20 academic year.

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohorts admitted in the 2017/18 to 2019/20 academic years)**

**Number of subsidised places for designated undergraduate programmes
Percentages of students admitted through the Joint University Programmes Admission
System, students admitted through direct admission by participating institutions,
and unfilled places**

Undergraduate programmes

Academic year	No. of subsidised places	No. of students admitted through the Joint University Programmes Admission System (JUPAS)	No. of students admitted through direct admission by participating institutions	No. of unfilled places
2017/18	1 062	942 (88.7%)	32# (3.0%)	88 (8.3%)
2018/19	2 776*	1767 (63.7%)	50 (1.8%)	959 (34.5%)
2019/20	3 176*	2056 (64.7%)	117 (3.7%)	1 003 (31.6%)

* Starting from the 2018/19 academic year, 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.

The figure does not include the 488 students taking up the self-financing places of the designated programmes, these self-financing places were not allocated under the JUPAS.

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2019/20 academic year)
Designated sub-degree programmes, relevant institutions,
number of subsidised places and actual intakes, and annual subsidy amount**

Institution	Discipline	Programme	No. of subsidised places*	No. of actual intakes	Annual subsidy amount per student (\$)
Caritas Bianchi College of Careers	Creative Industries	Higher Diploma in Design	100	27	36,400
	Health Care	Higher Diploma in Pharmaceutical Dispensing	80	71	36,400
	Tourism and Hospitality	Higher Diploma in Hospitality Management	120	18	20,850
HKU SPACE Po Leung Kuk Stanley Ho Community College	Health Care	Higher Diploma in Food Health and Business Management	30	12	36,400
	Health Care	Higher Diploma in Health and Social Care	30	30	36,400
	Health Care	Higher Diploma in Medical and Health Products Management	120	117	36,400
	Sports and Recreation	Higher Diploma in Sport and Recreation Management	120	118	20,850
	Sports and Recreation	Higher Diploma in Sport Coaching and Sport Performance	160	158	20,850
	Tourism and Hospitality	Higher Diploma in Hotel Management	100	65	20,850
	Tourism and Hospitality	Higher Diploma in Tourism and Events Management	100	68	20,850
Hong Kong College of Technology	Computer Science	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	32	20,850
	Creative Industries	Higher Diploma in Creative Design and Media (Moving Image/Visual Communication)	40	26	36,400
	Sports and Recreation	Higher Diploma in Fitness, Coaching and Sports Management	80	32	20,850
	Tourism and Hospitality	Higher Diploma in Tourism Management (Airline and Cruise Services/Culinary/Hospitality/ Tourism and Event Management)	160	32	20,850
The Open University of Hong Kong (including Li Ka Shing School of Professional and Continuing Education)	Architecture and Engineering	Higher Diploma in Engineering (Civil Engineering)	30	0	36,400
	Creative Industries	Higher Diploma in Digital Fashion Creation	30	7	36,400
	Creative Industries	Higher Diploma in Interior Design	30	27	36,400
	Creative Industries	Higher Diploma in Popular Music and Music Production	30	30	36,400
	Health Care	Higher Diploma in Nursing Studies (General Health Care)	23	23	36,400

Institution	Discipline	Programme	No. of subsidised places*	No. of actual intakes	Annual subsidy amount per student (\$)
	Health Care	Higher Diploma in Nursing Studies (Mental Health Care)	27	24	36,400
	Health Care	Higher Diploma in Health Care	180	254	36,400
	Tourism and Hospitality	Higher Diploma in Resort and Theme Park Management	30	28	20,850
	Tourism and Hospitality	Higher Diploma in Tourism and Airline Studies	30	30	20,850
	Tourism and Hospitality	Higher Diploma in Tourism and Hospitality Studies	30	19	20,850
Tung Wah College	Health Care	Higher Diploma in Health Science	50	27	36,400
	Health Care	Higher Diploma in Nursing	150	149	36,400
YMCA College of Careers	Tourism and Hospitality	Higher Diploma in Hotel and Tourism Management	30	4	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.

- End -

CONTROLLING OFFICER'S REPLY

EDB007

(Question Serial No. 1826)

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 by District Council district:

- (1) 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;
- (2) 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
- (3) 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.: 36)

Reply:

From the 2017/18 to 2019/20 school years, the number of kindergartens (KGs) joining the KG education scheme (Scheme), number of eligible students, percentage share of these students among all KG students and 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 collecting school fees in individual districts, it is more appropriate to provide 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, \$3,400 and \$3,400 from the 2017/18 to 2019/20 school years respectively.

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
from the 2017/18 to 2019/20 school years

2017/18 School Year

District	Half-day class			Whole-day class (except former aided child care centres)				Long whole-day class			
	No. of KGs joining the Scheme	No. of eligible students	Percentage share in the no. of eligible students in the district	No. of KGs joining the Scheme	No. of eligible students	Percentage share in the no. of eligible students in the district	Median annual school fee (\$)	No. of KGs joining the Scheme	No. of eligible students	Percentage share in the no. 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
North	33	7 663	76.3%	26	1 432	14.3%	5,900	10	949	9.4%	9,800

District	Half-day class			Whole-day class (except former aided child care centres)				Long whole-day class			
	No. of KGs joining the Scheme	No. of eligible students	Percentage share in the no. of eligible students in the district	No. of KGs joining the Scheme	No. of eligible students	Percentage share in the no. of eligible students in the district	Median annual school fee (\$)	No. of KGs joining the Scheme	No. of eligible students	Percentage share in the no. of eligible students in the district	Median annual school fee (\$)
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			
	No. of KGs joining the Scheme	No. of eligible students	Percentage share in the no. of eligible students in the district	No. of KGs joining the Scheme	No. of eligible students	Percentage share in the no. of eligible students in the district	Median annual school fee (\$)	No. of KGs joining the Scheme	No. of eligible students	Percentage share in the no. of eligible students in the district	Median annual school fee (\$)
Central & Western	15	3 165	73.6%	7	384	8.9%	10,500	9	752	17.5%	10,800
Wan Chai	7	1 821	68.8%	4	310	11.7%	14,000	6	515	19.5%	14,000
Eastern	42	4 331	60.7%	31	1 696	23.8%	9,100	17	1 109	15.5%	13,800
Southern	12	1 214	49.4%	10	530	21.6%	9,700	8	715	29.1%	16,700
Sham Shui Po	28	5 508	65.9%	21	1 394	16.7%	8,400	13	1 462	17.5%	12,400
Yau Tsim Mong	13	2 644	59.6%	4	385	8.7%	2,700	14	1 407	31.7%	13,800
Kowloon City	30	6 957	72.8%	16	1 128	11.8%	10,300	15	1 475	15.4%	11,400
Wong Tai Sin	27	3 082	48.1%	23	1 747	27.3%	6,600	17	1 576	24.6%	13,300
Kwun Tong	46	6 934	58.8%	34	2 530	21.5%	10,800	24	2 330	19.8%	11,100
Tsuen Wan	23	4 235	69.1%	11	777	12.7%	9,700	10	1 121	18.3%	15,800
Tuen Mun	41	6 853	63.1%	34	2 495	23.0%	8,200	19	1 518	14.0%	11,100
Yuen Long	52	10 259	70.3%	34	2 516	17.2%	5,100	18	1 817	12.5%	9,700
North	33	5 988	69.3%	27	1 750	20.2%	6,500	10	907	10.5%	11,400
Tai Po	15	3 172	62.7%	13	990	19.6%	5,600	9	897	17.7%	15,600
Sha Tin	39	7 461	66.7%	28	1 819	16.3%	7,600	20	1 912	17.1%	9,600
Sai Kung	29	3 905	59.1%	23	1 651	25.0%	10,000	13	1 050	15.9%	12,000
Islands	18	1 517	56.0%	14	819	30.2%	9,700	5	372	13.7%	6,000
Kwai Tsing	41	5 377	58.9%	30	2 037	22.3%	6,800	19	1 721	18.8%	9,200

2019/20 School Year

District	Half-day class			Whole-day class (except former aided child care centres)				Long whole-day class			
	No. of KGs joining the Scheme	No. of eligible students	Percentage share in the no. of eligible students in the district	No. of KGs joining the Scheme	No. of eligible students	Percentage share in the no. of eligible students in the district	Median annual school fee (\$)	No. of KGs joining the Scheme	No. of eligible students	Percentage share in the no. of eligible students in the district	Median annual school fee (\$)
Central & Western	15	3 174	74.0%	7	375	8.7%	10,500	9	738	17.2%	12,600
Wan Chai	7	1 786	68.1%	4	321	12.2%	14,000	6	517	19.7%	15,500
Eastern	41	4 127	59.7%	31	1 708	24.7%	9,500	17	1 078	15.6%	13,800
Southern	12	1 138	46.7%	10	597	24.5%	9,700	8	703	28.8%	16,800
Sham Shui Po	29	5 707	66.1%	21	1 463	16.9%	8,400	13	1 469	17.0%	14,000
Yau Tsim Mong	12	2 425	58.0%	4	348	8.3%	2,700	14	1 406	33.6%	14,100
Kowloon City	28	6 962	71.1%	17	1 361	13.9%	13,300	15	1 474	15.0%	11,400
Wong Tai Sin	27	2 893	45.7%	23	1 855	29.3%	6,400	17	1 580	25.0%	13,800
Kwun Tong	48	6 801	57.5%	36	2 737	23.1%	10,500	24	2 285	19.3%	11,800
Tsuen Wan	24	4 149	68.7%	11	784	13.0%	10,500	10	1 105	18.3%	16,800
Tuen Mun	42	6 822	63.3%	33	2 451	22.7%	8,500	19	1 504	14.0%	11,100
Yuen Long	52	10 357	69.7%	34	2 664	17.9%	5,400	18	1 840	12.4%	9,700
North	33	5 542	66.2%	27	1 911	22.8%	6,200	10	922	11.0%	12,000
Tai Po	15	3 247	63.2%	13	987	19.2%	5,900	9	904	17.6%	16,800
Sha Tin	40	7 262	64.9%	29	2 018	18.0%	7,600	20	1 914	17.1%	12,000
Sai Kung	29	3 802	57.9%	23	1 674	25.5%	10,600	13	1 093	16.6%	13,200
Islands	20	1 865	58.6%	15	939	29.5%	9,800	5	379	11.9%	8,500
Kwai Tsing	41	5 169	57.7%	32	2 092	23.4%	6,800	19	1 696	18.9%	9,200

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 2018/19 school year are revised figures, while those for the 2019/20 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**EDB008****(Question Serial No. 1108)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (001) SalariesProgramme: (1) Director of Bureau's OfficeControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

With regard to the provisions for salaries, allowances, job-related allowances and related expenses to be incurred by the Office of the Secretary for Education in 2020-21, please provide the following information:

- (1) Please tabulate the estimated expenditures on the (i) salaries, (ii) benefits and allowances, (iii) job-related allowances, (iv) Mandatory Provident Fund (MPF) contribution and (v) other allowances and contributions (please specify) for (a) the Secretary for Education (SED), (b) the Under Secretary for Education (US(Ed)) and (c) the Political Assistant (PA) to SED in this financial year. If the above estimated expenditures for the 3 politically appointed officials are not included in their personal emoluments but are part of the estimated operating expenditure of the Bureau, please provide (d) the estimated expenditure of the Bureau on the items above.

	(i) Salaries	(ii) Benefits and allowances	(iii) Job-related allowances	(iv) MPF contribution	(v) Other allowances and contributions (please specify)
(a) SED					
(b) US(Ed)					
(c) PA to SED					
(d) Total estimated expenditure of the Bureau on the relevant items					

- (2) Please tabulate the estimated expenditures on the benefits and allowances, including (i) personal medical and dental benefits, (ii) spousal medical and dental benefits, (iii) personal leave passage allowances and (iv) spousal leave passage allowances for (a) SED, (b) US(Ed) and (c) PA to SED in this financial year. If the above estimated expenditures for the 3 politically appointed officials are not included in their personal emoluments but are part of the estimated operating expenditure of the Bureau, please provide (d) the estimated expenditure of the Bureau on the items above.

	(i) Personal medical and dental benefits	(ii) Spousal medical and dental benefits	(iii) Personal leave passage allowances	(iv) Spousal leave passage allowances
(a) SED				
(b) US(Ed)				
(c) PA to SED				
(d) Total estimated expenditure of the Bureau on the relevant items				

- (3) Please tabulate the estimated expenditures on the (i) government transport services and (ii) security arrangements for (a) SED, (b) US(Ed) and (c) PA to SED in this financial year. If the above estimated expenditures for the 3 politically appointed officials are not included in their personal emoluments but are part of the estimated operating expenditure of the Bureau, please provide (d) the estimated expenditure of the Bureau on the items above.

	(i) Transport and chauffeur services	(ii) Security arrangements
(a) SED		
(b) US(Ed)		
(c) PA to SED		
(d) Total estimated expenditure of the Bureau on the relevant items		

- (4) Please tabulate the estimated expenditures on the job-related allowances for (i) official entertainment and (ii) duty visits for (a) SED, (b) US(Ed) and (c) PA to SED in this financial year. If the above estimated expenditures for the 3 politically appointed officials are not included in their personal emoluments but are part of the estimated operating expenditure of the Bureau, please provide (d) the estimated expenditure of the Bureau on the items above.

	(i) Official entertainment	(ii) Duty visits
(a) SED		
(b) US(Ed)		
(c) PA to SED		
(d) Total estimated expenditure of the Bureau on the relevant items		

- (5) Please provide the estimated expenditures on the (i) end-of-contract gratuity and (ii) related allowances for (a) SED, (b) US(Ed) and (c) PA to SED upon the completion of their term of office. If the above estimated expenditures for the 3 politically appointed officials are not included in their personal emoluments but are part of the estimated operating expenditure of the Bureau, please provide (d) the estimated expenditure of the Bureau on the items above.

	(i) End-of-contract gratuity	(ii) Related allowances
(a) SED		
(b) US(Ed)		
(c) PA to SED		
(d) Total estimated expenditure of the Bureau on the relevant items		

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 3)

Reply:

For budgetary purposes, the estimates for the salary expenditure for the Secretary for Education (SED), the Under Secretary for Education (US(Ed)) and the Political Assistant (PA) to SED in 2020-21 are around \$4.18 million, \$2.72 million and \$1.46 million respectively. The estimates for Mandatory Provident Fund (MPF) contribution for each of the above-mentioned posts are \$18,000. There is no provision in the estimates for leave passage allowances, regularly-paid allowances, job-related allowances and security arrangements for SED, US(Ed) and PA to SED. According to the remuneration package for politically appointed officials serving in the HKSAR Government, SED, US(Ed) and PA to SED are not entitled to end-of-contract gratuity or related allowances other than the MPF contribution by the Government.

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 2020-21, the provisions in the estimates for official entertainment and duty visits outside Hong Kong for SED's Office are \$177,000 and around \$180,000 respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB009

(Question Serial No. 2605)

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:

- (1) Please provide the following information for the past 3 years:
 - (a) a breakdown of the supply and demand as well as the vacancy of school places of international schools in Hong Kong by district; and
 - (b) the number of local and non-local students in international schools, their respective percentage share in the total number of students and the school fee of each school.
- (2) Please provide the following information for the past 3 years
 - (a) among all international schools, the highest, lowest and median school fee; and
 - (b) the school fee increase of the international schools in Hong Kong
- (3) 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
- (4) In the 2019/20 school year, how many international schools which do not have a permanent campus approached the Government for assistance in finding a permanent campus?
- (5) 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 2020/21.

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 51)

Reply:

(1) The Education Bureau (EDB) assesses the provision of international school places 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 the District Council districts in which the international schools are located from the 2017/18 to 2019/20 school years is set out at **Annex 1** for illustration purpose.

The number and percentage of local and non-local students enrolled in individual international schools and the median annual tuition fee charged by each school from the 2017/18 to 2019/20 school years are set out at **Annex 2** and **Annex 3**.

(2) The highest, lowest and median annual tuition fees charged by international schools from the 2017/18 to 2019/20 school years are set out at **Annex 4**.

The rate of increase in tuition fees charged by individual international schools from the 2017/18 to 2019/20 school years is set out at **Annex 5**.

(3) According to our record, 12 international schools are currently operating on leased Government premises. The name of these schools, address and site area of their leased premises, number of students studying on these premises in the 2019/20 school year and type of rent payable for the leased premises are set out at **Annex 6**.

(4) In the 2019/20 school year, we did not receive any such request from international schools.

(5) As mentioned above, international school places are assessed on a territory-wide basis. We expect 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 the planned expansion projects of individual schools will gradually materialise in the coming few years. As at mid-March 2020, based on the latest projections provided by relevant schools where applicable, compared to the 2019/20 school year, it is projected that around 2 720 additional places will be available between 2020/21 and 2022/23 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 provision of international school places at primary and secondary levels in Hong Kong released in February 2017, there will be an increase in demand of around 1 720 international school places between the 2020/21 and 2022/23 school years.

According to the consultant's projections, there will be no shortfall in international school places at primary and secondary levels in the seven school years starting from the 2016/17 school year. In the past few school years, the enrolment of international schools was maintained at around 90%, which is consistent with the consultant's projection. We will continue to closely monitor the demand and supply of international school places, including assessment over the short-to-mediumterm impacts brought by the novel coronavirus infections. We are also planning another round of consultancy study to update the findings of the last study and stay abreast of the latest demand and supply of international school places. In parallel, we will continue to facilitate the development of the international school sector and take appropriate measures when necessary to meet the demand of non-local families that have come to Hong Kong for work or investment.

Number of places, students enrolled and vacancies in international schools from the 2017/18 to 2019/20 school years

	2017/18			2018/19			2019/20		
	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	3 613	2 988	625	2 202	1 858	344	3 544	3 009	535
Wan Chai	3 235	2 844	391	3 090	2 740	350	3 010	2 635	375
Eastern	6 728	5 659	1 069	6 287	5 341	946	6 692	5 530	1 162
Southern	11 291	10 366	925	11 690	10 697	993	11 746	10 780	966
<i>Sub-total</i>	24 867	21 857	3 010	23 269	20 636	2 633	24 992	21 954	3 038
Kowloon									
Yau Tsim Mong	-	-	-	-	-	-	-	-	-
Sham Shui Po	1 600	1 443	157	1 789	1 563	226	1 810	1 584	226
Kowloon City	7 148	6 610	538	6 751	6 270	481	6 769	6 350	419
Wong Tai Sin	-	-	-	-	-	-	-	-	-
Kwun Tong	1 856	1 722	134	1 928	1 804	124	1 976	1 876	100
<i>Sub-total</i>	10 604	9 775	829	10 468	9 637	831	10 555	9 810	745
New Territories									
Sai Kung	1 336	1 297	39	2 292	2 196	96	2 516	2 382	134
Sha Tin	2 164	2 100	64	3 524	3 321	203	2 196	2 136	60
Tai Po	1 715	1 243	472	2 249	1 671	578	2 493	1 970	523
North	338	288	50	341	299	42	428	365	63
Yuen Long	125	16	109	160	8	152	-	-	-
Tuen Mun	1 174	1 170	4	1 259	1 254	5	1 832	1 282	550
Tsuen Wan	-	-	-	-	-	-	-	-	-

	2017/18			2018/19			2019/20		
	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
Kwai Tsing	-	-	-	-	-	-	-	-	-
Island	1 270	1 122	148	1 302	1 176	126	1 376	1 234	142
<i>Sub-total</i>	8 122	7 236	886	11 127	9 925	1 202	10 841	9369	1 472
Total (rounded to the nearest hundred)	43 600	38 900	4 700	44 900	40 200	4 700	46 400	41 100	5 300

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 school years.
- (3) Figures on school places refer to the number of students that can be accommodated in classes operated (excluding vacant classrooms) in accordance with the planned class sizes as adopted by the schools concerned.
- (4) Starting from the 2019/20 school year, school district is determined by the District Council district in which the school premises are located. The district of schools using decanting premises is determined by the District Council district in which their original premises are located.

**Number and percentage of local and non-local students
enrolled in international schools (excluding special school)
from the 2017/18 to 2019/20 school years
(based on the Student Enrolment Survey
conducted in September of the respective school years)**

2017/18 school year

Name of school	Total no. of students	No. of local students (percentage)	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%)
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 2 (cont'd)

Name of school	Total no. of students	No. of local students (percentage)		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 Toos 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	No. of local students (percentage)	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 2 (cont'd)

Name of school	Total no. of students	No. of local students (percentage)	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%)

2019/20 school year

Name of school	Total no. of students	No. of local students (percentage)	No. of non-local students (percentage)
Primary-cum-secondary			
American International School	598	102 (17.1%)	496 (82.9%)
American School Hong Kong	300	99 (33.0%)	201 (67.0%)
Australian International School Hong Kong	1 068	52 (4.9%)	1 016 (95.1%)
Canadian International School	1 613	287 (17.8%)	1 326 (82.2%)
Carmel School	289	13 (4.5%)	276 (95.5%)
Chinese International School	1 436	440 (30.6%)	996 (69.4%)
Christian Alliance International School	1 411	678 (48.1%)	733 (51.9%)
Delia School of Canada	1 211	147 (12.1%)	1 064 (87.9%)
Discovery Bay International School	997	53 (5.3%)	944 (94.7%)
German Swiss International School (English)	791	202 (25.5%)	589 (74.5%)
German Swiss International School (German)	363	7 (1.9%)	356 (98.1%)
Harrow International School Hong Kong	1 282	521 (40.6%)	761 (59.4%)
Hong Kong Academy	532	68 (12.8%)	464 (87.2%)
Hong Kong International School	2 826	418 (14.8%)	2 408 (85.2%)
Hong Kong Japanese School	489	2 (0.4%)	487 (99.6%)
Kellett School	1 306	124 (9.5%)	1 182 (90.5%)
Kiangsu & Chekiang Primary School and Kiangsu-Chekiang College (International Section)	992	621 (62.6%)	371 (37.4%)
Korean International School (English)	627	341 (54.4%)	286 (45.6%)
Korean International School (Korean)	104	0 (0.0%)	104 (100.0%)
Lycée Francais International (English)	739	73 (9.9%)	666 (90.1%)
Lycée Francais International (French)	1 776	9 (0.5%)	1 767 (99.5%)
Malvern College Hong Kong	643	243 (37.8%)	400 (62.2%)
Nord Anglia International School, HK	982	215 (21.9%)	767 (78.1%)
Singapore International School(Hong Kong)	1 307	404 (30.9%)	903 (69.1%)
The Harbour School	379	54 (14.2%)	325 (85.8%)
Primary			
Beacon Hill School^	539	236 (43.8%)	303 (56.2%)
Bradbury School^	705	215 (30.5%)	490 (69.5%)
Clearwater Bay School^	719	219 (30.5%)	500 (69.5%)
Glenealy School^	353	47 (13.3%)	306 (86.7%)
Japanese International School (English)	168	36 (21.4%)	132 (78.6%)
Japanese International School (Japanese)	415	0 (0.0%)	415 (100.0%)

Annex 2 (cont'd)

Name of school	Total no. of students	No. of local students (percentage)	No. of non-local students (percentage)
Kennedy School [^]	894	178 (19.9%)	716 (80.1%)
Kingston International School	274	209 (76.3%)	65 (23.7%)
Kowloon Junior School [^]	897	284 (31.7%)	613 (68.3%)
Lantau International School	237	27 (11.4%)	210 (88.6%)
Norwegian International School	139	67 (48.2%)	72 (51.8%)
Peak School [^]	348	65 (18.7%)	283 (81.3%)
Quarry Bay School [^]	718	222 (30.9%)	496 (69.1%)
Shatin Junior School [^]	896	500 (55.8%)	396 (44.2%)
International College Hong Kong Hong Lok Yuen	305	130 (42.6%)	175 (57.4%)
The International Montessori School – an IMEF School	566	33 (5.8%)	533 (94.2%)
Think International School	204	129 (63.2%)	75 (36.8%)
Yew Chung International School	913	579 (63.4%)	334 (36.6%)
Shrewsbury International School	326	118 (36.2%)	208 (63.8%)
Secondary			
Concordia International School	85	44 (51.8%)	41 (48.2%)
Island School [^]	1 166	388 (33.3%)	778 (66.7%)
King George V School [^]	1 857	397 (21.4%)	1 460 (78.6%)
Saint Toos Sear Rogers International School	88	19 (21.6%)	69 (78.4%)
Shatin College [^]	1 240	574 (46.3%)	666 (53.7%)
The South Island School [^]	1 435	347 (24.2%)	1 088 (75.8%)
West Island School [^]	1 220	211 (17.3%)	1 009 (82.7%)
International College Hong Kong (New Territories)	365	187 (51.2%)	178 (48.8%)
Total	41 133	10 634 (25.9%)	30 499 (74.1%)

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 (^).

**Median annual tuition fees charged by international schools
from the 2017/18 to 2019/20 school years**

Name of school	Median annual tuition fees (\$)					
	2017/18		2018/19		2019/20	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Primary-cum-secondary						
American International School	118,000	138,400	129,200	152,600	129,200	152,600
American School Hong Kong	163,500	182,000	168,500	187,500	168,500	187,500
Australian International School Hong Kong	136,700	161,700	140,800	166,550	147,500	174,450
Canadian International School	140,800	180,000	152,000	188,900	157,300	195,100
Carmel School	151,100	177,000	158,800	186,000	166,900	195,500
Chinese International School	193,200	228,200	205,500	242,700	217,900	257,300
Christian Alliance International School	109,400	146,000	120,000	159,600	129,620	172,400
Delia School of Canada	110,000	115,000	115,000	120,000	122,480	127,800
Discovery Bay International School	110,200	146,400	115,800	153,800	122,800	163,100
German Swiss International School (English)	147,070	177,400	154,060	183,610	161,450	192,420
German Swiss International School (German)	147,070	177,400	154,060	183,610	161,450	192,420
Harrow International School Hong Kong	166,671	190,380	166,671	190,380	171,671	196,091
Hong Kong Academy	179,700	206,200	186,700	214,200	194,000	222,600
Hong Kong International School	182,100	208,800	189,200	216,950	196,200	225,000
Hong Kong Japanese School	44,400	52,800	45,600	54,000	45,600	54,000
Kellett School	157,300	195,400	164,400	204,200	172,600	214,500
Kiangsu & Chekiang Primary School and Kiangsu-Chekiang College (International Section)	79,500	104,000	82,500	108,000	85,500	112,000
Korean International School (English)	97,900	109,000	100,900	112,300	105,000	117,000
Korean International School (Korean)	72,000	89,500	72,000	89,500	72,000	89,500
Lycée Francais International (English)	118,584	151,546	123,327	157,608	125,794	160,760
Lycée Francais International (French)	104,099	128,620	108,263	133,765	117,522	136,440
Malvern College Hong Kong ⁽⁴⁾			160,000	182,000	169,600	192,920
Nord Anglia International School, HK	150,325	167,685	157,090	175,231	163,000	182,000
Singapore International School (Hong Kong)	118,000	146,000	122,000	153,000	131,200	164,500
The Harbour School	171,000	179,000	181,000	191,500	196,000	210,000

Annex 3 (cont'd)

Name of school	Median annual tuition fees (\$)		
	2017/18	2018/19	2019/20
Primary			
Beacon Hill School [^]	89,200	102,550	115,800
Bradbury School [^]	89,200	102,550	115,800
Clearwater Bay School [^]	89,200	102,550	115,800
Glenealy School [^]	89,200	102,550	115,800
Japanese International School (English)	104,220	107,850	111,620
Japanese International School (Japanese)	44,400	45,600	45,600
Kennedy School [^]	89,200	102,550	115,800
Kingston International School	133,000	139,000	145,000
Kowloon Junior School [^]	89,200	102,550	115,800
Lantau International School	76,000	78,500	83,500
Norwegian International School	95,500	102,200	107,400
Peak School [^]	89,200	102,550	115,800
Quarry Bay School [^]	89,200	102,550	115,800
Shatin Junior School [^]	89,200	102,550	115,800
Shrewsbury International School ⁽⁴⁾		169,000	177,000
International College Hong Kong Hong Lok Yuen	119,300	123,000	126,700
The International Montessori School – an IMEF School	155,500	161,500	168,000
Think International School	103,000	107,000	112,000
Umah International Primary School ⁽⁵⁾	5,800	5,800	
Yew Chung International School	197,220	197,220	225,710
Secondary			
Concordia International School	119,500	122,650	122,650
Island School [^]	122,900	128,400	133,800
King George V School [^]	122,900	128,400	133,800
Saint Toosie Rogers International School	92,400	100,650	100,650
Shatin College [^]	122,900	128,400	133,800
The South Island School [^]	122,900	128,400	133,800
West Island School [^]	122,900	128,400	133,800
International College Hong Kong (New Territories)	160,700	164,700	170,800

Notes:

- (1) Schools under the English Schools Foundation are indicated by (^).
- (2) 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.
- (3) The Government started phasing out its recurrent subvention to the ESF in the 2016/17 school year. Since then, the ESF has collected school fees at different rates from students studying in the ESF schools.
- (4) The newly-established Malvern College Hong Kong and Shrewsbury International School started operation in 2018.
- (5) The Umah International Primary School is excluded from the list of international schools recognised by the Education Bureau since April 2019.

**Highest, lowest and median annual tuition fees
charged by international schools from the 2017/18 to 2019/20 school years**

2017/18 school year

	Primary	Secondary
Highest	\$197,220	\$231,300
Lowest	\$5,800	\$52,800
Median*	\$118,584	\$157,800

2018/19 school year

	Primary	Secondary
Highest	\$205,500	\$246,000
Lowest	\$5,800	\$38,500
Median*	\$115,800	\$153,800

2019/20 school year

	Primary	Secondary
Highest	\$225,710	\$260,800
Lowest	\$45,600	\$42,000
Median*	\$125,794	\$163,100

Note:

- * In deriving the median, the annual tuition fee chargeable for each grade by the school concerned is counted once only, irrespective of the number of students enrolled.

**Rate of increase in median annual tuition fees ⁽¹⁾
charged by international schools
in the 2017/18 to 2019/20 school years**

Name of school	Rate of increase in median annual tuition fees over the preceding year (percentage)					
	2017/18		2018/19		2019/20	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Primary-cum-secondary						
American International School	0.0%	0.0%	9.5%	10.3%	0.0%	0.0%
American School Hong Kong ⁽²⁾	2.8%	-	3.1%	3.0%	0.0%	0.0%
Australian International School Hong Kong	5.5%	5.5%	3.0%	3.0%	4.8%	4.7%
Canadian International School	5.0%	4.7%	8.0%	4.9%	3.5%	3.3%
Carmel School	5.0%	5.0%	5.1%	5.1%	5.1%	5.1%
Chinese International School	6.0%	6.0%	6.4%	6.4%	6.0%	6.0%
Christian Alliance International School ⁽³⁾	-	-	9.7%	9.3%	8.0%	8.0%
Delia School of Canada	0.0%	0.0%	4.5%	4.3%	6.5%	6.5%
Discovery Bay International School	3.1%	3.0%	5.1%	5.1%	6.0%	6.0%
German Swiss International School (English)	3.5%	3.5%	4.8%	3.5%	4.8%	4.8%
German Swiss International School (German)	3.5%	3.5%	4.8%	3.5%	4.8%	4.8%
Harrow International School Hong Kong	4.0%	4.0%	0.0%	0.0%	3.0%	3.0%
Hong Kong Academy	3.9%	3.9%	3.9%	3.9%	3.9%	3.9%
Hong Kong International School	4.0%	3.0%	3.9%	3.9%	3.7%	3.7%
Hong Kong Japanese School	2.8%	10.0%	2.7%	2.3%	0.0%	0.0%
Kellett School	4.5%	4.5%	4.5%	4.5%	5.0%	5.0%
Kiangsu & Chekiang Primary School and Kiangsu-Chekiang College (International Section)	3.9%	3.0%	3.8%	3.8%	3.6%	3.7%
Korean International School (English)	9.5%	9.0%	3.1%	3.0%	4.1%	4.2%
Korean International School (Korean)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Lycée Francais International (English)	3.8%	3.0%	4.0%	4.0%	2.0%	2.0%
Lycée Francais International (French)	0.6%	3.0%	4.0%	4.0%	8.6%	2.0%
Malvern College Hong Kong ⁽⁴⁾	-	-	-	-	6.0%	6.0%
Nord Anglia International School, HK	6.5%	6.5%	4.5%	4.5%	3.8%	3.9%
Singapore International School (Hong Kong)	0.0%	5.0%	3.4%	4.8%	7.5%	7.5%
The Harbour School	6.5%	5.0%	5.8%	7.0%	8.3%	9.7%

Annex 5 (cont'd)

Name of school	Rate of increase in median annual tuition fees over the preceding year (percentage)		
	2017/18	2018/19	2019/20
Primary			
Japanese International School (English)	5.0%	3.5%	3.5%
Japanese International School (Japanese)	2.8%	2.7%	0.0%
Kingston International School	4.7%	4.5%	4.3%
Lantau International School	0.0%	3.3%	6.4%
Norwegian International School	5.1%	7.0%	5.1%
Shrewsbury International School ⁽⁴⁾	-	-	4.7%
International College Hong Kong Hong Lok Yuen	3.8%	3.1%	3.0%
The International Montessori School – an IMEF School	4.0%	3.9%	4.0%
Think International School	4.8%	3.9%	4.7%
Umah International Primary School ⁽⁵⁾	0.0%	0.0%	-
Yew Chung International School	2.5%	0.0%	14.4%
Secondary			
Concordia International School	3.5%	2.6%	0.0%
Saint Toosie Rogers International School	0.0%	8.9%	0.0%
International College Hong Kong (New Territories)	2.5%	2.5%	3.7%
Schools under the English Schools Foundation (ESF)⁽⁶⁾			
Primary school (without subvention)	5.8%	4.4%	4.1%
Primary school (with subvention)	6.8%	5.3%	4.9%
Secondary school (with subvention)	6.2%	4.5%	4.2%

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 operating primary classes in August 2016 and secondary classes in 2017 respectively.
- (3) The newly-established Christian Alliance International School started operation in 2017.
- (4) The newly-established Malvern College Hong Kong and Shrewsbury International School started operation in 2018.
- (5) The Umah International Primary School is excluded from the list of international schools recognised by the Education Bureau since April 2019.
- (6) The Government started phasing out its recurrent subvention to the ESF in the 2016/17 school year. Since then, the ESF has collected school fees at different rates from students studying in the ESF schools. In other words, starting from the 2016/17 cohort of Primary 1 students admitted to the ESF schools, the school fee payable is no longer subsidised by the Government.

**Name of international schools operating on leased Government premises,
address and site area of their leased premises,
number of students studying on these premises in the 2019/20 school year and
type of rent payable for the leased premises**

Name of school	Address	Site area (approximate)	No. of students studying on the premises	Type of rent
American School Hong Kong	6 Ma Chung Road, Tai Po, New Territories	5 770 m ²	300	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	116	
French International School	1 Cheung Man Road, Chai Wan, Hong Kong	6 432 m ²	269	Nominal
German Swiss International School	162 Pok Fu Lam Road, Pok Fu Lam, Hong Kong	2 146 m ²	234	Nominal
International College Hong Kong (New Territories)	60 Sha Tau Kok Road, Sha Tau Kok, New Territories	8 180 m ²	365	Nominal
Island School	No.6B, Sha Kok Street, Pok Hong Estate, Shatin, New Territories	2 597 m ²	661	Nominal
	Estate Secondary School No.2, Sun Chui Estate, Shatin, New Territories	3 597 m ²	505	
Lantau International School	Cheung Sha Upper Village, Lantau, New Territories	488 m ²	10	Market ^{Note}
	113 Tong Fuk Village, Lantau, New Territories	934 m ²	121	
Nord Anglia International School, Hong Kong	11 On Tin Street, Lam Tin, Kowloon	4 555 m ²	982	Nominal
Norwegian International School	170 Kam Shan Road, Tai Po, New Territories	4 550 m ²	139	Nominal
Singapore International School (Hong Kong)	2 Police School Road, Wong Chuk Hang, Hong Kong	4 552 m ²	428	Nominal
The Harbour School	Ap Lei Chau Estate Phase I, Ap Lei Chau, Hong Kong	1 200 m ²	261	Nominal
The International Montessori School – An IMEF School	Phase III, Ma Hang Estate, Stanley, Hong Kong	4 730 m ²	566	Nominal

^{Note} According to the tenancy agreement, the rent cannot be disclosed without the consent of the tenant. Hence, only the type of rent is provided in the table.

- End -

CONTROLLING OFFICER'S REPLY

EDB010

(Question Serial No. 0146)

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:

Please provide the estimated expenditure on the salaries (including non-accountable entertainment allowance) for the Secretary for Education, the Under Secretary for Education and the Political Assistant to Secretary for Education in 2020-21.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 6)

Reply:

For budgetary purposes, the estimates for the salary expenditure for the Secretary for Education (SED), the Under Secretary for Education (US(Ed)) and the Political Assistant (PA) to SED in 2020-21 are around \$4.18 million, \$2.72 million and \$1.46 million respectively. There is no provision in the estimates for non-accountable entertainment allowance for SED, US(Ed) and PA to SED.

- End -

CONTROLLING OFFICER'S REPLY

EDB011

(Question Serial No. 0802)

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 existing Quality Assurance (QA) Framework for the kindergarten education scheme (Scheme) covers 4 domains, 21 performance indicators and 41 aspects. In this connection, please provide the proportion of kindergartens (KGs) joining the Scheme whose performance is up to standard or satisfactory from the 2017/18 school year to present.

Does the Bureau plan to further streamline the QA Framework for KGs this year so as to alleviate their pressure arising from teaching and administrative work?

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

Reply:

The kindergarten education scheme (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). Between the 2017/18 school year and January this year, a total of 298 KGs had undergone QR, and all of them were assessed as meeting the prescribed standards.

The refinement of PIs was completed in 2017. Upon consideration of the past experiences of KGs and the views of stakeholders in the refinement process, we have reorganised and streamlined the framework of PIs to make the PIs clearer and more precise and user-friendly. This helps KGs conduct SSE in a more holistic and focused manner. We will continue to conduct QR with the streamlined PIs and enhance the transparency of QR. When conducting QR, we will holistically examine the effectiveness of KGs' development work and offer suggestions for improvement in light of the school context, so as to facilitate KGs' self-improvement on a continuous basis and enhance the quality of KG education.

In addition, we will continue to share with KGs information on the refined PIs, observations from the annual QR exercises and good practices of schools. With these, we could support KGs in conducting SSE more effectively and promote the sustainable development of KGs.

- End -

CONTROLLING OFFICER'S REPLY

EDB012

(Question Serial No. 0803)

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:

Some 600 kindergartens (KGs) joining the kindergarten education scheme (Scheme-KGs) are operating whole-day/long whole-day classes. Please provide the proportion of fee-paying students in these Scheme-KGs, as well as the lowest, highest and median school fees paid by these students from the 2017/18 school year to present. Please also provide the actual amount of additional subsidy provided for KGs offering whole-day and long whole-day services from the 2017/18 school year to present. The 2020-21 estimate for Programme (2) is about \$6.4 billion with the Scheme accounting for the lion share of it. Will the Education Bureau consider expanding the coverage of the Scheme for whole-day/long whole-day KGs this year? If not, what are the reasons?

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

Reply:

For kindergartens (KGs) joining the KG education scheme (Scheme), the number of eligible whole-day (WD)/long whole-day (LWD) KG students who have to pay school fees, the number of WD/LWD KG students who still have to pay school fees after deducting fee remission and their percentage share among all eligible students from the 2017/18 to 2019/20 school years are tabulated as follows:

School year	2017/18		2018/19		2019/20 (provisional)	
	WD class	LWD class	WD class	LWD class	WD class	LWD class
No. of eligible students under the Scheme	23 823	23 074	24 958	22 656	26 285	22 607
No. of eligible students who have to pay school fees	20 752	20 235	21 945	20 907	23 534	21 243
No. of WD/LWD KG students who still have to pay school fees after deducting fee remission (percentage share among all eligible WD/LWD KG students under the Scheme)	31 122 (66.4%)		33 557 (70.5%)		35 553 (72.7%)	

Notes:

1. The above percentages refer to the position as at mid-September of the respective school years.
2. As applicants for school fee remission are not required to indicate whether they are enrolled in LWD classes, we do not have a breakdown of the number of WD and LWD students.
3. LWD classes 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.

The lowest, highest and median annual school fees of the above WD/LWD KGs from the 2017/18 to 2019/20 school years are tabulated as follows:

School year	2017/18		2018/19		2019/20	
	WD class	LWD class	WD class	LWD class	WD class	LWD class
Lowest school fee (\$)	200	900	200	700	200	700
Highest school fee (\$)	25,900	22,500	26,200	26,200	27,400	27,400
Median school fee (\$)	7,300	11,400	8,100	12,000	8,100	12,600

Notes:

1. Figures are rounded to the nearest 100.
2. LWD classes refer to former aided child care centres operated under the Social Welfare Department before harmonization of pre-primary services. They usually operate longer service hours.

Regarding unit subsidy, the respective expenditure on provision of additional subsidy for KGs offering WD and LWD services from 2017-18 to 2019-20 is tabulated as follows:

2017-18 (Note) (\$ million) (actual)	2018-19 (\$ million) (actual)	2019-20 (\$ million) (revised estimate)
428.2	715.3	753.5

Note: Figure reflects 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).

In principle, the Government subsidies should be sufficient for KGs joining the Scheme to provide quality half-day (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. Families with financial needs may apply for fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme. In view of the foregoing, we do not have plans to further increase subsidy for WD and LWD KG places at this stage.

- End -

CONTROLLING OFFICER'S REPLY**EDB013****(Question Serial No. 0804)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide the number of complaints lodged to the Education Bureau against public sector and Direct Subsidy Scheme schools and the number of intervention measures it has taken (including issuance of verbal or written advice and warning) in the past 3 years.

With regard to the strengthening of administrative support for schools and their management committees, what specific activities and measures will be launched by the Education Bureau this year to provide enhanced training for school managers on an ongoing basis?

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

The number of complaints lodged to the Education Bureau (EDB) against public sector and Direct Subsidy Scheme (DSS) schools, and the number of verbal/written advice and warnings issued for substantiated cases from the 2016/17 to 2018/19 school years are tabulated below:

School year	No. of complaints against public sector and DSS schools received (Note)	No. of cases pursued (Note)	Issued for substantiated cases		
			Verbal advice	Written advice	Written warning
2016/17	179	179	0	11	2
2017/18	207	207	1	15	2
2018/19	211	211	1	18	0

Note: Most of the cases involved daily operation or internal affairs of schools. Under the related mechanism, these cases would be referred by the EDB to schools for handling and issuing replies to the complainants, and schools were required to send a copy of the replies to the EDB for information. The EDB noted that most of the cases were minor in nature and thus could be followed up by the schools in accordance with their school-based mechanism. For a few substantiated cases that involved more serious issues, the EDB would take follow-up actions, such as issuance of verbal or written advice and warning to schools.

Under the Project on Enhancement of Complaint Management in Schools, upon receipt of complaints from parents, students or members of the public against the daily operation or internal affairs of schools, the EDB will refer the complaint to the school for direct handling upon seeking the complainant's consent. The school concerned should handle the complaint and reply to the complainant in accordance with its school-based mechanism and procedures, and send a copy of the reply to the EDB for information. The EDB will scrutinise the school's reply and, depending on the circumstances, take follow-up actions as appropriate. However, if the nature of the complaint is serious, the EDB will conduct direct investigation. As for other school-related complaints that involve the Education Ordinance, education policies and services rendered directly by the EDB, complaints referred by other departments, and complaints lodged by school staff, they will be handled by the EDB. Generally speaking, officers of the EDB will contact the school concerned for the relevant report and information. They may interview the parties concerned and scrutinise the relevant documents at the school in order to obtain further details of the case if necessary. The EDB will reply to the complainant upon completion of the investigation. In addition, if the complaint is substantiated, the EDB will approach the school to follow up on its irregularity, for instance, issuing verbal or written advice and warning and requesting the school to rectify the irregularity and submit improvement plans.

The Task Force on School-based Management Policy submitted its review report to the Government in July 2019. All the 27 recommendations contained therein, including enhancing school manager training to improve the quality of governance of aided schools, were all accepted by the Government. Regarding the concerned recommendation, the EDB has provided all public sector schools (including special schools) and DSS schools with additional resources to strengthen administrative support for schools and their management committees starting from the 2019/20 school year. The additional expenditure involved is around \$570 million each year. The above support includes the implementation of the "One Executive Officer for Each School" policy where public sector schools and DSS schools have been provided with resources for hiring additional administrative manpower. Apart from reducing the administrative work of teachers and principals to enable them to focus more on teaching and taking care of students' development, this can also help 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. At the same time, we have enhanced the training for school managers and have been taking forward the related measures progressively. For instance, we have enhanced the contents of training courses, increased the number of training places and diversified the training modes for school managers, enhanced the school-based management webpage and tools,

conducted focus group discussions to understand the actual training needs of school managers, etc. We will continue to collaborate with school sponsoring bodies and incorporated management committees to provide diversified training for school managers so as to promote the participation of stakeholders in school governance.

- End -

CONTROLLING OFFICER'S REPLY

EDB014

(Question Serial No. 0805)

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 Education Bureau (EDB) gains an understanding of schools' implementation of their school-based homework policy through inspections, school visits and daily contacts and as appropriate, makes recommendations on improving the quality of homework. Please provide the number of recommendations made in the past 3 years. What performance indicators will the EDB adopt to assess the effectiveness of promoting interesting and meaningful homework?

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

Reply:

To enable schools to devise an appropriate school-based homework policy in alignment with the curriculum, the Education Bureau (EDB) has all along set out in various curriculum documents, circulars, letters, etc. the guiding principles and proposed measures for formulating and implementing a school-based homework policy, stressing, among others, that homework quality matters more than its quantity and that schools may design different modes of homework.

Different sections of the EDB contact schools through various means, such as inspections, school visits and meetings, to gain an understanding of learning and teaching in schools. In the process, the EDB officers will understand schools' work progress relating to learning and teaching, including the implementation of school-based homework policy, as necessary. Discussions and recommendations will cover whether homework is aligned with the curriculum aims, objectives and topics; whether it suits students' abilities, levels and learning needs; and whether the amount of homework at each class level is assigned in a coordinated manner. If necessary, the EDB officers will remind schools to design more interesting and meaningful homework to stimulate students' interest in learning, encourage active exploration and develop their creativity. From the perspective of teaching professionalism, homework, as one of the arrangements under learning and teaching, should

be designed to dovetail with curriculum and teaching so as to consolidate and extend learning, etc. We will not set homework as the sole focus of school visits. It is neither possible to have hard and fast indicators for assessing the effectiveness of homework. We, therefore, have no statistical data on the number of related recommendations.

- End -

CONTROLLING OFFICER'S REPLY

EDB015

(Question Serial No. 0806)

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 complaints received by the Education Bureau (EDB) in respect of the controversies over the amendments to the Fugitive Offenders Ordinance last year, the number of complaints substantiated and figures on penalties imposed. As the number of relevant complaints is expected to increase this year, will the EDB, in the course of handling, disclose details other than those related to personal privacy so that schools, parents and students can have a better understanding of its yardsticks?

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

Reply:

Teachers play a vital role in passing on knowledge and nurturing students' character and serve as an important role model for students. Therefore, the Education Bureau (EDB) attaches great importance to teachers' professional ethics. From mid-June 2019 to end of January 2020, the EDB received a total of 171 complaints about suspected professional misconduct of teachers during recent social incidents. We have substantially completed the investigation of 125 cases, of which 47 were found unsubstantiated.

Among the above-mentioned 125 cases, the EDB has taken follow-up actions on 39 of them, including issuing reprimand letters to 13 teachers and warning letters to another 4. The EDB may consider cancelling these teachers' registration pursuant to the Education Ordinance if they misconduct themselves again. We have also issued advisory letters to 9 teachers and verbal reminders to another 13 to remind them to refrain from activity that is detrimental to the image of the teaching profession and to show respect to the behavioural norms acceptable to society. For the remaining 39 cases, our initial view is that they are likely to be substantiated. In accordance with the established procedures, we are currently waiting for or considering the responses from the teachers concerned with a view to determining the appropriate follow-up actions.

In determining whether a teacher is involved in professional misconduct, the EDB will consider the matter from a professional perspective, focusing on whether the acts in question conform to the professional ethics, whether the behaviours of the teacher concerned have violated social expectations and whether the values so demonstrated will have an adverse impact on the teaching profession or students. We do not agree that details of such cases should be made public. Apart from the privacy concern, each case is unique and could hardly be generalised. It will be unfair to allow anyone, who does not possess a complete set of information, to comment on the cases. Nevertheless, among the cases handled by the EDB, some can be used for teacher reflection. From the perspective of professional development, we will make reference to the contents of some cases to design reflective questions to enhance the ethical standards of teachers.

- End -

CONTROLLING OFFICER'S REPLY

EDB016

(Question Serial No. 0807)

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:

As mentioned by the Education Bureau, former police officers or former officers of other law enforcement departments will be employed to carry out inspections of unlicensed schools or tutorial centres. Please set out the estimated staff establishment this year.

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

Reply:

The Education Bureau (EDB) established in May 2000 the Central Compliance Team, with the task of handling complaints concerning the operation of unregistered schools, and combatting such operation through inspection and prosecution in accordance with the Education Ordinance. To dovetail with the relevant law enforcement work, the EDB is employing through open recruitment Assistant Operation Officers (Central Compliance), who will be appointed as part-time officers on non-civil service contract. The post-holders are responsible for assisting in inspections made on suspected unregistered school premises, preparing investigation reports, gathering evidence (including taking statements from the persons involved) and giving evidence in courts during the course of prosecution. As such, candidates for the post should have served in a law enforcement agency and have experience in law enforcement. In 2020-21, there will be 8 part-time officers on the estimated establishment of this post.

- End -

CONTROLLING OFFICER'S REPLY

EDB017

(Question Serial No. 1385)

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 has been responsible for administering the allocation exercise for vacant school premises (VSP). In this connection, please provide:

- (1) a detailed account of the uses of reallocated VSP, organisations using these VSP sites, site areas, and length of tenancies over the past 3 years, with a breakdown by 18 districts; and
- (2) a detailed account of the names, locations, site areas and length of vacancy periods of VSP that have not been designated for specific uses, with a breakdown by 18 districts.

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 28)

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 assess the VSP's suitability for school or other educational uses having regard to factors including the size, location, physical conditions, etc., of the relevant premises, as well as the educational needs and relevant policy measures. When the EDB confirms that the VSP is no longer required by the EDB for reallocation for school use, the EDB will, in accordance with the Central Clearing House Mechanism, 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. 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.

All the VSP under the EDB's purview are earmarked/retained for school or other educational uses, including catering for the anticipated demand for school places, reprovisioning of existing schools to improve their learning and teaching environment, decanting use by schools undergoing in-situ redevelopment or extension works, etc. As at end-February 2020, there are 9 VSP under the EDB's purview which are earmarked/retained for school or other educational uses.

According to the EDB's prevailing school allocation mechanism, once a vacant/to-be-vacant premises is confirmed to be required for allocation for school use, the EDB will normally invite applications 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.

In the past 3 years (2017-2019), the EDB has allocated 7 VSP through the SAEs for reprovisioning of existing primary schools, setting up time-limited primary schools, physical extension of existing primary schools for a time-limited period, and transitional school premises use. Regarding the length of tenancy, except for time-specific uses (such as time-limited schools), the years of use of school premises allocated through the SAEs for uses such as reprovisioning of existing schools and setting up new schools are generally determined by the service agreements and tenancy agreements entered into between the EDB and the schools. Following the established practice, the 7 schools were granted a 5-year tenancy which can be renewed for another 5 years.

The information on the 7 allocated VSP mentioned above is set out in the table below:

Table – Information on the VSP allocated for school use through the SAEs from 2017 to 2019

SAE	District	Former school name	Address	Use of the allocated school premises	Organisation recommended for allocation	Site area of the VSP (rounded to the nearest hundred m²)
First SAE 2017	Wong Tai Sin	Po Leung Kuk Stanley Ho Sau Nan Primary School	30 Hong Keung Street, San Po Kong, Kowloon	Reprovisioning of an existing primary school	Po Leung Kuk (Reprovisioning of Po Leung Kuk Mrs. Chan Nam Chong Memorial Primary School)	2 400
	Tuen Mun	Shi Hui Wen Secondary School	2 Leung Choi Lane, Tuen Mun, New Territories	Reprovisioning of an existing primary school	Po Leung Kuk (Reprovisioning of Po Leung Kuk Vicwood K.T. Chong No. 2 Primary School)	6 100

Third SAE 2017	Sha Tin	Free Methodist Mei Lam Primary School	Mei Lam Estate, Sha Tin, New Territories	Use as the transitional school premises for a new aided primary school (Note(1))	Tung Wah Group of Hospitals	3 900#
Fourth SAE 2017	Sham Shui Po	St. Francis of Assisi's Caritas School	221 Nam Cheong Street, Shek Kip Mei, Kowloon	Physical extension of an existing primary school for a time-limited period (Note(2))	The Evangelical Lutheran Church of Hong Kong (ELCHK) (for physical extension of the ELCHK Faith Lutheran School for a time-limited period)	2 200
	Tai Po	Confucian Sam Lok Chow Mud Wai School	Tai Yuen Estate, Tai Po, New Territories	Setting up a new time-limited primary school (Note(2))	New Territories Women & Juveniles Welfare Association Limited	5 200#
Fifth SAE 2017	Kwun Tong	St. Joseph's Anglo-Chinese School	61 Kwun Tong Road, Kwun Tong, Kowloon	Reprovisioning of an existing primary school	Catholic Diocese of Hong Kong (Reprovisioning of Ping Shek Estate Catholic Primary School)	2 900
Second SAE 2019	Sha Tin	Sung Lan Middle School	Mei Lam Estate, Sha Tin, New Territories	Reprovisioning of an existing primary school	Kowloon Tong Church of the Chinese Christian and Missionary Alliance (Reprovisioning of Christian Alliance H.C.Chan Primary School)	5 800#

Information on area of those school premises standing on public housing estates of the Hong Kong Housing Authority/Housing Society refers to internal floor area of the premises and is marked with (#) in the table above.

Note (1) –Tung Wah Group of Hospitals was allocated a new school premises under planning in Shui Chuen O, Sha Tin, under the Third SAE 2017 for operating a new aided primary school. Pending completion of the new school premises in Shui Chuen O, the new school has commenced operation at the VSP concerned from the 2018/19 school year to meet the projected demand for public sector primary school places arising from an increase in student population in the Sha Tin District. The school will relocate to the new school premises in Shui Chuen O once it is completed while the temporary premises will be returned to the Government for disposal.

Note (2) – The time-limited school and the school with time-limited physical extension will operate from the 2018/19 to 2026/27 school years to alleviate the transitional tight supply of primary school places in the Sham Shui Po District and Tai Po District. When the demand and supply situation of primary school places in the respective districts has stabilised, the school operators will be required to surrender the school premises to the Government upon reasonable notice by the Government in accordance with the tenancy agreement.

- End -

CONTROLLING OFFICER'S REPLY

EDB018

(Question Serial No. 1386)

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:

A comparison with the same Programme in last year's Estimates shows that for 2018/19, there is a change in the wastage rate of kindergarten (KG) teachers from 11.9% to 12.3%, and for 2019/20, there is a change in the wastage rate of KG teachers from 11.8% to 12.0%. Please advise this Committee of the following:

- 1 Why did the Administration repeatedly underestimate the wastage rate of KG teachers?
- 2 How is the estimated KG teacher wastage rate of 11.8% arrived at for 2020/21?
- 3 In the form of a table, please give the wastage rate of various types of KG teachers (including teachers with Certificate in Early Childhood Education or higher qualifications, teachers with other teacher training and untrained teachers) and the overall wastage rate of KG teachers in the past 5 years.
- 4 Does the Administration have any timetable for introducing a pay scale for KG teachers? If no, what are the reasons? Are there measures to reduce wastage rate before the introduction of a pay scale?

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 29)

Reply:

- 1 In the 2018/19 school year, the wastage rate 11.9% is a provisional figure while the wastage rate 12.3% is the actual figure. In the 2019/20 school year, the wastage rate 11.8% is an estimated figure and the wastage rate 12.0% is a provisional figure. Because of updating, the provisional figure might differ from the actual figure and the estimated figure might be different from the provisional figure.
- 2 The wastage rate for the 2020/21 school year is a projection based on the wastage rate of the 2019/20 school year, having regard to such information as the estimated demand for kindergarten (KG) teachers and the number of drop-out teachers in the past.

- 3 The wastage rate of local 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 2015/16 to 2019/20^(Note) are set out below:

School year	2015/16 (%)	2016/17 (%)	2017/18 (%)	2018/19 (%)	2019/20 (%)
Wastage rate of teachers with C(ECE) or higher qualifications	7.4	9.0	9.2	11.4	11.1
Wastage rate of teachers with other teacher training*	13.7	18.0	26.0	22.9	25.3
Wastage rate of teachers with no relevant training	28.0	34.7	26.8	29.8	27.8
Overall teacher wastage rate	8.6	10.5	10.5	12.3	12.0

“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.

* Teachers with other teacher training refer to qualified KG teachers and qualified assistant KG teachers.

Note: Figures of the 2019/20 school year are provisional. Information provided under the Programme reflects the position in September 2019, whereas the analysis above is based on the information updated in February 2020.

- 4 A mandatory salary scale for KG teachers, if established, would be similar to the existing salary arrangements for teachers in 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 3 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 started a review in mid-2019 on the implementation of the new policy, including the salary arrangements for KG teachers. We have been consulting the 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB019

(Question Serial No. 1387)

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 will enhance the additional funding to all public sector and Direct Subsidy Scheme primary schools admitting a relatively small number of non-Chinese speaking (NCS) students under a new two-tiered arrangement to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” starting from the 2020/21 school year. Please advise this Committee of the following:

- (1) 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) the specific measures adopted by the Administration to support EM students in learning the Chinese language and the expenditure involved;
- (3) whether there are indicators for the Administration to assess the overall Chinese proficiency of EM students; if yes, of the details; and
- (4) the Government 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 funded university programmes and self-financing degree programmes in Hong Kong in the past 5 years.

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 30)

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 2019/20 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, 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 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 Examination (HKDSE) qualification, ApL(C) is pegged at Levels 1-3 of the Qualifications Framework. 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 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 relatively small number of NCS students (i.e. 1 to 9 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 support measures for NCS students and the expenditure involved for the 2019/20 school year are tabulated at Annex B.

To enhance the support for NCS students in learning Chinese and create an inclusive learning environment in schools, EDB will, starting from the 2020/21 school year, provide a new two-tiered subsidy for all schools admitting a relatively small number of NCS students (1 to 5 students and 6 to 9 students respectively)

and increase the amount of the additional funding from currently \$50,000 to \$0.15 million or \$0.3 million. It is estimated that about 200 primary schools and 180 secondary schools will be provided with the additional funding in the 2020/21 school year, and the expenditure involved will be about \$34.35 million and \$30.9 million respectively. The amount of the additional funding provided to schools admitting NCS students will also be adjusted based on the year-on-year movement of the Composite Consumer Price Index and/or the annual rates of the Civil Service Pay Adjustment.

EDB has been continuously developing diversified learning and teaching resources such as the “Chinese Language Assessment Tools for NCS Students” (“Assessment Tools”) and teaching reference materials to provide guidelines and support for teachers. 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. Currently, schools make use of the “Assessment Tools” to assess their NCS students’ learning progress on their own. Inevitably, differences may arise among schools and there is also a lack of objective comparison of the performance of students in different schools. Therefore, EDB is exploring how to assess NCS students’ learning progress in Chinese at system level, with a view to providing feedback to schools and enhance related support measures.

We understand that the learning effectiveness of NCS students is affected by other factors (such as students’ learning attitude, parents’ expectation and cooperation). It is therefore neither appropriate nor possible to assess the effectiveness solely based on the enhancement of the Chinese proficiency of NCS students. 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.

- (4) 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 enabled 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 has continued to commission an NGO to organise career exploration activities for NCS students, including visits to post-secondary institutions, workplace visits and work experience programmes, etc., to help them make informed choices on further studies and careers, set personal goals and plan

their future. In the 2019/20 school year, it is expected that 620 students will benefit from the service, which involves an expenditure of about \$1.3 million.

Parents play a vital role in the development and learning of their children. As such, EDB will strengthen parent education for parents of NCS students and encourage them to enrol their children to local kindergartens and strengthen their communication with schools. Starting from the 2020/21 school year, we will provide a series of parent education programmes for NCS parents to help them support their children's learning, encourage their children to master the Chinese language and help them have more comprehensive understanding of the multiple pathways available to their children. The five-year initiative will involve an estimated average annual expenditure of \$3 million.

The participating institutions of the Joint University Programmes Admissions System and other post-secondary institutions accept alternative Chinese Language qualifications of eligible NCS students for the purpose of satisfying the entrance requirement in respect of Chinese Language. To help NCS students obtain these qualifications, EDB subsidises these NCS students to obtain internationally recognised alternative Chinese Language qualifications, including those under the General Certificate of Secondary Education (GCSE), International General Certificate of Secondary Education (IGCSE) and General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and Advanced (A)-Level for admission to the University Grants Committee (UGC)-funded universities and post-secondary institutions. Subsidised school candidates are only required to pay a "subsidised examination fee" on par with the examination fee for the Chinese Language subject in the HKDSE. Eligible needy NCS students can also apply for full or half fee remission of the "subsidised examination fee" under the Examination Fee Remission Scheme. With the Government paying the examination fees for school candidates of the 2019 to 2021 HKDSE, the "subsidised examination fee" for eligible NCS students entering for the above-mentioned non-local Chinese Language examinations from the 2018/19 to 2020/21 school years is waived accordingly. The total expenditure on the relevant measure from the 2018/19 to 2020/21 school years is around \$4.2 million, \$5.9 million (estimated) and \$8.2 million (estimated) respectively.

The number of local NCS students (i.e. local students whose spoken language at home is not Chinese) admitted to UGC-funded undergraduate programmes from the 2015/16 to 2019/20 academic years is 198, 210, 296, 313 and 288 (provisional figure) respectively. The UGC has not collected statistics of EM or NCS students who have completed UGC-funded post-secondary programmes. We do not maintain statistics on the number of EM students who have completed self-financing degree programmes either.

**Number of ethnic minority (EM) students studying in kindergartens
in the 2019/20 school year by ethnicity**

Indonesian	Filipino	Indian	Pakistani	Nepalese	Others	Total
157	662	1 366	1 512	969	5 953	10 619

**Number of non-Chinese speaking (NCS) EM students studying in primary and
secondary schools in the 2019/20 school year by ethnicity**

	Indonesian	Filipino	Indian	Pakistani	Nepalese	Others	Total
Primary	198	1 323	1 093	3 202	1 893	1 706	9 415
Secondary	101	1 494	1 314	3 249	1 383	1 396	8 937

Notes:

1. Figures refer to the position as at mid-September of the school year.
2. Figures for kindergartens include K1, K2 and K3 of kindergarten-cum-child care centres. Figures include both local and non-local kindergartens.
3. Figures for kindergartens include EM students with Chinese as the spoken language at home.
4. Figures for primary and secondary schools include public sector schools and Direct Subsidy Scheme (DSS) schools (1 DSS secondary school offering non-local curriculum only is excluded for not having provided information on the ethnicity of their NCS students) but exclude 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 2019/20 school year**

Support measures	Estimated expenditure in the 2019/20 school year \$ million
Starting from the 2014/15 school year, the funding to schools has been increased on a tiered basis according to the number of NCS students admitted and school-based professional support services have 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. Schools with a relatively small number of NCS students may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	282.3 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	2.9
Summer Bridging Programme for NCS students in primary schools Starting from 2013, parents of NCS students can accompany their children with a view to enhancing their exposure to and use of Chinese and support for their children.	2.0
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	6.8
Subsidising eligible school candidates entering 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 the	5.9 Note 2

Support measures	Estimated expenditure in the 2019/20 school year \$ million
<p>examination fee for the Chinese Language subject in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education Examination (HKDSE)</p> <p>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.</p>	
<p>Starting from the 2019/20 school year, public sector ordinary primary and secondary schools admitting NCS students with special educational needs (SEN) are provided with the Grant for Supporting NCS Students with SEN under a 3-tier structure.</p>	28.1
<p>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.</p>	12.5
<p>District-based programmes organised 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</p>	0.7
<p>Support for kindergartens (KGs) admitting NCS students –</p> <p>(a) In the 2019/20 school year, post-secondary institutions are commissioned to provide school-based support services for KGs admitting NCS students, so as to enhance the professional capacity of teachers in teaching Chinese to NCS students.</p> <p>(b) School-based professional support services</p> <p>(c) With the implementation of the new KG education policy starting from the 2017/18 school year:</p> <p>(i) starting from the 2019/20 school year, the subsidy for KGs admitting NCS students has been enhanced with a 5-tiered subsidy provided based on the number of NCS students admitted, which replaced the flat-rate subsidy for KGs admitting 8 or more NCS students.</p> <p>(ii) specific training courses for KG teachers on supporting NCS students</p>	<p>Note 3</p> <p>Note 1</p> <p>109.8</p> <p>2.6</p> <p>Note 4</p>

Notes:

1. These measures are provided by different sections of 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 Government paying the examination fees for school candidates of the 2019 and 2020 HKDSE, the “subsidised examination fee” for eligible NCS students entering for the non-local Chinese Language examinations concerned in the 2018/19 and 2019/20 school years is waived accordingly.
3. As the services are provided in both KGs and primary schools, a breakdown of expenditure by KG and primary school is not available. The estimated expenditure on the services is \$3.35 million for the 2019/20 school year.
4. Starting from the 2018/19 school year, a supply teacher grant is provided to facilitate KGs in arranging for teachers to attend specific 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. 1388)

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 following:

- (1) details of the funding arrangements for the measure to pay examination fees for school candidates sitting for the 2021 Hong Kong Diploma of Secondary Education Examination as stated in the Budget, with a breakdown of the estimated increase in manpower and number of student beneficiaries; and
- (2) whether the Administration will consider regularising this measure; if no, of the reasons.

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 31)

Reply:

- (1) A series of relief measures are announced in the 2020-21 Budget. These include the proposed one-off initiative to pay examination fees for school candidates sitting for the 2021 Hong Kong Diploma of Secondary Education (HKDSE) Examination. About 44 100 school candidates will be benefitted. The estimated expenditure is \$151 million, which includes provision for contingencies.

The total amount actually paid to the Hong Kong Examinations and Assessment Authority (HKEAA) for candidates will depend on the actual number of subject entries made by eligible school candidates sitting for the 2021 HKDSE Examination. It is estimated that, with reference to the normal payment schedule of the 2021 HKDSE, the expenditure will be incurred mainly in 2020-21. The manpower and administrative expenses for implementing this measure will be covered by the Education Bureau (EDB)'s existing resources.

- (2) The Financial Secretary proposed in the 2018-19 Budget, 2019-20 Budget and 2020-21 Budget to pay examination fees for candidates sitting for the 2019 HKDSE Examination, 2020 HKDSE Examination and 2021 HKDSE Examination respectively, as a measure to share the fruits of economic success with the public and to relieve people's burden. At present, the EDB is working out a long-term plan to ensure financial stability of the HKEAA, and the proposal to regularise the measure of paying examination fees for candidates will be considered in one go.

- End -

CONTROLLING OFFICER'S REPLY

EDB021

(Question Serial No. 1389)

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 Programme that opportunities are provided for students to join Mainland exchange programmes and professional exchange programmes are arranged for teachers. Please advise this Committee of the following:

- (1) the details and expenditures of the Mainland exchange programmes for students and professional exchange programmes for teachers organised by the Education Bureau (EDB) in the past 5 years (2015/16 to 2019/20);
- (2) the numbers of primary and secondary students as well as teachers participating in Mainland exchange programmes, their percentages out of the total number of students or teachers in the past 5 years, and a distribution of the provinces and cities visited in the past 5 years;
- (3) the number of Mainland exchange programmes that were cancelled at the last minute over the past year and the number of students or teachers involved; and
- (4) whether the EDB has evaluated the effectiveness of Mainland exchange programmes for students and professional exchange programmes for teachers; if yes, of the details.

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 32)

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 subsidises those organised by schools. 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 programmes as learning facilitators on a ratio

of 1 teacher to 10 students. Besides, the EDB also organises various professional Mainland exchange programmes for teachers to widen their horizons and deepen their understanding of the Mainland's latest development in different aspects for enhancing their professional competence. Professional exchange programmes mainly include visits to and lesson observations conducted in primary schools, secondary schools and higher education institutions, visits to enterprises and cultural facilities, as well as thematic seminars and exchange forums held by experts and scholars on different fields.

The expenditures on Mainland exchange programmes in the past 5 school years (from 2015/16 to 2019/20) are as follows:

School Year	Expenditure (\$million)	
	Programmes for primary and secondary students	Programmes for teachers
2015/16	61.9	2.1
2016/17	64.2	2.9
2017/18	85.4	5.5
2018/19 #	108.9	7.1
2019/20 *	35.1	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 students participating in the aforementioned Mainland exchange programmes in the past 5 years (from the 2015/16 to 2019/20 school years) are as follows:

School Year	Number of Students (rounded down to the nearest hundred)	
	Secondary Students	Primary Students
2015/16	35 800	23 400
2016/17	35 300	24 500
2017/18	40 200	26 800
2018/19 #	42 100	32 400
2019/20 *	9 300	11 200

Actual figures revised from last year's estimates

* Provisional figures

As mentioned above, teachers participate in the aforesaid Mainland exchange programmes as learning facilitators on a ratio of 1 teacher to 10 students. The EDB also organises various professional exchange programmes for teachers. The EDB does not collect statistical data on the number of teachers participating in these programmes as a percentage of the total number of teachers. Professional exchange programmes organised for teachers in the past 5 years (from the 2015/16 to 2019/20 school years) covered different provinces and cities in the Mainland, such as Beijing, Wuhan, Chengdu, Nanning, Hefei 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 down to the nearest ten)
2015/16	410
2016/17	690
2017/18	760
2018/19 [#]	1 680
2019/20 [*]	1 000

Actual figures revised from last year's estimates

* Provisional figures

(3) All along, schools could organise Mainland exchange programmes on their own or choose to participate in Mainland exchange programmes or subsidy schemes organised by the EDB according to their school needs. Students' participation is on a voluntary basis. From time to time, schools cancel or postpone their scheduled Mainland exchange programmes in light of school-based circumstances. The EDB only has the numbers of participating schools, teachers and students for each trip, and does not collect or compile statistics on the numbers of Mainland exchange programmes that were cancelled at the last minute. Nevertheless, classes are suspended on many school days in the 2019/20 school year, and during class suspension, the scheduled Mainland exchange programmes have to be cancelled. Upon class resumption, primary and secondary schools need to reschedule their teaching and other activities, and it is possible that the exchange programmes will not be conducted as planned.

(4) 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, and arranging interviews and post-programme sharing sessions. The feedback from teachers and students is generally positive.

- End -

CONTROLLING OFFICER'S REPLY

EDB022

(Question Serial No. 1390)

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 following:

- (1) In the past 5 years (from 2015 to 2019), how many cases involving teachers suspected of committing a criminal offence or an act of professional misconduct were received by the Education Bureau (EDB)? Please set out the numbers of cases that are substantiated, not substantiated and under investigation.
- (2) What are EDB's policy on handling complaints about teachers' professional misconduct and strategies for reducing incidents of teachers committing acts of misconduct? What are the financial resources and manpower involved?
- (3) How many complaints about teachers' misconduct were followed up by the EDB in the past 5 years? Please set out the numbers of cases involving issuing reprimand, warning and advisory letters as well as taking the disciplinary action of interdiction.

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 33)

Reply:

(1) and (3)

The Education Bureau (EDB) attaches great importance to teachers' professional conduct. Teachers play a vital role in passing on knowledge and nurturing students' character and serve as an important role model for students. If a teacher is involved in an act of professional misconduct, the EDB will follow up the case seriously and pursue investigation according to the established procedures. These include comprehensively considering the facts and evidence as well as the teacher's representations, and determining the actions to be taken in accordance with the Education Ordinance. For a teacher suspected of committing a criminal offence, the EDB will review his/her teacher registration status upon conclusion

of trial by referring to the court documents and other obtainable information, regardless of whether the subject is convicted or not. In respect of teachers who have committed/allegedly committed a criminal offence or an act of professional misconduct, figures on the cases (including the misconduct cases involving persons who applied to teach as registered teachers or permitted teachers) handled and followed up by the EDB in the past 5 years (from 2015 to 2019) are set out below:

Year	No. of cases	Total no. of cases with investigation completed and/or follow-up actions taken
2019	110	77
2018	47	47
2017	35	35
2016	60	60
2015	66	66
Total	318	285

(2) For a case where a teacher is suspected of violating professional conduct, the EDB will conduct investigation according to the established procedures and fully consider the facts, evidence and representations from the teacher. In making a decision, the EDB will also take into account the grounds for cancelling the registration of a teacher by the Permanent Secretary for Education specified in Section 47 of the Education Ordinance, including the grounds for refusal to register a teacher as specified in Section 46; whether the teacher is incompetent; whether the teacher has contravened any provision of the Education Ordinance; whether the teacher has behaved in any manner which constitutes professional misconduct; or whether the teacher has behaved in any manner which is prejudicial to the maintenance of good order and discipline in the school in which the teacher teaches. In determining whether a teacher is involved in professional misconduct, the EDB will consider the matter from a professional perspective, focusing on whether the acts in question conform to the professional ethics, whether the teacher concerned has violated social expectations and whether the values so demonstrated will have an adverse impact on the teaching profession or students.

The EDB has been determined to maintain a teaching profession of high quality and with professional conduct in Hong Kong. To encourage teachers and school leaders to reflect and demonstrate professional roles and conduct expected of them, we have embeded the Professional Standards for Principals and Professional Standards for Teachers of Hong Kong (T-standard⁺) in teacher training programmes as appropriate, which include training programmes for aspiring principals and newly-appointed principals, as well as serving teachers and newly-joined teachers. Meanwhile, among the cases handled by EDB, some can be adopted for teacher reflection. We will make reference to the contents of some cases to design teaching materials for reflection to enhance the ethical standards of teachers.

As the handling of cases of teachers suspected of committing a criminal offence or an act of professional misconduct is part of the EDB's routine work and the expenses incurred are subsumed under the EDB's overall manpower and operating expenditure, a breakdown is not available.

(3) In the past 5 years (from 2015 to 2019), there were 169 substantiated cases involving teachers' professional misconduct that were investigated by the schools concerned and followed up by the EDB. The EDB cancelled the registration of 13 teachers, and issued reprimand letters to 12 teachers, warning letters to 62 teachers, and advisory letters to 36 teachers. For the remaining 46 cases, since the teachers' misconduct involved was minor and/or disciplinary actions had been taken by their schools, only verbal advice was given by the EDB or no follow-up actions were required on the part of the EDB. In these cases, disciplinary action of suspension of duties was taken against 5 teachers by their respective schools during the period.

- End -

CONTROLLING OFFICER'S REPLY

EDB023

(Question Serial No. 1391)

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 following:

- (1) the number of school bullying cases reported to the Education Bureau (EDB), and among the students involved, the number of those with special educational needs and those without, and the number of those who are Chinese speaking and those who are not in the past 5 years (2015/16 to 2019/20);
- (2) the EDB's policy on handling school bullying; whether the EDB will step up its current policy initiatives to combat school bullying and provide victims with better support; If yes, the specific arrangements; and
- (3) the expenditure and manpower involved in combating school bullying and whether additional resources will be allocated for this purpose.

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 34)

Reply:

- (1) Based on the information collected from the Education Bureau's (EDB) 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 2014/15 to the 2018/19 school years) is as follows:

School Year	2014/15	2015/16	2016/17	2017/18	2018/19
Number of students involved in school bullying cases (students with SEN)	214 (23)	204 (30)	124 (48)	202 (48)	226 (45)

Note: As we do not separately collect information regarding non-Chinese speaking students in the survey, the relevant data is not available.

(2) and (3)

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, 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. 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.

We notice that there are more school bullying cases involving students with SEN in recent 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 school life, the 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.

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 support 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. In

the 2019/20 school year, the estimated total expenditure on student guidance service under the old funding mode and the new funding mode is \$487 million. In addition, the SWD has since the 2019/20 school year implemented the policy of “two school social workers for each school” with enhanced supervisory support in secondary schools. The 2019-20 revised estimate for secondary school social work service is \$617 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. As the above work forms part of the curriculum tasks, 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 2019-20 is about \$76 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB024

(Question Serial No. 3210)

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 this Committee of the following:

- (1) The expenses and the cost per capita of the outsourced provision of hearing aids services in the past 5 years.
- (2) A breakdown of the number of students served by the outsourced provision of hearing aids services 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 of the outsourced hearing aids services in the past 5 years.
- (4) A breakdown of the number of backup hearing aids the Education Bureau (EDB) currently has in stock by model and year of purchase.
- (5) Following the unsuccessful tender for the provision of hearing aids services in the 2018/19 school year, what procedures are adopted by the EDB to directly procure hearing aids, how effective they are, and what are the cost per hearing aid and the total cost per capita?
- (6) Has the EDB considered allowing parents to purchase hearing aids which are more suitable for their children or of a more advanced model by paying the difference themselves?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 451)

Reply:

(1) to (3)

In the past, pre-school children and students (hereafter refer as 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. The services include audiological review, hearing aid fitting, regular earmould replacement, repair and maintenance, and FM system fitting services (if applicable). As there were no service providers fulfilling the tender requirements of the “Hearing Aid Fitting and Related Audiological Services”, the audiologists of the EDB started to provide the “Hearing Aid Fitting and Related Audiological Services” direct for students since 2019. The expenditure and the cost per capita of the outsourced “Hearing Aid Fitting and Related Audiological Services” in the past 5 years (i.e. from the 2014/15 to 2018/19 school years) are set out below:

School year	2014/15	2015/16	2016/17	2017/18	2018/19
Expenditure ^{Note1} (\$ million)	4.05	3.35	3.92	4.95	2.80 ^{Note3}
Cost per capita ^{Note2} (\$)	3,487	3,487	3,715	3,715	3,715

Notes:

1. The annual expenditure varies according to the actual number of students provided with hearing aids and related services, which might fluctuate due to situations such as non-attendance/deferred attendance of students.
2. The cost per capita is calculated based on the tender price of that particular school year.
3. As mentioned above, since the services have been provided by the audiologists of the EDB since 2019, there was a drop in the expenditure on related outsourced services.

Regarding the break down by degree of hearing impairment (HI), class level and district of residence of the number of students received the outsourced “Hearing Aid Fitting and Related Audiological Services”, details are set out in Tables 1 to Table 3 of the Appendix. The EDB has not compiled statistics on the number of these students by age.

(4)

The EDB has purchased hearing aids by phases in the 2019-20 financial year. As at March 2020, about 600 hearing aids are in the stock. These hearing aids have behind-the-ear and receiver-in-the-canal styles, with 8 to 12 channels, water resistance function, noise reduction function and directional microphone, etc., in the specifications.

(5)

The hearing aid fitting services of the EDB at the Kowloon Tong Education Services Centre have been resumed fully in April 2019. The EDB purchases hearing aids in accordance with the established procurement procedures of the Government. All purchases relating to hearing aids have been timely conducted as planned. The average price of the hearing aids purchased for students in the 2019-20 financial year is about \$2,000. The manpower and expenditure involved in the related tasks of the EDB are subsumed in the establishment of the department and the general departmental expenditure, and cannot be separately identified. Hence, we could not work out the cost per capita.

(6)

The hearing aid fitting services provided by the audiologists of the EDB has been smoothly implemented. In general, students in need can receive the related services within 4 to 6 weeks. Apart from providing hearing aid fitting services to students, the audiologists of the EDB also provide parents with comprehensive professional advice and guidance so as to help them take care of and support their children with HI. Majority of the parents are satisfied with the services. The EDB has also engaged local and overseas professors in audiology to offer professional advice on the specifications of the hearing aids provided by the EDB, standards and procedures of hearing aid fitting, etc. At present, the EDB has no plans to allow parents to pay the difference for purchasing hearing aids they prefer. We will keep in review the arrangements and the actual situation of the hearing aid fitting services, and take into consideration the views of experts, etc., so as to provide appropriate hearing aid fitting services for students with HI and their parents.

Number of students received
outsourced “Hearing Aid Fitting and Related Audiological Services”
2014/15 to 2018/19 school years^{Note1}

Table 1 : By degree of hearing impairment

Degree of hearing impairment	2014/15	2015/16	2016/17	2017/18	2018/19
Mild	220	198	269	277	168
Moderate	223	200	182	204	157
Moderately-severe	145	101	148	140	99
Severe	123	101	120	121	87
Profound	123	89	145	132	95
Total	834	689	864	874	606 ^{Note2}

Table 2: By class level

Class level	2014/15	2015/16	2016/17	2017/18	2018/19
Pre-school	247	222	254	273	238
Primary 1	62	53	76	73	67
Primary 2	49	45	53	56	44
Primary 3	40	35	43	42	24
Primary 4	39	34	39	45	34
Primary 5	33	25	43	52	31
Primary 6	53	27	28	44	27
Secondary 1	51	33	44	41	24
Secondary 2	38	27	38	36	21
Secondary 3	58	40	59	60	16
Secondary 4	60	51	69	57	34
Secondary 5	51	30	66	40	26
Secondary 6	53	67	52	55	20
Total	834	689	864	874	606 ^{Note2}

Table 3 : By district of residence

District of residence	2014/15	2015/16	2016/17	2017/18	2018/19
Hong Kong Island & outlying islands	132	134	146	134	96
Kowloon	320	237	309	315	216
New Territories East	159	138	174	193	130
New Territories West	223	180	235	232	164
Total	834	689	864	874	606 ^{Note2}

Notes:

1. The number of students receiving outsourced hearing aid fitting services per year may vary, depending on whether the students/parents have attended the service sessions as scheduled.
2. In the 2018/19 school year, apart from the 606 students who had received the outsourced hearing aid fitting services, the audiologists of the EDB had also provided related services to 156 students.

- End -

CONTROLLING OFFICER'S REPLY

EDB025

(Question Serial No. 3211)

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 this Committee with the following information for the past 5 years:

- (1) the number of students in each type of special schools for children with intellectual disabilities and the unit cost per capita (disaggregated by day student, 5-day boarder, 7-day boarder, orphan, child whose parents are both non-Hong Kong permanent residents, non-Chinese speaking (NCS) student and legitimate child of Hong Kong permanent residents);
- (2) the number of new students and their age (disaggregated by day student, 5-day boarder, 7-day boarder, orphan, child whose parents are both non-Hong Kong permanent residents, NCS student and legitimate child of Hong Kong permanent residents);
- (3) the number of school leavers and their age (disaggregated by day student, 5-day boarder, 7-day boarder, orphan, child whose parents are both non-Hong Kong permanent residents, NCS student and legitimate child of Hong Kong permanent residents); and
- (4) the number of special school graduates that newly joined the waitlist for various types of adult services (disaggregated by day student, 5-day boarder, 7-day boarder, orphan, child whose parents are both non-Hong Kong permanent residents, NCS student and legitimate child of Hong Kong permanent residents).

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 474)

Reply:

(1) to (4)

The Education Bureau does not keep school-based or 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.

Table 1: Average Unit Cost per School Place for Each Type of Special Schools for Children with Intellectual Disability from the 2014/15 to 2018/19 School Years

School Type	Average Unit Cost per School Place				
	2014/15	2015/16	2016/17	2017/18	2018/19
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

Table 2: Average Unit Cost per Boarding Place for Each Type of Special Schools for Children with Intellectual Disability from the 2014/15 to 2018/19 School Years

School Type	Average Unit Cost per Boarding Place				
	2014/15	2015/16	2016/17	2017/18	2018/19
Mild Intellectual Disability ^{Note}	N.A.	N.A.	N.A.	N.A.	N.A.
Moderate Intellectual Disability	\$233,500	\$243,000	\$252,000	\$258,500	\$273,000
Severe Intellectual Disability	\$294,500	\$306,000	\$321,000	\$331,500	\$350,500

Note:

Schools for children with mild intellectual disability do not provide boarding service.

**Information on Students of Special Schools for Children with
Intellectual Disability (ID schools) from the 2014/15 to 2018/19 School Years**

Item		Age Range (Year)	School Year ^{Note 1}					
			2014/15	2015/16	2016/17	2017/18	2018/19	
1	Number of Students (No. of Non-Chinese Speaking (NCS) Students ^{Note 2})		5 607 (223)	5 607 (266)	5 701 (275)	5 845 (311)	5 964 (322)	
2	Number of Boarders (No. of NCS Students ^{Note 2})	5-day	306 (5)	296 (5)	297 (5)	294 (6)	290 (8)	
		7-day	362 (2)	359 (3)	362 (2)	375 (3)	392 (9)	
3	Number of New Students (No. of NCS Students ^{Note 2})	Day Place ^{Note 3}	6-19	560 (30)	562 (44)	584 (45)	648 (87)	697 (42)
		5-day Boarding	6-18	31 (1)	46 (1)	42 (1)	44 (3)	47 (2)
		7-day Boarding	6-21	60 (2)	34 (0)	48 (2)	57 (6)	47 (2)
4	Number of School Leavers (No. of NCS Students ^{Note 2})	Day Place ^{Note 4}	6-26	569 (23)	487 (28)	497 (17)	569 (30)	515 (24)
		5-day Boarding	6-24	52 (0)	43 (1)	52 (1)	44 (1)	43 (2)
		7-day Boarding	7-23	48 (1)	43 (0)	41 (0)	35 (0)	35 (0)
5	Number of Graduates Waiting for Adult Services (No. of NCS Students ^{Note 2})		42 (1)	66 (4)	83 (4)	125 (3)	58 (2)	

Notes:

- Number of students in items 1 and 2 denotes the position as at September of the respective school years.
- Number of NCS students covers those students whose home language as known to the Education Bureau is not Chinese regardless of their ethnicity.
- The number of New Students is counted as follows:
 - Day place:
 - only first admission to ID schools is counted;
 - excluding those students transferred between ID schools.
 - 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 service.
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

EDB026

(Question Serial No. 3212)

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 advise this Committee of:

(1) the details of staffing of various types of special schools and their boarding sections (if any); the salaries of different categories of posts; grants for different purposes (including maintenance of facilities); construction cost; standard school facilities; average unit cost per school place; area of floor space per boarder; and average unit cost per boarding place of different types of special schools.

(2) the numbers of students, new students (and their age range) and leavers (and their age range) of schools for children with severe intellectual disability in the past 5 years. Please also provide the number of new applicants waiting for admission to various types of adult services, and the number of school leavers admitted to various types of adult services in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 476)

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 2019/20 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 2019/20 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:

<https://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. As at the end of February 2020, the total approved project estimates in the 2019-20 financial year for aided special schools is about \$106 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 m² 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 13. 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 26.

I. Staff Establishment of the School Section in the 2019/20 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	46.7	20.5	29
Hearing Impairment	27.5	9.5	19
Physical Disability	234.1	162.5	297
Mild Intellectual Disability Note 4	623.3	172.5	254.5
Moderate Intellectual Disability Notes 4 & 5	576.5	166	307.5
Severe Intellectual Disability Note 5	219.2	127.5	290
School for Social Development	204.1	27.5	101
Hospital School	65.9	Not Applicable Note 6	28

Notes:

- Teaching staff establishment excludes teachers employed under the following programmes, e.g. Supportive Remedial Service, Enhanced Support Service and Resource Support Programme, Home-bound Teaching Programme in the Hospital School and the Pilot Scheme to operate Special Units in the Schools for Social Development to support students with autism spectrum disorders who display severe adjustment difficulties etc.
- Specialist staff establishment includes school social worker, speech therapist, physiotherapist, occupational therapist, occupational therapy assistant, educational psychologist, braille staff and nurse.
- Non-specialist staff establishment includes clerical staff, school executive officer, laboratory technician, workshop attendant, janitor staff, motor/special driver, teacher assistant and artisan.
- Figures for the 5 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
- 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.
- The Hospital School operates classes at 20 hospitals. Specialist services for its students are provided by the respective hospitals.

II. Staff Establishment of the Boarding Section in the 2019/20 School Year

School Type	Number of Specialist Staff ^{Note 1}	Number of Non-specialist Staff ^{Note 2}
Visual Impairment	37	25.8
Hearing Impairment	6	8.4
Physical Disability	144	76.7
Moderate Intellectual Disability	115 ^{Note 3}	72 ^{Note 3}
Severe Intellectual Disability	198	122.5

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 2019/20 School Year

Post	Salary Scale
Certificated Master/Mistress	\$30,235 – \$48,860
Assistant Master/Mistress	\$51,095 – \$61,415
Senior Assistant Master/Mistress	\$64,270 – \$73,775
Assistant Primary School Master/Mistress	\$31,750 – \$61,415
Primary School Master/Mistress	\$64,270 – \$73,775
Senior Primary School Master/Mistress	\$74,515 – \$75,265
Graduate Master/Mistress	\$31,750 – \$73,775
Senior Graduate Master/Mistress	\$74,515 – \$89,845
Principal Graduate Master/Mistress	\$85,870 – \$97,745
Principal II	\$93,710 – \$110,170
Principal I	\$117,580 – \$135,470

II. Salary Scale of Specialist Staff in the 2019/20 School Year

Post		Salary Scale
Educational Psychologist II		\$46,655 – \$73,775
Educational Psychologist I		\$74,515 – \$110,170
Occupational Therapist Assistant		\$20,035 – \$31,750
Occupational Therapist II		\$30,235 – \$48,860
Occupational Therapist I		\$51,095 – \$74,515
Senior Occupational Therapist		\$74,515 – \$89,845
Physiotherapist II		\$30,235 – \$48,860
Physiotherapist I		\$51,095 – \$74,515
Senior Physiotherapist		\$74,515 – \$89,845
Speech Therapist		\$33,350 – \$73,775
Special School Social Worker	Assistant Social Work Officer	\$33,350 – \$73,775
	Senior Social Work Assistant	\$46,655 – \$61,415
Registered Nurse		\$31,750 – \$51,095
Braille Staff		\$18,795 – \$31,750
Warden	Assistant Social Work Officer	\$33,350 – \$73,775
	Senior Social Work Assistant	\$46,655 – \$61,415
	Chief Social Work Assistant	\$64,270 – \$73,775
Assistant Warden	Social Work Assistant	\$22,725 – \$44,555
	Senior Social Work Assistant	\$46,655 – \$61,415
Houseparent		\$22,725 – \$44,555
Houseparent-in-charge		\$22,725 – \$44,555 ^{Note}
Programme worker		\$22,725 – \$44,555

Note:

A responsibility allowance will be payable to houseparents-in-charge at the rate of two increments (ranging from \$2,820 to \$4,305) above their substantive pay.

II. Salary Scale of Non-specialist Staff in the 2019/20 School Year

Post	Salary Scale
Laboratory Technician III	\$14,935 – \$16,945
Laboratory Technician II	\$21,340 – \$42,545
Laboratory Technician I	\$44,555 – \$58,635
School Executive Officer	\$31,750 – \$55,995
Workshop Attendant	\$14,620 – \$17,870
Artisan	\$17,675 – \$21,340
Motor Driver	\$17,675 – \$21,340
Special Driver	\$21,340 – \$24,070
Teacher Assistant	\$13,730 – \$16,175
Watchman	\$14,620 – \$17,870
Cook	\$17,675 – \$21,340
Clerical Assistant	\$13,735 – \$24,070#
Assistant Clerical Officer	\$15,560 – \$31,750#
Janitor Staff	\$13,730 – \$16,175#

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 AG) 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 2019/20 School Year

School Type	Average Unit Cost per School Place
Visual Impairment	\$469,500
Hearing Impairment	\$441,000
Physical Disability	\$397,500
Mild Intellectual Disability	\$242,000
Moderate Intellectual Disability	\$339,000
Severe Intellectual Disability	\$442,500
School for Social Development	\$249,000
Hospital School	\$242,500

II. Average Unit Cost per Boarding Place in the 2019/20 School Year

School Type	Average Unit Cost per Boarding Place
Visual Impairment	\$203,500
Hearing Impairment	\$375,500
Physical Disability	\$338,000
Moderate Intellectual Disability	\$287,000
Severe Intellectual Disability	\$367,500

I. Number of Students, New Students and Leavers of Schools for Children with Severe Intellectual Disability (SID) from the 2014/15 to 2018/19 School Years

School Year	2014/15	2015/16	2016/17	2017/18	2018/19
Number of Students ^{Note 1}	691	679	687	699	706
Number of New Students Notes 2 & 4	59	70	73	78	77
Number of School Leavers Notes 3 & 4	79	62	73	64	54

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 2014/15 to 2018/19 School Years

School Year	2014/15	2015/16	2016/17	2017/18	2018/19
Admission	49	37	28	23	33
Wait-listing	10	6	15	17	4

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

EDB027

(Question Serial No. 3248)

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 (DSS) and private schools) in the past 5 years;
- (2) the average and median waiting time for EP services in the past 5 years;
- (3) the average number of cases handled by each EP, and the average, highest and lowest numbers of school visits made by EPs by district and school type (i.e. government, aided and DSS 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 of EPs and number of EP vacancies by school type (i.e. government, aided, DSS and private schools) in the past 5 years;
- (7) the number of cases of suspected dyslexia pending 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.

Reply:

(1), (3), (5) and (6)

Starting from the 2016/17 school year, all public sector ordinary primary and secondary schools have been provided with the School-based Educational Psychology Service (SBEPS). Since that school year, the Education Bureau (EDB) has progressively improved the ratio of educational psychologist (EP) to school to 1:4 in public sector ordinary primary and secondary schools with comparatively large number of students with special educational needs (SEN), i.e. the Enhanced SBEPS. In the 2019/20 school year, the Enhanced SBEPS covers 169 primary and secondary schools. For the 2020/21 school year, the EDB plans to increase the number of schools receiving the Enhanced SBEPS to around 210. The revised estimate for the provision of the SBEPS for public sector ordinary schools is \$180 million in the 2019/20 school year.

From the 2015/16 to 2019/20 school years, the respective number of EPs providing the SBEPS for public sector ordinary primary and secondary schools in the territory is 114, 138, 144, 151 and 156, and their respective wastage rate is 6.7%, 0%, 3.8%, 5.9% and 4.2%. When an EP resigns, the EDB or school sponsoring body (SSB) will engage an EP replacement as soon as possible and there is a chance that the vacancy can be filled within the school year. During the vacant period, existing EPs of the SSB or 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. In general, each EP serves 7 to 8 public sector ordinary primary and secondary schools with varying number of students with SEN. EPs visit their schools regularly throughout the school year. The number of visit days paid to each school depends 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.

From the 2015/16 to 2019/20 school years, the EP establishments in aided special schools are 17, 17, 19, 19 and 19 respectively. As the educational psychology service for aided special schools is 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, the wastage rate and the vacancies of these EPs in the past 5 years. Generally speaking, EPs pay more visits to special schools than ordinary schools to meet the needs of special schools. As schools under Direct Subsidy Scheme and private schools make their own arrangements for educational psychology service, we have no information on the number of school visits paid by EPs, number of EPs, the wastage rate and vacancies in the past 5 years.

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 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 ordinary 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. Of these additional resources, the Learning Support Grant (LSG) is the major one. To further enhance the effectiveness of integrated education (IE), the EDB has implemented a series of enhanced measures on IE in the 2019/20 school year. The enhanced measures relating to the LSG include extending the grant to all public sector ordinary schools to replace the Intensive Remedial Teaching Programme and the Integrated Education Programme; multiplying the LSG grant rate for tier-3 support; and providing schools with additional regular teaching post(s) titled Special Educational Needs Support Teacher converted / provided on account of LSG reaching the specific threshold. Under the enhanced measures, schools have a more stable teaching force and additional resources that can be flexibly deployed to support students with various types of SEN and academically low achievers (applicable to primary schools). Schools should pool together school resources and deploy them holistically and flexibly to render appropriate support services to students based on their SEN, employing additional teachers and teaching assistants to provide in-class support or supplemental coaching after class, arrangement of small group learning and pull-out programmes, or hiring professional services (such as training groups on social/communication/executive skills, emotion management, learning strategies and peer activities). 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 an intensive support grant to employ additional teaching assistants to strengthen the support for the students concerned.

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, and 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 the basic, advanced and thematic levels.

(2) and (7)

From the 2014/15 to 2018/19 school years, on average about 80% of the cases referred to EPs in public sector ordinary primary and secondary schools were assessed within 2 months, while about 10% were assessed within 2 to 3 months. Some cases involved a longer waiting time for assessment due to their special circumstances. For example, there were cases in which parents requested for deferral of 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 had 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 according to 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 early identification of P1 students suspected to be 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 and behavioural difficulties without having 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

EDB028

(Question Serial No. 3249)

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 allow operators to allocate up to 10% of their service quotas to cases pending assessment, people consider this far from sufficient. As far as integrated education is concerned, it is the policy of the Education Bureau (EDB) to adopt the “treat and test” approach and immediate support is provided for every student with special needs while assessment is being arranged. Would the Government advise of the following:

- (1) Starting from November 2015, the Social Welfare Department has implemented the Pilot Scheme on On-site Pre-school Rehabilitation Services. At present, how many children are waitlisted for assessment by the Department of Health or the Hospital Authority and receiving on-site pre-school rehabilitation services at the same time? What is the percentage share of these children in the total number of children waiting for assessment?
- (2) At present, how many teachers have completed the in-service training courses recognised by the EDB at basic or advanced levels?
- (3) Will the Government consider extending 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 posts? If yes, what are the arrangements? If no, what are the reasons?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 516)

Reply:

(1)

Starting from November 2015, the Social Welfare Department (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 over 7 000 at present, which will be further increased by 1 000 each year for the 3 school years from 2020/21 to 2022/23, making an aggregated increase of 3 000 service places which will bring the total number to 10 000. In delivering the On-site Pre-school Rehabilitation Services (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 (NGOs). 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 2019, a total of 403 children waiting for assessment by the Department of Health or the Hospital Authority 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.

(2) and (3)

The enhancement in requirement for teacher to pupil ratio from 1:15 (including the principal) to 1:11 (principal not included) under the kindergarten education scheme (KG Scheme) allows kindergarten (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, communicate with parents, and cater for the diverse needs of students. As for training, since the 2015/16 school year, the Education Bureau (EDB) has organised teacher professional development programmes on catering for students with developmental needs by commissioning tertiary institutions and NGOs to provide basic training for KG teachers, and it has also devised a professional development framework. Starting from the 2018/19 school year, the EDB has further provided KG teachers with structured in-service training courses at basic and advanced levels. These teacher professional development programmes cover content such as fundamental knowledge and skills in early identification and intervention, 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. As at the 2018/19 school year, a total of 585 KG teachers have completed basic training, with 29 of them having completed advanced training as well. The EDB does not have information on the number of graduates having completed the relevant recognised certificate and degree programmes offered by tertiary institutions. Moreover, according to the information of SWD, apart from offering training courses for special child care workers recognised by the SWD, tertiary institutions usually include special child care worker training modules recognised by the SWD, i.e. no less than 210 hours of training on catering for children with special needs, in the pre-service and in-service training courses for obtaining the teacher professional qualifications in early childhood education. The above courses have been introduced for over a decade, and a certain amount of serving KG teachers have received the

relevant training. Therefore, under the collaboration between the EDB and the SWD, there has been an increasing number of KG teachers equipped with the fundamental knowledge and skills in identifying and catering for children with special needs.

The EDB will continue to promote inclusive culture in KGs, make a sustained effort to provide more KG teachers with relevant training, and continue to develop evidence-based intervention models and teaching resource packages on catering for children with learning and developmental needs for use by KG teachers. At this stage, we have no plan to create Special Educational Needs Coordinator posts or to deploy educational psychologists. The EDB will review the implementation of the relevant measures on an on-going basis and consider the introduction of appropriate and specific improvement measures as and when required.

- End -

CONTROLLING OFFICER'S REPLY

EDB029

(Question Serial No. 1416)

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 provide the following information for the past 3 years:

- (i) Details of the activities subsidised by the Hong Kong Jockey Club Life-wide Learning Fund; and
- (ii) A breakdown of the provision and number of student beneficiaries under the Fund by district.

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 1)

Reply:

(i) and (ii)

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 (STAS), 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 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 includes primary and secondary students receiving CSSA or full grant under the STAS or meeting the school's established financially needy criteria. As the number of student beneficiaries in each district and the total are rounded to the nearest 10, figures of individual districts may not add up to the total in the last row.

**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	3 800
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	14 820
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	6 210
Tuen Mun	5,869	15 720
Yuen Long	9,064	24 710
Total	78,040	205 460

* The number of student beneficiaries includes primary and secondary students receiving CSSA or full grant under the STAS or meeting the school’s established financially needy criteria. As the number of student beneficiaries in each district and the total are rounded to the nearest 10, figures of individual districts may not add up to the total in the last row.

**Provision and number of student beneficiaries by district
under the Hong Kong Jockey Club Life-wide Learning Fund
in the 2018/19 school year**

District	Provision \$ (’000)	Number of student beneficiaries*
Central & Western	816	2 470
Eastern	3,773	8 340
Islands	1,323	4 490
Southern	1,582	3 860
Wan Chai	874	2 200
Kowloon City	3,688	8 390
Kwun Tong	8,623	21 010
Sai Kung	3,185	9 000
Sham Shui Po	5,443	14 050
Wong Tai Sin	5,293	14 720
Yau Tsim Mong	2,686	6 680
North	5,893	16 280
Sha Tin	5,554	13 760
Tai Po	3,265	8 860
Kwai Tsing	6,643	17 210
Tsuen Wan	2,334	5 880
Tuen Mun	5,688	15 640
Yuen Long	8,465	24 740
Total	75,128	197 580

* The number of student beneficiaries includes primary and secondary students receiving CSSA or full grant under the STAS or meeting the school’s established financially needy criteria. The number of student beneficiaries in each district and the total are rounded to the nearest 10.

- End -

CONTROLLING OFFICER'S REPLY

EDB030

(Question Serial No. 1418)

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 tabulate the allowances for grassroots students, the expenditure involved and the number of beneficiaries in the past 5 years.

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 3)

Reply:

The Government is committed to ensuring that no student is denied access to education due to a lack of means. On that premise, the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA) administers various financial assistance schemes to cater for students with financial needs. Details are set out in Appendix.

The Education Bureau (EDB) also provides additional support for students with financial needs through the following grants:

School-based After-school Learning and Support Programmes

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 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 (SFA) Schemes. The number of eligible beneficiary students and the expenditure involved in the past 5 school years are as follows:

School year	No. of students	Expenditure (\$ million)
2015/16	219 860	218
2016/17	217 120	214
2017/18	213 400	219
2018/19	201 700	240 [^]
2019/20	197 700	240 [#]

[^] The figure refers to the total provision for the 2018/19 school year. As audited accounts are yet to be finalised by some of the NGOs concerned, relevant information is not available.

[#] The figure refers to the total provision for the 2019/20 school year. The actual figure will be available when the NGOs concerned submit their final reports and audited accounts by the end of the school year.

Student Activities Support Grant

In 2018-19, the Government set up the Student Activities Support (SAS) 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 (DSS) are provided with the SAS Grant to support primary and secondary students with financial needs to participate in out-of-classroom learning activities organised or recognised by schools. The number of eligible beneficiary students and the expenditure involved in the 2019/20 school year are as follows:

School year	No. of students	Expenditure (\$ million)
2019/20	160 930 [*]	80 [^]

^{*} The number of students is rounded to the nearest ten. The figure refers to the total number of primary and secondary students in receipt of CSSA or full grant under the School Textbook Assistance Scheme in the 2019/20 school year, which is also the number used to calculate the amount of SAS Grant to be disbursed.

[^] The figure refers to the total provision for the 2019/20 school year and the actual expenditure is not available at this stage.

Free Lunch at School

The 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 assistance under the SFA Schemes studying in whole-day public sector (including special schools) or whole-day primary schools under the DSS are eligible for free lunch at schools. The number of eligible students benefitted and the expenditure involved in the past 5 school years are as follows:

School year	No. of students	Expenditure (\$ million)
2015/16	64 114	170
2016/17	65 639	174
2017/18	65 337	175
2018/19	63 760	174
2019/20	66 000 [@]	193 [@]

[@] The figure refers to the estimated number of students and total provision for the 2019/20 school year. The actual figure will be available when the schools concerned submit their final accounts and reports by the end of the school year.

Financial assistance schemes offered by
the Student Finance Office for financially needy students

Pre-primary students	2015/16	2016/17	2017/18	2018/19	2019/20 (as at 31 January 2020)
Kindergarten and Child Care Centre Fee Remission Scheme					
No. of beneficiary students	40 277	41 532	25 388 [^]	24 964 [*]	24 174 [~]
Total expenditure (\$ million)	542.5	616.0	276.0	289.2	148.1
Grant for School-related Expenses for Kindergarten Students@					
No. of beneficiary students	-	-	39 671	37 859	36 875
Total expenditure (\$ million)	-	-	124.7	118.5	117.8
Primary and secondary students	2015/16	2016/17	2017/18	2018/19	2019/20 (as at 31 January 2020)
School Textbook Assistance Scheme					
No. of beneficiary students	215 104	208 316	203 521	201 451	196 832
Total expenditure (\$ million)	812.7	816.6	825.0	828.7	825.1
Student Travel Subsidy Scheme					
No. of beneficiary students	147 497	144 424	142 896	143 237	140 213
Total expenditure (\$ million)	331.0	337.8	346.7	361.2	365.3
Subsidy Scheme for Internet Access Charges					
No. of beneficiary households	147 647	133 711	130 409	131 779	132 359
Total expenditure (\$ million)	155.0	152.0	148.1	158.9	159.2
Examination Fee Remission Scheme					
No. of beneficiary students	18 473	15 956	14 984	NA#	
Total expenditure (\$ million)	38.4	34.1	33.3		

[^] The number of successful applications does not include 14 584 students who passed the means test but needed not pay school fees under the kindergarten education scheme.

^{*} The number of successful applications does not include 13 007 students who passed the means test but needed not pay school fees under the kindergarten education scheme.

[~] The number of successful applications does not include 13 289 students who passed the means test but needed not pay school fees under the kindergarten education scheme.

@ The Student Finance Office provides a “Grant for School related Expenses for Kindergarten Students” to eligible kindergarten students to defray school-related expenses incurred from the students’ kindergarten education starting from the 2017/18 school year.

With the approval of the one-off relief measures announced in the 2018-19 Budget and 2019-20 Budget by the Finance Committee of the Legislative Council at the meetings on 18 May 2018 and 31 May 2019 respectively, the Government has paid the examination fees for school candidates sitting for the 2019 and 2020 Hong Kong Diploma of Secondary Education Examination, 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 and 2019/20 school years. Hence, there is no need for needy students to apply for examination fee remission in the 2018/19 and 2019/20 school years.

- End -

CONTROLLING OFFICER'S REPLY

EDB031

(Question Serial No. 1420)

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 latest progress of implementing the “two school social workers for each school” measure in secondary schools? And what is the latest progress of implementing the “one school social worker for each school” measure in primary schools?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 5)

Reply:

For secondary schools, to enhance teenagers' mental health and stress resilience, the Social Welfare Department (SWD) has since the 2019/20 school year implemented the measure of "two school social workers for each school", with the addition of about 370 school social workers. The number of school social workers for each secondary school was then increased from 1.2 to 2. About 46 posts of Social Work Officer were increased concomitantly to enhance supervisory support. The additional full year recurrent provision involved is around \$313 million. Besides, the SWD has also advanced the measure of “two school social workers for each school” during the summer holiday of 2019, so as to support the secondary school students being arrested or emotionally disturbed arising from social incidents. Secondary school social workers will strengthen counselling and support services in order to help students and their families to face various complicated problems. Meanwhile, the SWD has organised a series of training courses and workshops for social workers in secondary schools at the beginning of the 2019/20 academic year and on 10 December 2019 to enhance their capabilities in handling students' problems. This will facilitate school social workers in providing professional counselling and support services in an appropriate and effective manner.

As for 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 under 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 new measure is implemented on the basis of the Comprehensive Student Guidance Service to provide schools with more resources so that each public sector primary school is served by at least 1 school-based registered graduate social worker with professional qualifications to further enhance the overall quality of guidance service. 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 original Top-up Grant is enhanced so that all public sector primary schools have more resources to enhance school social work and guidance services. For primary schools currently employing Student Guidance Teachers, they can continue with the existing arrangements. In the 2019/20 school year, 309 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 \$487 million. It is expected that 333 public sector primary schools will switch to the new funding mode in the 2020/21 school year and the estimated total expenditure on student guidance service under the old funding mode and the new funding mode is \$495 million.

We will continue to collect data and views by such means as questionnaire surveys, school visits and meetings with the education sector to review the mode of collaboration between student guidance personnel /social workers and Student Guidance Teachers, and will maintain communication with stakeholders and heed their views and suggestions on the best way to provide social work and guidance services for students and render effective support to them.

- End -

CONTROLLING OFFICER'S REPLY

EDB032

(Question Serial No. 1421)

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:

How many cases of primary and secondary school teachers seeking psychological counselling were there in the past 5 years? Were these cases handled by school social workers? What measures and resources will be devoted to helping principals and teachers deal with work pressure and improve their mental health?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 6)

Reply:

School social work service aims to identify and help students with difficulties in academic, social or emotional development, resolve their personal problems, maximize their educational opportunities and develop their potentials. On the support for teachers, school social workers assist in enhancing teachers' understanding of the emotional, behavioural and developmental needs of students, offer teachers appropriate professional consultation and advice to help them handle the problems of students, and provide immediate intervention and follow-up services in times of crisis. As school social workers are primarily targeted at serving students, they are not professionals to provide treatment and handle mental health issues of adults. As the Government does not require school social workers to provide professional psychological counselling services for teachers, the relevant information is not available.

Attaching great importance to teachers' well-being, the Education Bureau (EDB) has been encouraging schools to promote mental health on campus, and enhance the understanding and recognition of mental health among students, teachers and parents at the Universal level, including the implementation of mental health projects and education. 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 and understanding of the sources of stress and ways to cope with it for realising healthy life. Apart from

organising talks and sharing sessions on mental health for teachers, the EDB has, starting from the 2017/18 school year, 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 trainings. 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 Food and Health Bureau in collaboration with the EDB, the Hospital Authority and the Social Welfare Department to provide support for students with mental illness.

Moreover, in the 2019/20 school year, the Mindshift Educational Networking Programme (Phase I) launched by the University of Hong Kong with the funding support of the Quality Education Fund (QEF) shares 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 not only help teachers render support to students with mental health needs, but also strengthen their capacities in handling their own emotions and stress. The QEF has also included “Effective Leadership and School Management” and “Positive Values” as priority themes for schools’ application for funding to launch projects that help develop schools’ effective leadership, boost staff morale and foster collegial working relationships, as well as creating a school environment conducive to promoting positive values through strengthening support for stakeholders, including principals and teachers.

Training offered by the EDB to school leaders, such as Induction Programme for Newly-appointed Principals and Educational Administration and Management Course for Senior School Administrators cover not only stress management, but also human resource management. Through these training, participants could grasp how to support teachers and relieve their stress at work by adopting different strategies, such as conducting holistic review of teachers’ work and streamlining unnecessary administrative procedures, making room for teachers through optimal use of additional manpower or stakeholders’ resources, familiarising teachers with their job duties through implementing induction programmes, and fostering a positive and collaborative culture in school. To our understanding, quite a number of schools have incorporated the elements of stress management, emotion management, physical and mental well-being, team-building etc. into the activities of teacher development days so as to support principals and teachers in handling stress at work.

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 and face-to-face counselling and arrange for professionals (such as clinical psychologists) to follow up the 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 2014/15 to 2018/19 school years, the average annual expenditure on this initiative is about \$400,000 and about 320 cases for assistance were received in each of these years. Besides, the Hong

Kong Teachers' Centre has been organising a variety of stress-relieving courses to help teachers relax and relieve stress.

In any case, teachers who experience persistent or significant signs of stress should immediately seek assistance from relevant professionals (e.g. clinical psychologists and psychiatrists) for timely and appropriate counselling or treatment.

In view of the recent social incidents and the COVID-19 epidemic, the EDB has adopted a series of measures to assist schools in catering for students with mental distress, so as to relieve teachers' pressure in managing the emotions of students. Apart from issuing letters and guidelines to schools to lay out the basic principles for managing students' emotions, and providing teachers and other school professionals with information on mental health and professional support services, the EDB has also organised relevant workshops and thematic talks to boost teachers' confidence in taking care of students' emotional needs. With the support of the EDB, school councils, associations of school principals and the Hong Kong Psychological Society held a series of workshops on "Trust and Respect, Love and Care in Schools" for primary, secondary and special schools across the territory in August 2019. Through experiential activities and illustration, psychologists helped participating principals, vice principals and teachers manage their own emotions, acquire the skills to communicate with students and parents, and the strategies as well as approaches to handle students' emotions. These workshops had an attendance of over 1 000. In December 2019, the EDB held two thematic talks on mental health for over 400 principals and teachers of primary, secondary and special schools. A psychiatrist was invited to give a presentation on ways to handle mental health crisis and how schools can better support students in need, and a clinical psychologist was also there to share her experience in providing psychological support for teaching staff and students after the occurrence of an emergency incident. In addition, we are now in the process of producing a series of short psychoeducational videos in collaboration with professional bodies with a view to equipping teachers and parents with skills to deal with the negative emotions and mental stress of their students and children. In the coming few months, we will organise a series of regional-based workshops for teachers and guidance personnel where experts (e.g. psychiatrists, psychologists, etc.) will be invited to share practical skills for supporting students and discuss case studies. We believe that the above measures are useful in enhancing teachers' sense of efficacy in taking care of students' mental health, and are of help in relieving teachers' stress at work.

- End -

CONTROLLING OFFICER'S REPLY**EDB033****(Question Serial No. 1422)**

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 cases of school bullying (including cyberbullying) were received by the Education Bureau in the past 3 years? Please advise this Committee of the progress of these cases.

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

Reply:

Based on the information retrieved from the Education Bureau'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 2016/17 to 2018/19 school years) is tabulated below:

School year	2016/17	2017/18	2018/19
Number of student cases involving school bullying (Note)	124	202	226
Number of student cases involving cyber-bullying	-	54	50

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 and 226 cases of school bullying.

Regarding the management and supervision of guidance cases, schools are required to establish case management procedures (including opening a case, progress reporting and closing a case, etc.). The designated teachers or guidance personnel should consult with professionals such as social workers or psychologist as necessary. Under the principle of confidentiality, information related to the case should be restricted only to the relevant stakeholders as authorised by the school. Given the uniqueness of each case, it is not possible to handle all cases with standard procedures and thus difficult to indicate their progress with statistics.

- End -

CONTROLLING OFFICER'S REPLY

EDB034

(Question Serial No. 1424)

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:

Currently, is the Government providing any joint funding with enterprises for students or graduates to pursue further or postgraduate studies abroad? If yes, what are the details? If no, what are the reasons?

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

Reply:

The Government has not cooperated with enterprises to subsidise students' studies abroad. The Government launched the Hong Kong Scholarship for Excellence Scheme (HKSES) in November 2014 to support outstanding local students to pursue studies at 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. Starting from the 2015/16 academic year with up to 100 students subsidised per cohort, the HKSES has been regularised in the 2019/20 academic year with the scholarship capped at \$300,000 per student per annum and a means-tested bursary granted to students who may need additional support to pursue their studies, subject to a ceiling of \$200,000 per student per annum, for covering living and other study-related expenses. The Education Bureau also arranges mentorship programmes and summer internships for the awardees to enrich their social experience. Since the launch of HKSES, around 470 students were awarded scholarships to pursue undergraduate or postgraduate studies at renowned universities outside Hong Kong.

The HKSES is well-received and has been regularised. Hence, the Government has no immediate plan to set up other scholarship programmes to subsidise students in their pursuit of further studies aboard.

- End -

CONTROLLING OFFICER'S REPLY

EDB035

(Question Serial No. 1426)

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:

Following the occurrence of social incidents, what measures has the Administration taken to strengthen university governance and security? What are the manpower and expenditure involved?

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

Reply:

While committed to safeguarding the academic freedom and institutional autonomy of universities, the Government and the University Grants Committee (UGC) also require universities to ensure transparency and accountability of their operation with due regard to good governance, to secure that the funding is put to appropriate uses that ensure universities operate effectively in accordance with their missions and roles and serve the best interests of students as well as the society. Over the past few years, the universities have implemented various measures to enhance their governance. Examples include drawing up or reviewing an institutional risk register and a code of practice, and arranging an away-day or retreat for governing Councils to reflect on existing practices and discuss key strategic risks. To gain a better understanding of the overall situation of the higher education sector, members of the governing Councils have also actively participated in the annual sector-wide briefing sessions organised by the UGC. Moreover, the universities are required to make an annual report to the UGC on their latest developments and performance indicators. Regarding the handling of ad-hoc incidents, all universities have put in place a contingency mechanism, normally consisting of an emergency response team led by the university management (say the President or Vice-President responsible for administrative duties) to co-ordinate contingency measures and related work among the units concerned.

Dedicated security units have long been established by universities for the purpose of campus management. Appropriate personnel are engaged for security duties to ensure campus safety. The universities have also put in place internal mechanisms, rules and

procedures to deal with ad-hoc incidents that occur on campus. In the event of ad-hoc incidents, security personnel will be deployed to maintain order on campus as and when necessary and ensure the safety of all those at the scene. Consideration will also be given to seeking the assistance of the law enforcement agencies taking into account the actual circumstances and needs.

Given the impact of recent social incidents, universities have enhanced their on-campus security arrangements and hired additional security staff having regard to their actual needs. Some universities have implemented access control measures, such as requiring staff members, students and invited visitors to present their identity document or to register upon entry to the campus, or denying the entry of visitors from late night to early morning. Individual universities have also engaged professional security consultants to review the existing on-campus security facilities, manpower and arrangements and make professional recommendations to the universities, for the purpose of enhancing the overall on-campus security measures in the long term.

The above measures on strengthening governance and security are implemented by universities with the use of existing resources (including recurrent subvention from the UGC). The EDB and UGC are unable to identify or provide data on the relevant actual expenditure.

- End -

CONTROLLING OFFICER'S REPLY

EDB036

(Question Serial No. 1427)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (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:

In the past 5 years, how many Hong Kong residents' children pursue further studies in secondary schools or universities in the Mainland or other places? Has there been a marked upsurge due to social events?

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

Reply:

We do not maintain records of the number of Hong Kong students pursuing studies in secondary schools or universities in the Mainland or overseas. 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 16 228 as at January 2020, which is comparable to that of the corresponding period last year.

- End -

CONTROLLING OFFICER'S REPLY

EDB037

(Question Serial No. 1428)

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 advise whether the occurrence of social incidents has caused a marked decline in (1) the number of students applying for a university place through JUPAS and (2) the number of students applying for a university place through non-JUPAS route over the past 3 years. Please also advise whether the occurrence of social incidents has caused a marked decline in the number of students enrolling for associate degree programmes through the Electronic Advance Application System for Post-secondary Programme (E-APP) or through direct application to tertiary institutions over the past 3 years.

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

Reply:

The Hong Kong Diploma of Secondary Education Examination (HKDSE) candidates may apply for sub-degree and first-year first-degree (FYFD) programmes offered by the University Grants Committee (UGC)-funded universities, self-financing full-time undergraduate programmes offered by The Open University of Hong Kong, and full-time undergraduate programmes offered under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) through the Joint University Programme Admissions Scheme (JUPAS). In the 2017/18, 2018/19 and 2019/20 academic years, the number of students applied for admission to the above programmes through JUPAS is 48 502, 46 703 and 44 413 respectively, and the number of students applied for the FYFD programmes offered by the 8 UGC-funded universities through non-JUPAS routes is 39 320, 39 872 and 40 287 respectively.

The number of students submitting their applications through the Electronic Advance Application System for Post-secondary Education Programmes (E-APP), and the respective numbers of applications submitted through E-APP for admission to sub-degree and undergraduate programmes in the past 3 years are tabulated below. We do not possess information on the number of students directly applying to the relevant institutions for admission to sub-degree programmes.

Year	2017	2018	2019
No. of applicants submitting applications through E-APP	21 184	20 262	20 371
No. of applications for sub-degree programmes ^{Note}	Relevant data unavailable	77 717	77 163
No. of applications for undergraduate programmes ^{Note}	Relevant data unavailable	15 038	13 043

Note: HKDSE candidates may apply for more than one programme (sub-degree and/or undergraduate) through E-APP.

The applicants admitted in the year of 2019 started their study in September 2019, and thus the above number of applicants cannot reflect the possible implications of the recent social events. It should be noted that the number of students applying for post-secondary programmes each year is affected by changes in the overall number of students, while the number of students submitting applications through E-APP and the number of applications for programmes submitted through E-APP are, to a certain extent, related to relevant factors such as the types of programmes offered by self-financing institutions. In addition, as there are diversified articulation pathways available to secondary school leavers, whether they apply for admission to programmes offered by local post-secondary institutions is a matter of personal choice, and we are not in a position to assess whether changes in the number of applications are related to social events.

- End -

CONTROLLING OFFICER'S REPLY

EDB038

(Question Serial No. 1429)

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 students who have engaged in activities of social incidents or have been put under arrest, what follow-up actions will be taken by the Administration to help them get back on track?

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

Reply:

The Education Bureau (EDB) issued a letter to all schools in December 2019, reiterating that schools should state in no unclear terms to students and parents that any breach of school regulations will not be tolerated and schools will handle students' misbehaviour based on the prevailing disciplinary and counselling mechanisms. We shall never give up on students who have violated the law or even students convicted by the court. We should counsel them, deploying appropriate guidance and discipline measures, and bring them back to the right track. It is suggested that schools should develop a long-term personalised counselling programme for each arrested or prosecuted student as early as possible, strengthening education on positive values, positive thinking, proper attitude in social communication, and to maintain close contact with their parents. Schools should also take care of other students who may be affected by cases of students arrested or prosecuted, and help them manage their emotions and understand the issues.

The Government has been continuously increasing the provision of resources on professionals. For example, the "one social worker for each school" policy has been implemented in public sector primary schools according to school-based circumstances starting from the 2018/19 school year; and the "two social workers for each school" policy has been implemented in secondary schools starting from the 2019/20 school year. In addition, the ratio of school-based educational psychologist to school has been progressively increased. Under the whole school approach to guidance and discipline, these school professionals (including school social workers, student guidance personnel and school-based educational psychologists) collaborate with teachers to provide remedial,

preventive and developmental guidance programmes for the arrested or prosecuted students as necessary, as well as to encourage parents to listen actively and patiently to their children's inner voices, support them with a caring attitude when they are in distress, and maintain communication with schools, with a view to helping the students reintegrate into school life and solving their behavioural problems.

Social incidents might affect the emotions of students arrested for engagement as well as other students. In this regard, the EDB has issued to all schools guidelines on caring the emotions of teachers and students, stating the basic principles on helping students manage their emotions and providing information on mental health and professional support services for teachers and professionals in schools. To enable schools to take care of their students' emotional needs, the EDB has also organised relevant workshops and thematic talks that help schools understand the techniques for communicating with students, methods for handling mental health crisis, and psychological support for teaching and non-teaching staff and students after the occurrence of an emergency incident. Meanwhile, the Social Welfare Department (SWD) has organised a series of training courses and workshops for social workers in secondary schools to enhance their capacity in addressing students' problems.

To enhance students' resilience, schools may join the student development programmes launched by the EDB, such as the Understanding Adolescent Project for primary schools and the Enhanced Smart Teen Project for secondary schools. Starting from the 2019/20 school year, the EDB has allocated more resources to refine these programmes by, for example, increasing the number of group-based student activities and training sessions for parents, and reducing the group size under the Intensive Programme of the Understanding Adolescent Project; as well as gradually increasing the number of training places under the Enhanced Smart Teen Project to benefit more students.

In addition, it is noted that the SWD, through non-governmental organisations, has implemented the Community Support Service Scheme for providing support services to young people aged 10 to under 18 who are cautioned under the Police Superintendent's Discretion Scheme, arrested youth and their peers with delinquent behaviours (including students). Through individual and family counselling, therapeutic groups/skill training/educational groups, positive life training, community services, crime prevention activities, etc., these support services help young people eliminate their deviant and unlawful behaviours and reduce their likelihood of law infringement.

As for post-secondary institutions, the EDB understands that they have established counselling and support mechanisms to provide appropriate assistance and support to students in need. Generally speaking, institutions would, based on the actual situation, provide students with ways to seek legal advice, counselling support, temporary accommodation, and other support measures as necessary. Furthermore, institutions would initiate suitable disciplinary procedures as needed, so that the students in contravention of the institutions' regulations or the law could understand and correct their mistakes, and take responsibility for their own actions.

- End -

CONTROLLING OFFICER'S REPLY

EDB039

(Question Serial No. 1430)

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:

Since the occurrence of social incidents, how many complaints have been received by the Education Bureau in respect of teachers' conduct, such as making inappropriate comments (on social media platforms, etc.) or engaging in activities of these incidents? What is the progress in handling such cases? What are the follow-up actions?

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

Reply:

From mid-June 2019 to end of January 2020, the Education Bureau (EDB) received a total of 171 complaints about suspected professional misconduct of teachers during recent social incidents. We have substantially completed the investigation of 125 cases, of which 47 were found unsubstantiated.

Among the above-mentioned 125 cases, the EDB has taken follow-up actions on 39 of them, including issuing reprimand letters to 13 teachers and warning letters to another 4. The EDB may consider cancelling these teachers' registration pursuant to the Education Ordinance if they misconduct themselves again. We have also issued advisory letters to 9 teachers and verbal reminders to another 13 to remind them to refrain from activity that is detrimental to the image of the teaching profession and to show respect to the behavioural norms acceptable to society. For the remaining 39 cases, our initial view is that they are likely to be substantiated. In accordance with the established procedures, we are currently waiting for or considering the response from the teachers concerned with a view to determining the appropriate follow-up actions.

- End -

CONTROLLING OFFICER'S REPLY

EDB040

(Question Serial No. 1431)

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:

Since the occurrence of social incidents arising from the anti-extradition law amendment, how many complaints have been received by the Education Bureau in respect of teaching materials or pedagogical content? How many teachers concerned are penalised and what forms of penalties have been meted out?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 16)

Reply:

From mid-June 2019 to end of January 2020, the Education Bureau (EDB) received a total of 171 complaints about suspected professional misconduct of teachers during recent social incidents. Given the extensive coverage of these complaints and unique nature of various cases, with quite a number of them involving multiple allegations, we do not categorise the complaints by types. Roughly speaking, the majority of these 171 cases are related to teachers making hate messages or cursing people, while the rest are about the use of extremely indecent language or use of foul language in insulting people; use of inappropriate teaching materials; suspected engagement in illegal activities, etc. We have substantially completed the investigation of 125 cases, of which 47 were found unsubstantiated.

Among the above-mentioned 125 cases, the EDB has taken follow-up actions on 39 of them, including issuing reprimand letters to 13 teachers and warning letters to another 4. The EDB may consider cancelling these teachers' registration pursuant to the Education Ordinance if they misconduct themselves again. We have also issued advisory letters to 9 teachers and verbal reminders to another 13 to remind them to refrain from activity that is detrimental to the image of teaching profession and to show respect to the behavioural norms acceptable to society. For the remaining 39 cases, our initial view is that they are likely to be substantiated. In accordance with the established procedures, we are currently

waiting for or considering the responses from the teachers concerned with a view to determining the appropriate follow-up actions.

- End -

CONTROLLING OFFICER'S REPLY

EDB041

(Question Serial No. 1432)

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:

What are the resources and projects involved in promoting “One Country, Two Systems” and Basic Law education in kindergartens, primary and secondary schools and universities in the past 5 years? Will the Administration step up the provision of resources or expand the scope of these projects?

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

Reply:

The Education Bureau (EDB) has all along endeavoured to promote Basic Law education (BLE). At the kindergarten level, we help students develop an initial understanding of our country and an appreciation for the fine Chinese culture in early childhood mainly through the relevant curriculum, so as to facilitate a smooth transition for learning the concepts of Basic Law at the primary level. At the primary and secondary levels, the EDB has been continuously adopting a wide array of measures to strengthen the implementation of BLE, which include organising life-wide learning activities for students, developing learning and teaching (L&T) resources, providing teacher training for school sponsoring bodies, school leaders and teachers, etc. Such support measures enable schools, teachers and students to acquire a deeper understanding of the relationship between our country's Constitution and the Basic Law as well as the concepts embodied in the Basic Law, and to understand that Basic Law is the cornerstone of Hong Kong's development and is closely related to our daily life, which in turn facilitate schools to enhance L&T efficacy by making plans for and taking forward BLE more effectively and to strengthen students' motivation for learning the Basic Law.

Besides, the EDB will continue to enhance students' understanding of the historical background of the Basic Law and its implementation as well as the concepts of "One Country, Two Systems" through student activities such as Basic Law quizzes. The expenditure involved in the quizzes is about \$300,000 per year.

With respect to the development of L&T resources, the EDB has in the 2016-17 to 2019-20 financial years provided secondary schools with various sets of L&T resources, including "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). The 2 assessment banks have been developed for years and will continue to be available for schools' use. The EDB staff will regularly review and update the content of these assessment banks with regard to the latest developments in the implementation of the Basic Law. Expenditures related to the 2 assessment banks only involve daily website management. All the L&T resources mentioned above remain relevant. In the 2020-21 financial year, the EDB will continue to develop the advanced version of the "Basic Law Knowledge Enrichment Online Course for Secondary School Teachers". At the primary level, the EDB has in the 2016-17 to 2020-21 financial years provided 3 sets of L&T Resource CD ROMs 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 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 [^]
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 [^]
Web on Assessment for BLE (Junior Secondary) (for teachers)	Not Applicable [^]
L&T Resource CD ROMs for Primary General Studies (History and Culture Series): Understanding Chinese History and Culture through Monuments in Hong Kong	0.05
L&T Resource CD ROMs 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)	1.20 ⁺⁺
L&T Resource CD ROMs for Primary General Studies (History and Culture Series): Engineering in China	0.09 [#]
Advanced Basic Law Knowledge Enrichment Online Course for Secondary School Teachers	0.54 ⁺⁺

- ^ Total expenditures on L&T resources, which are incurred in different financial years (2015-16, 2016-17, 2017-18, 2018-19, 2019-20 and 2020-21).
- # Actual expenditure revised from last year's estimates
- ++ Revised from last year's estimates
- 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, do not cover 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 tasks.

Moreover, the EDB offers training to school leaders through induction programmes for newly-appointed principals, educational administration and management courses for senior school administrators, etc. These programmes not only cover the constitutional status of the Basic Law and the significance of “One Country, Two Systems”, but also include experience sharing of schools’ practices in promoting BLE. The EDB will, based on the development in the promotion of the Basic Law and the needs of schools, flexibly deploy the resources available and render appropriate professional support to schools for the purpose of strengthening BLE.

As regards University Grants Committee-funded universities, the bulk of the 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 is subsumed under the block grant to the universities, a separate figure is not available. To our understanding, universities offering teacher education have included elements related to the Basic Law in their undergraduate programmes to enable more students to learn about the Basic Law.

For post-secondary institutions, the EDB respects their autonomy in curriculum design while encouraging them to help students develop a full and accurate understanding of the Basic Law and “One Country, Two Systems” to boost their sense of national identity. Various universities organise a wide array of public talks, seminars and workshops on the Basic Law, governance and politics, and national education. Many institutions also offer related general education and inter-disciplinary courses to increase students’ understanding of the Basic Law. Universities may continue to make full use of their resources to promote, teach and research into such topics as the Basic Law and “One Country, Two Systems”.

- End -

CONTROLLING OFFICER'S REPLY

EDB042

(Question Serial No. 1433)

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:

Regarding national education, what are the manpower and expenditures involved in the past 5 years, and what is the average amount of expenditure per student? What is the estimated expenditure on national education for the coming school year? Has the Administration collected statistics on the number of teachers and students who benefited from the provision for national education in the past 5 years?

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

Reply:

National education, in the broad sense, facilitates teachers' and students' thorough understanding of our country through various curricula, teacher training, learning and teaching resources, Mainland exchange programmes, interflow and co-operation between primary and secondary sister schools in Hong Kong and the Mainland, and various life-wide learning activities. Over the past 5 school years (2015/16 to 2019/20), the average annual expenditure of Mainland exchange programmes organised by the Education Bureau (EDB) for students is \$71.1 million. The estimated expenditure for the 2020/21 school year is \$115 million. The expenditure on manpower resources for the Mainland exchange programmes and those on the above initiatives for promoting national education have been subsumed under the recurrent expenditure of the EDB, and thus a breakdown is not available.

The number of primary and secondary school students who participated in Mainland exchange programmes in the past 5 school years (2015/16 to 2019/20) and the 2020/21 school year is tabulated below. All exchange activities to the Mainland organised or subsidised by the EDB have been suspended or postponed since end-January due to the outbreak of COVID-19 in early 2020.

School year	No. of primary and secondary school students (rounded down to the nearest hundred)
2015/16	59 200
2016/17	59 800
2017/18	67 000
2018/19 [#]	74 500
2019/20 [*]	20 500
2020/21 ⁺⁺	109 000

[#] Actual figures revised from last year's estimates

^{*} Provisional figures

⁺⁺ Estimated figures

The number of teachers who participated in professional Mainland exchange programmes and the expenditure involved over the past 5 school years (2015/16 to 2019/20) and in the 2020/21 school year are shown below:

School year	No. of teachers (rounded down to the nearest ten)	Expenditure (\$ million) [@]
2015/16	410	2.1
2016/17	690	2.9
2017/18	760	5.5
2018/19 [#]	1 680	7.1
2019/20 [*]	1 000	8.7
2020/21 ⁺⁺	2 680	12.9

[@] The expenditure on manpower resources for 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

⁺⁺ Estimated figures

- End -

CONTROLLING OFFICER'S REPLY**EDB043****(Question Serial No. 1434)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide the total numbers of primary and secondary school students and teachers participating in Mainland exchange activities in the past 3 years, as well as the numbers of provinces and cities involved. Has the number of exchange activities decreased due to recent social incidents? Please provide the expenditures on Mainland student exchange programmes in each of the past 3 school years, as well as the estimated expenditure for the coming school year.

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 19)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. The respective numbers of primary and secondary students participating in the aforementioned Mainland exchange programmes in the past 3 years (the 2017/18, 2018/19 and 2019/20 school years) are as follows:

School Year	Number of Students (rounded down to the nearest hundred)	
	Secondary Students	Primary Students
2017/18	40 200	26 800
2018/19 [#]	42 100	32 400
2019/20 ⁺	9 300	11 200

[#] Actual figures revised from last year's estimates

⁺ Provisional figures

Teachers participate in the aforementioned Mainland exchange programmes as learning facilitators on a ratio of 1 teacher to 10 students. Besides, the EDB also organises various professional Mainland exchange programmes for teachers. The respective numbers of teachers participating in these programmes in the past 3 years are as follows:

School Year	Number of Teachers (rounded to the nearest ten)
2017/18	760
2018/19 [#]	1 680
2019/20 ⁺	1 000

[#] Actual figures revised from last year's estimates

⁺ Provisional figures

All along, schools could organise Mainland exchange programmes on their own or choose to participate in Mainland exchange programmes or subsidy schemes organised by the EDB according to their school needs. Students' participation is on a voluntary basis. From time to time, schools cancel or postpone their scheduled Mainland exchange programmes in light of school-based circumstances. The EDB only has the numbers of participating schools, teachers and students for each trip, and does not collect or compile the reasons for cancellation or postponement of Mainland exchange programmes, including social events and other factors. Nevertheless, classes are suspended on many school days in the 2019/20 school year, and during class suspension, the scheduled Mainland exchange programmes have to be cancelled. Upon class resumption, primary and secondary schools need to reschedule their teaching and other activities, and it is possible that the exchange programmes will not be conducted as planned.

The respective expenditures involved in the Mainland exchange programmes for students in the past 3 school years (from 2017/18 to 2019/20) and in the 2020/21 school year are as follows:

School Year	Expenditure (\$million) [@]
	Programmes for primary and secondary students
2017/18	85.4
2018/19 [#]	108.9
2019/20 ⁺	35.1
2020/21 ⁺⁺	115

[@] Manpower resources for 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

⁺⁺ Estimated figures

- End -

CONTROLLING OFFICER'S REPLY

EDB044

(Question Serial No. 1435)

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 advise on the number 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 percentage of students who have participated in exchange activities under the Sister School Scheme against the total number of students 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?

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

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 counterpart(s) in the Mainland. The Government has regularised the Pilot Scheme with effect from the 2018/19 school year to provide a recurrent grant (which is set at \$154,950 for the 2019/20 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 counterpart(s) in the Mainland. Schools may organise exchange activities with their sister schools in the Mainland at different levels based on their development needs. The number of participating schools and the number of students' participation in exchange activities are tabulated below:

School year	Secondary school	Primary school	Special school	Total no. of schools	No. of students' participation in exchange activities*
2016/17	223	228	20	471	41 680
2017/18	250	260	25	535	56 870
2018/19	296	312	26	634	#

* Figures are rounded to the nearest ten.

Statistics on the number of students' participation in exchange activities during the implementation of the Pilot Scheme were collected as reference for review purpose. After the regularisation of the Pilot Scheme in the 2018/19 school year, information on the number of students' participation in exchange activities is no longer gathered from the participating schools.

For the 2016/17 and 2017/18 school years, we only collected statistics on the number of students' participation in exchange activities and no headcount was conducted. Since students may participate in more than one exchange activity, we are unable to provide the percentage of students who have participated in exchange activities against the total number of students.

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, 662 local schools have paired up with their counterparts in the Mainland as 1 869 pairs of sister schools (with some local schools pairing up with more than one Mainland school as sister schools) up to the 2019/20 school year (as at March 2020). 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	896	Beijing Municipality	269
Zhejiang Province	198	Shanghai Municipality	101
Sichuan Province	68	Fujian Province	43
Jiangsu Province	39	Hubei Province	36
Shaanxi Province	35	Shandong Province	24
Guizhou Province	19	Yunnan Province	17
Tianjin Municipality	13	Jilin Province	13
Henan Province	13	Hunan Province	13
Guangxi Zhuang Autonomous Region	11	Hainan Province	10
Liaoning Province	9	Shanxi Province	6
Jiangxi Province	6	Chongqing Municipality	6

Province/Municipality	No. of pairs of sister schools	Province/Municipality	No. of pairs of sister schools
Inner Mongolia Autonomous Region	5	Anhui Province	5
Gansu Province	4	Hebei Province	3
Ningxia Hui Autonomous Region	3	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.

- End -

CONTROLLING OFFICER'S REPLY

EDB045

(Question Serial No. 1436)

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 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.: 21)

Reply:

- (1) and (2) The number and percentage of cross-boundary students (CBS) in secondary and primary schools by district in the 2017/18, 2018/19 and 2019/20 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 2017, 2018 and 2019 (for admission to Primary One in the 2017/18, 2018/19 and 2019/20 school years) is 3 251, 2 213 and 799 respectively. With the implementation of the zero-quota policy for doubly non-permanent resident pregnant women in early 2013, there is a substantial drop in the figures of POA 2019 as compared with that of POA 2017 and 2018.

Number and Percentage of CBS in Secondary Schools

(i) 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%

(ii) 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%

(iii) 2019/20 School Year

District	Number of CBS	Percentage in the Total Number of CBS in Secondary Schools
North	3 942	51.9%
Tai Po	1 390	18.3%
Sha Tin	184	2.4%
Yuen Long	1 148	15.1%
Tuen Mun	892	11.7%
Tsuen Wan & Kwai Tsing	3	0.0%
Tung Chung	41	0.5%
Wong Tai Sin	2	0.0%
Total	7 602	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.

Number and Percentage of CBS in Primary Schools

(i) 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%

(ii) 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%

(iii) 2019/20 School Year

District	Number of CBS	Percentage in the Total Number of CBS in Primary Schools
North	7 123	39.6%
Tai Po	2 710	15.1%
Sha Tin	583	3.2%
Yuen Long	3 951	22.0%
Tuen Mun	2 453	13.6%
Tsuen Wan & Kwai Tsing	396	2.2%
Tung Chung	442	2.5%
Wong Tai Sin	316	1.8%
Total	17 974	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

EDB046

(Question Serial No. 1437)

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, (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Please set out in a table the school fee subsidies (including financial assistance or scholarships) available to Hong Kong residents who have sent their children to the Mainland for primary, secondary or university education, the expenditures involved, and the number of beneficiaries in the past 5 years.

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

Reply:

At present, the Government provides financial assistance to Hong Kong students pursuing university studies on the Mainland only. The Mainland University Study Subsidy Scheme (MUSSS) was launched in July 2014. To better support Hong Kong students in pursuing studies in the Mainland, the MUSSS has been expanded since the 2016/17 academic year and a “non-means-tested subsidy” has been introduced under the MUSSS starting from the 2017/18 academic year. For the 2015/16, 2016/17 and 2017/18 academic years, the full-rate subsidy and half-rate subsidy of the “means-tested subsidy” were \$15,000 and \$7,500 respectively. The “non-means-tested subsidy” in the 2017/18 academic year was \$5,000. For the 2018/19 and 2019/20 academic years, the full-rate subsidy and half-rate subsidy of the “means-tested subsidy” are \$16,800 and \$8,400 respectively, and the “non-means-tested subsidy” is \$5,600.

The number of students who have benefited from the MUSSS and the amount of subsidy granted in the past 5 years are tabulated below:

Academic Year	No. of students receiving subsidies			Amount of subsidy (approximate) \$million
	Means-tested full-rate subsidy	Means-tested half-rate subsidy	Non-means-tested subsidy	
2015/16	304	175	Not applicable	6
2016/17	1 495	695	Not applicable	28
2017/18	1 797	744	515	35
2018/19	1 872	667	608	40
2019/20 (as at 29 Feb 2020)	1 800	599	641	39

- End -

CONTROLLING OFFICER'S REPLY**EDB047****(Question Serial No. 1438)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (7) Post-secondary, Vocational and Professional Education, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

What are the respective numbers of children of Hong Kong residents attending Mainland primary schools, secondary schools and universities today? How many Mainland schools currently offer Hong Kong curriculum or classes for Hong Kong children? What are the numbers of school places and students enrolled by grade? Has the Administration provided resources for classes for Hong Kong children on the Mainland?

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

We do not maintain records of the number of Hong Kong students pursuing studies on the Mainland. 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 16 228 as at January 2020.

At present, under the Scheme of Classes for Hong Kong Students, 11 "minban" schools in Shenzhen are offering Hong Kong curriculum to Hong Kong students. Based on the information provided by the Shenzhen Municipal Education Bureau, there are 3 572 Hong Kong students in the 2019/20 school year. The number of students by grade is tabulated below:

Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6
147	407	705	865	754	694

The Education Bureau does not provide resources for the Classes for Hong Kong Students.

- End -

CONTROLLING OFFICER'S REPLY

EDB048

(Question Serial No. 1439)

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:

Does the Administration collect information on schools' average actual expenditure on procurement of epidemic prevention supplies with grants? Has it assessed after stocktaking whether, on average, schools' current stock level of face masks, cleanser, disinfectant and equipment like thermometers and air purifiers is sufficient? What measures has it taken to assist schools to set up their epidemic prevention system? Apart from provision of supplies or equipment, does it have any measures to raise the awareness of hygiene and epidemic prevention among teaching staff and students?

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

Reply:

Since early January this year, the Education Bureau (EDB) has forwarded about 10 letters from the Centre for Health Protection (CHP) to schools, urging schools to stay vigilant and put in place the recommendations of the CHP to strengthen various preventive measures. We have also asked schools to disseminate related information to parents and enlist their cooperation to upkeep students' personal and environmental hygiene, in order to increase their awareness of epidemic prevention.

To support schools' efforts in epidemic prevention, the EDB has deployed existing resources to provide a one-off grant to all schools offering full and formal curriculum (including kindergartens, government schools, Direct Subsidy Scheme schools, the English Schools Foundation schools, international schools, Private Independent Schools, private primary schools and private secondary day schools) to help them replenish their epidemic prevention equipment (such as masks, thermometers, etc.), clean their school premises and pay for the other expenses related to epidemic prevention. The provision is estimated to be \$42 million, benefitting some 2 200 schools. Furthermore, the boarding sections of aided

special schools have been operating to cater for students in need of boarding service during class suspension. To enhance the support for the boarding sections to guard against the epidemic and to reduce the risk of the spread of the novel coronavirus, the EDB will provide separately a one-off additional grant for 21 special schools with a boarding section. The additional expenditure is estimated to be \$2.25 million.

Since the beginning of the novel coronavirus outbreak, we have been keeping close contact with schools to keep in view their procurement of anti-epidemic supplies. To our understanding, the supply of anti-epidemic goods was relatively tight early in the epidemic. Nevertheless, since all classes have been suspended, schools do not require a huge amount of anti-epidemic supplies. We note that the shortage of anti-epidemic supplies has begun to improve recently. Since classes are still suspended and we will announce the date of class resumption and related arrangements at least 3 weeks before it takes place, schools can make suitable preparations in the meantime. As schools are different in scale and needs, they also differ in respect of the type and number of anti-epidemic supplies they need. Schools could make good use of the funding for meeting daily operational expenses provided by the EDB and the anti-epidemic grants to procure necessary anti-epidemic supplies according to their school-based needs. We have not collected the statistics on related expenditure.

- End -

CONTROLLING OFFICER'S REPLY

EDB049

(Question Serial No. 1440)

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:

Has the Education Bureau estimated the additional expenditure to be incurred by the Hong Kong Examinations and Assessment Authority owing to the increase in manpower and resources for arranging the Hong Kong Diploma of Secondary Education Examination amid the pneumonia epidemic? What are the specific arrangements?

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

Reply:

In view of the pneumonia epidemic, the Hong Kong Examinations and Assessment Authority (HKEAA) has increased its procurement of anti-epidemic supplies, including surgical masks, alcohol disinfecting wipes, alcohol sanitiser-gel, infrared thermometer and thermal imaging system, for the conduct of the Hong Kong Diploma of Secondary Education Examination.

On the advice of the Centre for Health Protection, a number of precautionary measures against infection will be adopted during the examination and script marking periods. Some of these measures may involve additional manpower or supplies for checking body temperature before candidates, examination personnel and staff enter the examination centres; spacing out candidates' seats appropriately; ensuring that surgical masks are put on by all candidates, examination personnel and staff; and enhancing the cleaning of examination centres.

Emergency works in assessment centres will be carried out as necessary to ensure adequate spatial separation of work stations for onscreen marking and install partitions with a height of 1.2 metres. Hours for script marking in a number of assessment centres will be extended across the board from not earlier than 9:00 am until 10:30 pm to 8:30 am until 11:30 pm. Furthermore, outsourced cleaning service will be enhanced, and there will be a dedicated team to step up disinfecting and cleaning work in assessment centres. At each examination centre and assessment centre, an adequate quantity of anti-epidemic supplies such as surgical masks and alcohol sanitiser-gel will be made available to persons there.

To meet the expenses incurred by the measures mentioned above, the HKEAA has earmarked \$20 million for contingency use.

- End -

CONTROLLING OFFICER'S REPLY

EDB050

(Question Serial No. 1441)

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:

Plases provide the total number of tutorial schools and informal schools in the territory. Has the Administration looked into the extent of economic loss suffered by the sector or the number of closure that resulted from the epidemic of pneumonia?

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

Reply:

According to the Education Bureau (EDB)'s records (as at 5 March 2020), there were a total of 2 917 private schools offering non-formal curriculum in the territory^(note).

Formal schooling is the EDB's priority of work. Institutions (including tutorial schools) offering non-formal education are not required to submit their financial statements to the EDB. Hence, we have neither the financial data of these institutions nor the number of closures due to the epidemic.

Note: Apart from schools which offer post-secondary, secondary, primary, kindergarten and nursery education, private schools offering educational courses such as tutorial, commercial, language and computer courses are all categorised as private schools offering non-formal curriculum. A breakdown of the aforementioned school types is unavailable.

- End -

CONTROLLING OFFICER'S REPLY

EDB051

(Question Serial No. 1442)

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 schools' expenditures on procuring recycled products from local recyclers and the total value of related procurement contracts signed between schools and the recycling industry in each of the past 5 years? Does the Administration plan to increase the proportion of such procurement? Some schools have purchased refurbished buses for teaching purposes. Has the Administration subsidised these purchases?

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

Reply:

The Education Bureau (EDB) has neither gathered information on schools' expenditures on procuring recycled products from local recyclers and the total value of related procurement contracts nor stipulated the proportion of recycled products to be procured by schools.

Schools may use their resources (including government funding) to purchase suitable items for teaching purposes, but they have to ensure that the items meet the relevant regulatory requirements on safety or health. At present, the EDB does not provide additional subsidy for schools to purchase refurbished buses for teaching purposes.

- End -

CONTROLLING OFFICER'S REPLY

EDB052

(Question Serial No. 1444)

Head: (156) Government Secretariat: Education Bureau

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

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

What are the respective average unit costs of subsidised place of each primary school student, secondary school student and university student in each of the past 5 years?

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

Reply:

The unit costs of the respective provisions under the General Revenue Account are set out in the **Annex**.

	Average Unit Cost of Subsidised Place of Student				
	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Revised Estimate
Government primary schools ¹	\$ 63,116	\$ 66,631	\$ 70,129	\$ 76,638	\$ 83,890
Aided primary schools	55,123	57,417	59,763	63,449	70,800
English Schools Foundation Junior Schools	21,133	21,494	22,249	23,471	25,640
Primary schools under the Direct Subsidy Scheme	52,919	54,850	58,287	61,313	67,730
Government secondary schools ¹	73,787	78,872	82,132	87,400	92,990
Aided secondary schools	68,703	75,360	80,457	86,686	93,940
Caput schools	67,921	72,910	76,037	80,591	88,630
English Schools Foundation Secondary Schools	29,098	29,187	29,219	29,273	29,560
Secondary schools under the Direct Subsidy Scheme	59,401	63,534	67,694	71,049	78,060
Aided special schools	247,036	259,728	277,256	298,981	330,070
University Grants Committee-funded Universities	243,075	248,345	250,531	257,996	269,190

Note

1. 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB053

(Question Serial No. 1445)

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:

- (1) The Education Bureau (EDB) has introduced professional consultancy services under which publishers may voluntarily submit their textbooks for Liberal Studies (LS) to the EDB for review. Please provide an update on the implementation of the services. How many publishers have used the services and how many textbooks have been submitted for review?
- (2) What are the review results? How many LS textbooks have to be revised?
- (3) How many publishers have agreed to revise their textbooks in accordance with the recommendations? How many publishers have refused?
- (4) Does the EDB plan to change the nature of submitting LS textbooks for review from voluntary to mandatory during the year? What are the reasons?

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

Reply:

(1) to (4)

The so-called “textbooks” for senior secondary Liberal Studies (LS) available on the market have not been reviewed by the Education Bureau (EDB). The recent social incidents in Hong Kong have caused people’s concern over the learning materials for senior secondary LS. They worry that the teaching materials for LS are not comprehensive, objective or impartial enough, and may cause negative impacts on students. The EDB is fully aware of such public concerns. To safeguard the well-being of students, we introduced a special measure to provide a one-off professional consultancy service for publishers of senior secondary LS “textbooks” in September 2019 with a view to enhancing the quality of “textbooks” already published. For details, please refer to the written reply furnished by

the EDB to a question raised at the Legislative Council meeting in November 2019 (<https://www.info.gov.hk/gia/general/201911/13/P2019111300657.htm>). Under this measure, 7 major publishers of LS “textbooks” participated voluntarily in the professional consultancy service with their latest editions of a total of 10 sets of senior secondary LS “textbooks” (including the English versions). A list of publishers participating in the professional consultancy service is available on the EDB’s webpage (<https://www.edb.gov.hk/tc/curriculum-development/resource-support/textbook-info/ls.html>).

As at March 2020, personnel responsible for rendering the professional consultancy service have finished reviewing the “textbooks” received in a professional manner in accordance with the aims and objectives of the LS curriculum. The EDB has met with the publishers concerned and provided them with professional feedback for improving the quality of the senior secondary LS “textbooks”. Publishers that participated in the professional consultancy service undertook to duly follow up the amendments suggested by the EDB and are now revising their “textbooks”. It is expected that the publishers will complete the revision as early as possible so that the revised “textbooks” can be ready for schools’ adoption in the coming school year. Taking into account the experience of the professional consultancy service, the EDB will consider long-term quality assurance measures for the subject, including the feasibility of establishing a textbook review mechanism.

- End -

CONTROLLING OFFICER'S REPLY

EDB054

(Question Serial No. 1446)

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:

(1) In mid-October last year, the Education Bureau announced in the Gazette that 11 Curriculum Development Officers of the Liberal Studies (LS) Section under the Curriculum Development Institute (CDI) were appointed as inspectors to visit schools for inspection of LS teaching. How is the plan executed?

(2) Has the implementation of the plan impacted on the human resources and daily business of the LS Section under CDI? Does the LS Section require additional resources and what are the details?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 31)

Reply:

(1) The officers of the Education Bureau (EDB) have been monitoring the overall quality of learning and teaching in the school sector through external school reviews, focus inspections on different subjects and curriculum development visits. The appointment of officers from the Liberal Studies (LS) Section of the Curriculum Development Institute (CDI) to double as inspectors, as gazetted by the EDB in October 2019, seeks to enhance the professionalism in curriculum development continuously through the collaborative efforts with inspectors from the Quality Assurance (QA) Sections in conducting curriculum development visits-cum-focus inspections. The procedures, requirements and follow-up actions of focus inspections, including the focus inspections on LS conducted jointly by the CDI and QA Sections, are consistent across all subjects. Through scrutiny of relevant documents, such as curriculum documents, student assignments and examination papers, discussions with school personnel, as well as observation of lessons and activities conducted for the subject concerned, inspectors get a grasp of the implementation of the curriculum in schools. Having regard to the school context, inspectors evaluate the subject performance and provide schools with specific professional advice for their continuous improvement in the implementation of the subject curriculum. However, classes are suspended for a

considerable number of school days this school year, and during the class suspension, focus inspections and curriculum development visits on different subjects cannot be conducted.

(2) All along, the EDB reviews the manpower resources and day-to-day operation of different sections (including the LS Section) on an ongoing basis under the established mechanism, and will flexibly deploy various internal resources in light of the actual situation to meet the development needs of specific sections.

- End -

CONTROLLING OFFICER'S REPLY

EDB055

(Question Serial No. 1447)

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 a list of all existing “matchbox-style school premises”.
- (2) What improvement works were carried out for these sub-standard old school premises in the past year?
- (3) Is there a specific timetable for relocation or redevelopment?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 32)

Reply:

(1) to (2)

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 2020, about 200 of them were built according to prevailing standards.

Among the schools built in different periods, some are cuboidal-shaped premises constructed between the 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 3 public sector primary schools previously operating in “matchbox-style school premises” to vacant school premises (VSP)/new school premises in 2018 and 2019, there are at present 25 public sector primary schools operating in such premises. Among these 25 schools, 5 have been allocated new school premises or VSP through the mechanism for school allocation for reprovisioning or expansion.

In response to a request previously made by the Legislative Council Panel on Education (the Panel), we had consulted the 25 schools concerned on whether they would agree to our releasing their school information to the Panel and the public. Among these 25 schools, 24 schools responded, with 21 of them raising no objection to the public release of their school information, while 3 schools indicated disapproval. The information of those 21 schools is set out at the Annex.

Based on the consensus reached with the sector earlier on, the EDB carried 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 these premises. Improvement works include replacement with sound-proof doors and double-glazed window system in classrooms, installation of mechanical ventilation system along internal corridors, installation of openable windows on the grille walls at staircase landings, installation of acoustic panel wall system with metal frame for internal partitions of classrooms, and installation of moveable partitions and mechanical ventilation system on both sides of covered playgrounds. The improvement works have commenced progressively since the summer of 2017 and were completed in 2019. In addition, under this programme, our works consultants have 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 progressively making arrangements for relevant works to commence 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.

(3) We understand that some schools operating in “matchbox-style school premises” wish to undergo in-situ redevelopment so as to expand existing teaching space. However, owing to space constraints, in-situ redevelopment for this kind of school premises presents considerable technical difficulties and may not substantially improve teaching space and environment. To fully address the issues of insufficient space and facilities in this kind of school premises in the long run, reprovisioning or expansion of existing premises would be required. As mentioned above, a total of 8 public sector primary schools operating in “match-box style school premises” have been allocated new school premises or VSP through the prevailing school allocation mechanism for reprovisioning or expansion. Considering that suitable sites for new school premises and VSP are limited, the EDB will continue to review the sites for new school premises and VSP under its purview and expedite school allocation through the prevailing mechanism.

**21 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.	Islamic Primary School

* To be reprovisioned or being allocated vacant school premises for expansion

- End -

CONTROLLING OFFICER'S REPLY

EDB056

(Question Serial No. 1448)

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) Under Matters Requiring Special Attention in 2020-21, the Administration indicates that it will continue to implement measures set out in the Fourth Strategy on Information Technology in Education for promotion of e-learning at schools. What are the details?

(2) Since all school classes have been suspended due to the recent serious epidemic, a number of schools have switched to video teaching or online learning. In anticipation of future needs, will the Administration learn from this experience and enhance the network, e-learning/teaching systems and their functions for schools of all levels? If yes, what are the plans?

(3) What is the percentage of primary and secondary students that have their own tablets for study in the territory? Will the Administration consider providing subsidy for students without tablets to achieve the territory-wide goal of "one tablet for each student"?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 33)

Reply:

(1) The various measures under the Fourth Strategy on Information Technology in Education, which has been fully implemented starting from the 2015/16 school year, are progressing well. While the establishment of WiFi campus for all public sector schools in the territory has been completed, other measures, such as setting up of IT in Education Centres of Excellence for sharing of good practices in e-learning, reviewing of school curriculum, training for school leaders and teachers, and enhancing the supply of e-learning resources, will continue to be carried out. The Education Bureau (EDB) will continue to gather information through different means to fine-tune the support measures on an ongoing basis.

(2) During class suspension, schools may continue rendering educational and emotional support to students through various means, such as providing students with learning materials by delivery, e-mail and school website, or implementing e-learning through online platforms. Moreover, schools may draw up weekly learning plans for students to systematically engage in a moderate amount of learning so as to achieve the goal of “suspending classes without suspending learning”. Currently, schools may, having regard to their operational needs for IT in education, flexibly deploy various subsidies (including the Composite Information Technology Grant) to enhance school networks and procure software and hardware for online teaching. In anticipation of future needs, the EDB will review the class suspension arrangements made in response to the recent epidemic and identify areas for improvement.

(3) Under the principle of school-based management, it is at the discretion of schools, according to 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 “Bring Your Own Device (BYOD)” or “one tablet for each student” policy. Schools are not required to report to the EDB, and implementation of the BYOD policy is not mandatory under the EDB’s prevailing policy. Hence, EDB has not collected data on the percentage of primary and secondary students that have their own tablets for study in the territory. In the 2018/19 school year, the Community Care Fund launched a 3-year assistance programme to subsidise needy students to purchase mobile computer devices for practising e-learning in schools implementing BYOD policy.

- End -

CONTROLLING OFFICER'S REPLY

EDB057

(Question Serial No. 1449)

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) Upon the outbreak of epidemic, the Education Bureau has announced earlier that on the website of its wholly-owned Hong Kong Education City Limited (HKEdCity), a wide repertoire of e-learning resources, assessment banks, etc. was made available for the use of teachers and parents free of charge to achieve “suspending classes without suspending learning”. In this connection, what are the hit counts of the HKEdCity website for the 12 months in 2019 and the first 2 months of 2020? Is there any significant increase?

(2) What publicity channels has the Administration used to promote the HKEdCity website? Is there any publicity campaign specifically targeting parent groups to improve the level of awareness and hit count of the website?

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

Reply:

(1) The HKEdCity set up a dedicated webpage “Learn at Home with Diverse Online Resources” on 31 January 2020. e-Learning resources including multi-media, reading and assessment materials, game-based learning platform and educational television programmes for different key stages and subjects are available on the webpage for the use of schools, teachers, students and parents. During the period of class suspension, the number of visits to the HKEdCity website has grown significantly. On average, around 110 000 visits were registered per day in February, representing a fourfold increase over the same period last year.

(2) The Education Bureau (EDB) has been promoting the resources available on the HKEdCity website to schools and parents through various channels such as the EDB website and circular memoranda, professional development programmes for teachers, parent seminars and emails. Furthermore, there is the “Parent Academy” webpage specifically developed for parents on the HKEdCity website (<https://www.hkedcity.net/parent>). It provides, among others, educational information on how to support children’s learning and development. The HKEdCity also disseminates information about its services through other channels such as newsletter (EdPost), parenting magazines and social media.

- End -

CONTROLLING OFFICER'S REPLY

EDB058

(Question Serial No. 1087)

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 the following information on international schools:

- (1) the total number of students studying in international primary and secondary schools, as well as the number and percentage of local and non-local students in such schools in each of the past 3 years (i.e. the 2017/18, 2018/19 and 2019/20 school years) (please set out information in tabular form);
- (2) the highest, lowest and median tuition fees charged by international schools in the past 3 years (please set out information in tabular form);
- (3) whether the Administration has the number of international school students that applied for drop-out and left Hong Kong from June 2019 to February 2020; if so, the figures under the categories of kindergarten, primary school and secondary school; and
- (4) the estimated number of places in international primary and secondary schools for each of the next 3 years; whether such an estimation differs from that in the past; the measures to be taken by the Administration to cope with the oversupply of school places.

Asked by: Hon CHEUNG Wah-fung, Christopher (LegCo internal reference no.: 8)

Reply:

- (1) The total number of students and the proportion of local and non-local students enrolled in international schools from the 2017/18 to 2019/20 school years breakdown by level are set out at Annex 1.

(2) The highest, lowest and median tuition fees charged by international schools from the 2017/18 to 2019/20 school years are set out at Annex 2.

(3) The Education Bureau (EDB) collects student enrolment data and other related information from schools through the Student Enrolment Survey conducted annually at the beginning of each school year. The statistical figures compiled only reflect the position as at mid-September of the respective school years. We are unable to provide the number of international school students that have applied for withdrawal for school and left Hong Kong within the specified period.

(4) 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 the planned expansion projects of individual schools will gradually materialise in the coming few years. As at mid-March 2020, based on the latest projections provided by relevant schools where applicable, compared to the 2019/20 school year, it is projected that around 2 720 additional places will be available between 2020/21 and 2022/23 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.

According to the findings of the consultancy study on provision of international school places at primary and secondary levels in Hong Kong released in February 2017, the consultant projected that there will be no shortfall in international school places at primary and secondary levels in the seven school years starting from the 2016/17 school year. In the past few school years, the enrolment of international schools was maintained at around 90%, which is consistent with the consultant's projection. We will continue to closely monitor the demand and supply of international schools places, including assessment over the short-to-mediumterm impacts brought by the novel coronavirus infections. We are also planning another round of consultancy study to update the findings of the last study and stay abreast of the latest demand and supply of international school places. In parallel, we will continue to facilitate the development of the international school sector and take appropriate measures when necessary to meet the demand of non-local families that have come to Hong Kong for work or investment.

**Total number of students and proportion of local and non-local students
enrolled in international schools from the 2017/18 to 2019/20 school years**

School year	Total no. of students	Total no. of local students (as a percentage of total no. of students)	Total no. of non-local students (as a percentage of total no. of students)
Primary			
2019/20	23 156	6 317 (27.3%)	16 839 (72.7%)
2018/19	22 720	5 866 (25.8%)	16 854 (74.2%)
2017/18	21 912	5 358 (24.5%)	16 554 (75.5%)
Secondary			
2019/20	17 977	4 317 (24.0%)	13 660 (76.0%)
2018/19	17 478	3 987 (22.8%)	13 491 (77.2%)
2017/18	16 956	3 507 (20.7%)	13 449 (79.3%)

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 from the 2017/18 to 2019/20 school years**

2017/18 school year

	Primary	Secondary
Highest	\$197,220	\$231,300
Lowest	\$5,800	\$52,800
Median *	\$118,584	\$157,800

2018/19 school year

	Primary	Secondary
Highest	\$205,500	\$246,000
Lowest	\$5,800	\$38,500
Median *	\$115,800	\$153,800

2019/20 school year

	Primary	Secondary
Highest	\$225,710	\$260,800
Lowest	\$45,600 [#]	\$42,000
Median *	\$125,794	\$163,100

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.

Since one school is excluded from the EDB's recognised list of international schools in the 2019/20 school year, the lowest tuition fee of that year should not be compared directly with those in the previous two years.

- End -

CONTROLLING OFFICER'S REPLY

EDB059

(Question Serial No. 1274)

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 National Education, the Budget stated that “the Education Bureau (EDB) offers opportunities for students to join Mainland exchange programmes and arranges professional exchange programmes for teachers. It also provides appropriate professional support to schools”. In this connection, would the Administration inform this Committee of:

- (1) the actual numbers of local students and teachers who participated in the Mainland exchange programmes and professional exchange programmes and the expenditures involved in the past, as well as the estimated numbers of participants and expenditures for these two programmes in 2020/21;
- (2) the factors to be taken into consideration when planning the itineraries for the Mainland student exchange programmes and professional exchange programmes; and
- (3) the details of “appropriate professional support to schools by the EDB” as mentioned in the Budget.

Asked by: Hon CHEUNG Wah-fung, Christopher (LegCo internal reference no.: 22)

Reply:

- (1) The numbers of students who participated in the Mainland exchange programmes and the expenditures involved in the past 3 school years (from 2017/18 to 2019/20) and in the 2020/21 school year are shown below. Due to the novel coronavirus epidemic in early 2020, all Mainland exchange activities organised or subsidised by the EDB have been suspended or postponed since end-January.

School Year	Number of Students (rounded down to the nearest hundred)	Expenditure (\$million) [@]
2017/18	67 000	85.4
2018/19 [#]	74 500	108.9
2019/20 ⁺	20 500	35.1
2020/21 ⁺⁺	109 000	115

[@] Manpower resources for 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

⁺⁺ Estimated figures

The numbers of teachers who participated in the Mainland exchange programmes for teachers and the expenditures involved in the past 3 school years (from 2017/18 to 2019/20) and in the 2020/21 school year are shown below:

School Year	Number of Teachers (rounded down to the nearest ten)	Expenditure (\$million) [@]
2017/18	760	5.5
2018/19 [#]	1 680	7.1
2019/20 ⁺	1 000	8.7
2020/21 ⁺⁺	2 680	12.9

[@] Manpower resources for 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

⁺⁺ Estimated figures

(2) To dovetail with the school curriculum and the latest development of our country, the EDB organises Mainland exchange programmes for students, or subsidises those organised by schools. 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 programmes as learning facilitators on a ratio of 1 teacher to 10 students. Besides, the EDB organises professional Mainland exchange programmes for teachers, which include visits to and lesson observations conducted in primary schools, secondary schools and higher education institutions, to facilitate professional exchanges between teachers of the 2 places. In addition, there are visits to enterprises and cultural facilities as well as thematic seminars and exchange forums held by experts and scholars on different fields to deepen teachers' understanding of the Mainland's latest development in various aspects and widen their horizons.

(3) National education, in the broad sense, 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, landscape, development, etc. in the curriculum content of History, General Studies, Chinese Language, Geography and even Music and Arts. To enable teachers and students to develop a comprehensive knowledge of our country, the EDB enhances the elements for heightening understanding of our country through curriculum enrichment, teacher training, learning and teaching resources, Mainland exchange programmes, strengthened interflow and co-operation between primary and secondary sister schools in Hong Kong and the Mainland, and various life-wide learning activities, such as those related to the Hong Kong Special Administrative Region Establishment Day or National Day. The above relevant curriculum arrangements and school support programmes for promoting national education have been widely implemented in primary and secondary schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB060

(Question Serial No. 0231)

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 receiving the subsidy in the 2019/20 academic year and the number of those expected to receive the subsidy in the 2020/21 academic year by programme type.

Asked by: Hon CHEUNG Yu-yan, Tommy (LegCo internal reference no.: 25)

Reply:

Details of the designated programmes, relevant institutions, the respective number of subsidised places and 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 2019/20 academic year and for the cohort to be admitted in the 2020/21 academic year are set out at Annex A (undergraduate programmes) and Annex B (sub-degree programmes).

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2019/20 academic year)
Designated undergraduate programmes, relevant institutions,
number of subsidised places and actual intakes, and annual subsidy amount**

Institution	Discipline	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount per student (\$)
Caritas Institute of Higher Education	Creative Industries	Bachelor of Science (Honours) in Digital Entertainment	30	9	41,700
	Health Care	Bachelor of Nursing (Honours)	360	359	72,800
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	70	28	41,700
	Computer Science	Bachelor of Science (Honours) in Computer Science	30 (Note)	3	41,700
The Hang Seng University of Hong Kong	Computer Science	Bachelor of Arts (Honours) in Applied and Human-Centered Computing	60	39	41,700
	Financial Technology	Bachelor of Management Science and Information Management (Honours)	65	64	41,700
	Financial Technology	Bachelor of Science (Honours) in Data Science and Business Intelligence	70	73	41,700
	Insurance	Bachelor of Science (Honours) in Actuarial Studies and Insurance	35	31	41,700
	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	105	121	41,700
The Open University of Hong Kong	Computer Science	Bachelor of Computing with Honours in Internet Technology	60	22	41,700
	Creative Industries	Bachelor of Arts with Honours in Creative Writing and Film Arts	80	48	41,700
	Creative Industries	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	62	72,800
	Creative Industries	Bachelor of Fine Arts with Honours in Cinematic Design and Photographic Digital Art	80	38	72,800
	Financial Technology	Bachelor of Business Administration with Honours in Business Intelligence and Analytics	50	11	41,700
	Financial Technology	Bachelor of Business Administration with Honours in Financial Technology and Innovation	80	15	41,700
	Health Care	Bachelor of Nursing with Honours in General Health Care	325	332	72,800
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	125	108	72,800

Institution	Discipline	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount per student (\$)
	Logistics	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	50	15	41,700
	Sports and Recreation	Bachelor of Sports and Recreation Management with Honours	40	41	41,700
	Testing and Certification	Bachelor of Engineering with Honours in Testing and Certification	100	31	72,800
	Tourism and Hospitality	Bachelor of International Hospitality and Attractions Management with Honours	80	39	41,700
Tung Wah College	Health Care	Bachelor of Health Science (Honours) in Nursing	350	318	72,800
	Health Care	Bachelor of Science (Honours) in Medical Laboratory Science	45	45	72,800
	Health Care	Bachelor of Science (Honours) in Occupational Therapy	50	50	72,800
	Health Care	Bachelor of Science (Honours) in Physiotherapy	50	50	72,800
	Health Care	Bachelor of Science (Honours) in Radiation Therapy	15	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	14	41,700
	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	45	12	41,700
	Architecture and Engineering	Bachelor of Engineering (Honours) in Building Services Engineering	60	8	72,800
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	90	22	72,800
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	14	72,800
	Architecture and Engineering	Bachelor of Science (Honours) in Surveying	60	20	41,700
	Computer Science	Bachelor of Science (Honours) in Information and Communications Technology	66	17	41,700
	Computer Science/ Creative Industries	Bachelor of Science (Honours) in Multimedia Technology and Innovation	30	13	41,700
	Creative Industries	Bachelor of Arts (Honours) in Fashion Design	60	29	72,800
	Creative Industries	Bachelor of Arts (Honours) in Product Design	60	14	72,800
	Sports and Recreation	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	40	32	41,700
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	60	11	41,700
Total			3 176	2 173	

Note: The Education Bureau was informed by the Chu Hai College of Higher Education in May 2019 that their number of intake had been decreased from 90 to 30

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort to be admitted in the 2020/21 academic year)
Designated undergraduate programmes, relevant institutions,
number of subsidised places and annual subsidy amount**

Institution	Discipline	Programme	No. of subsidised places	Annual subsidy amount per student (\$)
Caritas Institute of Higher Education	Creative Industries	Bachelor of Science (Honours) in Digital Entertainment	30	42,800
	Health Care	Bachelor of Nursing (Honours)	360	74,600
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	60	42,800
	Computer Science	Bachelor of Science (Honours) in Computer Science	30	42,800
	Creative Industries	Bachelor of Arts (Honours) in Communication and Crossmedia	30	42,800
The Hang Seng University of Hong Kong	Computer Science	Bachelor of Arts (Honours) in Applied and Human-Centered Computing	60	42,800
	Financial Technology	Bachelor of Management Science and Information Management (Honours)	65	42,800
	Financial Technology	Bachelor of Science (Honours) in Data Science and Business Intelligence	70	42,800
	Insurance	Bachelor of Science (Honours) in Actuarial Studies and Insurance	35	42,800
	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	105	42,800
The Open University of Hong Kong	Computer Science	Bachelor of Computing with Honours in Internet Technology	60	42,800
	Creative Industries	Bachelor of Arts with Honours in Creative Writing and Film Arts	80	42,800
	Creative Industries	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	74,600
	Creative Industries	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art (Note)	80	74,600
	Financial Technology	Bachelor of Business Administration with Honours in Financial Technology and Innovation	80	42,800
	Health Care	Bachelor of Nursing with Honours in General Health Care	325	74,600
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	125	74,600
	Logistics	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	50	42,800
	Sports and Recreation	Bachelor of Sports and Recreation Management with Honours	40	42,800
	Testing and Certification	Bachelor of Engineering with Honours in Testing and Certification	100	74,600
	Testing and Certification	Bachelor of Science with Honours in Testing Science and Certification	30	74,600
	Tourism and Hospitality	Bachelor of International Hospitality and Attractions Management with Honours	80	42,800

Institution	Discipline	Programme	No. of subsidised places	Annual subsidy amount per student (\$)
Tung Wah College	Health Care	Bachelor of Health Science (Honours) in Nursing	350	74,600
	Health Care	Bachelor of Science (Honours) in Medical Laboratory Science	45	74,600
	Health Care	Bachelor of Science (Honours) in Occupational Therapy	50	74,600
	Health Care	Bachelor of Science (Honours) in Physiotherapy	50	74,600
	Health Care	Bachelor of Science (Honours) in Radiation Therapy	15	74,600
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Horticulture and Landscape Management	60	42,800
	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	45	42,800
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	90	74,600
	Architecture and Engineering	Bachelor of Science (Honours) in Surveying	60	42,800
	Computer Science	Bachelor of Science (Honours) in Information and Communications Technology	66	42,800
	Computer Science/Creative Industries	Bachelor of Science (Honours) in Multimedia Technology and Innovation	30	42,800
	Creative Industries	Bachelor of Arts (Honours) in Fashion Design	60	74,600
	Creative Industries	Bachelor of Arts (Honours) in Product Design	60	74,600
	Sports and Recreation	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	60	42,800
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	40	42,800
Total			3 056	

Note: The programme will be renamed from Bachelor of Fine Arts with Honours in Cinematic Design and Photographic Digital Art to Bachelor of Fine Arts with Honours in Imaging Design and Digital Art in the 2020/21 academic year.

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2019/20 academic year)
Designated sub-degree programmes, relevant institutions,
number of subsidised places and actual intakes, and annual subsidy amount**

Institution	Discipline	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount per student (\$)
Caritas Bianchi College of Careers	Creative Industries	Higher Diploma in Design	100	27	36,400
	Health Care	Higher Diploma in Pharmaceutical Dispensing	80	71	36,400
	Tourism and Hospitality	Higher Diploma in Hospitality Management	120	18	20,850
HKU SPACE Po Leung Kuk Stanley Ho Community College	Health Care	Higher Diploma in Food Health and Business Management	30	12	36,400
	Health Care	Higher Diploma in Health and Social Care	30	30	36,400
	Health Care	Higher Diploma in Medical and Health Products Management	120	117	36,400
	Sports and Recreation	Higher Diploma in Sport and Recreation Management	120	118	20,850
	Sports and Recreation	Higher Diploma in Sport Coaching and Sport Performance	160	158	20,850
	Tourism and Hospitality	Higher Diploma in Hotel Management	100	65	20,850
	Tourism and Hospitality	Higher Diploma in Tourism and Events Management	100	68	20,850
	Tourism and Hospitality	Higher Diploma in Tourism and Hospitality Management	100	51	20,850
Hong Kong College of Technology	Computer Science	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	32	20,850
	Creative Industries	Higher Diploma in Creative Design and Media (Moving Image/Visual Communication)	40	26	36,400
	Sports and Recreation	Higher Diploma in Fitness, Coaching and Sports Management	80	32	20,850
	Tourism and Hospitality	Higher Diploma in Tourism Management (Airline and Cruise Services/Culinary/Hospitality/ Tourism and Event Management)	160	32	20,850
The Open University of Hong Kong (including Li Ka Shing School of Professional and Continuing Education)	Architecture and Engineering	Higher Diploma in Engineering (Civil Engineering)	30	0	36,400
	Creative Industries	Higher Diploma in Digital Fashion Creation	30	7	36,400
	Creative Industries	Higher Diploma in Interior Design	30	27	36,400
	Creative Industries	Higher Diploma in Popular Music and Music Production	30	30	36,400

Institution	Discipline	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount per student (\$)
	Health Care	Higher Diploma in Nursing Studies (General Health Care)	23	23	36,400
	Health Care	Higher Diploma in Nursing Studies (Mental Health Care)	27	24	36,400
	Health Care	Higher Diploma in Health Care	180	254	36,400
	Tourism and Hospitality	Higher Diploma in Resort and Theme Park Management	30	28	20,850
	Tourism and Hospitality	Higher Diploma in Tourism and Airline Studies	30	30	20,850
	Tourism and Hospitality	Higher Diploma in Tourism and Hospitality Studies	30	19	20,850
Tung Wah College	Health Care	Higher Diploma in Health Science	50	27	36,400
	Health Care	Higher Diploma in Nursing	150	149	36,400
YMCA College of Careers	Tourism and Hospitality	Higher Diploma in Hotel and Tourism Management	30	4	20,850
Total			2 050	1479	

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort to be admitted in the 2020/21 academic year)
Designated sub-degree programmes, relevant institutions,
number of subsidised places and annual subsidy amount**

Institution	Discipline	Programme	No. of subsidised places	Annual subsidy amount per student (\$)
Caritas Bianchi College of Careers	Creative Industries	Higher Diploma in Design	100	37,300
	Health Care	Higher Diploma in Health Care	80	37,300
	Health Care	Higher Diploma in Pharmaceutical Dispensing	80	37,300
	Tourism and Hospitality	Higher Diploma in Hospitality Management	120	21,400
HKU SPACE Po Leung Kuk Stanley Ho Community College	Health Care	Higher Diploma in Food Health and Business Management	30	37,300
	Health Care	Higher Diploma in Health and Social Care	30	37,300
	Health Care	Higher Diploma in Medical and Health Products Management	120	37,300
	Health Care	Higher Diploma in Nutrition and Food Management	160	37,300
	Sports and Recreation	Higher Diploma in Sport and Recreation Management	120	21,400
	Sports and Recreation	Higher Diploma in Sport Coaching and Sport Performance	160	21,400
	Tourism and Hospitality	Higher Diploma in Hotel Management	100	21,400
	Tourism and Hospitality	Higher Diploma in Tourism and Events Management	100	21,400
Hong Kong College of Technology	Computer Science	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	21,400
	Creative Industries	Higher Diploma in Creative Design and Media (Moving Image/Visual Communication)	40	37,300
	Sports and Recreation	Higher Diploma in Fitness, Coaching and Sports Management	80	21,400
	Tourism and Hospitality	Higher Diploma in Tourism Management (Airline Services/Culinary/Hospitality/Tourism and Event Management) (Note)	160	21,400
The Open University of Hong Kong (including Li Ka Shing School of Professional and Continuing Education)	Architecture and Engineering	Higher Diploma in Engineering (Civil Engineering)	30	37,300
	Creative Industries	Higher Diploma in Digital Fashion Creation	30	37,300
	Creative Industries	Higher Diploma in Interior Design	30	37,300
	Creative Industries	Higher Diploma in Popular Music and Music Production	30	37,300

Institution	Discipline	Programme	No. of subsidised places	Annual subsidy amount per student (\$)
	Health Care	Higher Diploma in Nursing Studies (General Health Care)	13	37,300
	Health Care	Higher Diploma in Nursing Studies (Mental Health Care)	23	37,300
	Health Care	Higher Diploma in Health Care	300	37,300
	Tourism and Hospitality	Higher Diploma in Aviation and Ramp Management	20	21,400
	Tourism and Hospitality	Higher Diploma in Resort and Theme Park Management	30	21,400
	Tourism and Hospitality	Higher Diploma in Tourism and Airline Studies	30	21,400
	Tourism and Hospitality	Higher Diploma in Tourism and Hospitality Studies	30	21,400
Tung Wah College	Health Care	Higher Diploma in Health Science	50	37,300
	Health Care	Higher Diploma in Nursing	150	37,300
YMCA College of Careers	Tourism and Hospitality	Higher Diploma in Hotel and Tourism Management	30	21,400
Total			2 416	

Note: The programme will be renamed from Higher Diploma in Tourism Management (Airline and Cruise Services/Culinary/Hospitality/Tourism and Event Management) to Higher Diploma in Tourism Management (Airline Services/Culinary/Hospitality/Tourism and Event Management) in the 2020/21 academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB061

(Question Serial No. 0232)

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's provision for Policy and Support in 2020-21 is \$3,727.3 million (126.3%) higher than the revised estimate in 2019-20. In this connection, please answer the following questions:

Schools across the territory have been suspended for more than 3 months now with no end in sight because of the coronavirus outbreak. Many lunchbox suppliers and school tuckshops have no business. Would the Government consider disbursing subsidies, waiving rent or implementing support measures to help operators curb their losses? If yes, what are the details? If no, what are the reasons?

Asked by: Hon CHEUNG Yu-yan, Tommy (LegCo internal reference no.: 26)

Reply:

Having regard to the development of the novel coronavirus epidemic, the Education Bureau (EDB) has on separate occasions since end-January this year announced deferral of class resumption for all schools. The deferral of class resumption is an important preventive measure to discourage students from leaving home and getting together, reduce the risk of virus transmission and hence protect students' health. Services provided by lunchbox suppliers and school tuckshops are trading operations in schools. Their charges and the relevant arrangements are subject to the agreement between schools and service providers on the premise that the basic principles and guidelines set out in the relevant EDB circulars have been followed. Operators may liaise with schools or parents within the context of the contract terms. The EDB appeals to all parties concerned for mutual understanding and assistance to weather the difficult times together. We therefore call upon schools to waive any rent payable by school tuckshops and canteens, if any. The Government has just established the Anti-epidemic Fund with an injection of \$30 billion and proposed a number of relief and concessionary measures in the Budget Speech delivered earlier to help different industries and the general public. With these, we shall tackle the challenges ahead together.

- End -

CONTROLLING OFFICER'S REPLY

EDB062

(Question Serial No. 0233)

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 studying in each international school.
- (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 these schools in each of the recent 3 school years (i.e. 2017/18, 2018/19 and 2019/20).
- (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 number of school places, students enrolled and vacancies in international primary and secondary schools by 18 districts.
- (5) What is the respective overall increase in the number of primary and secondary school places offered in the 2019/20 school year as compared with the year before?
- (6) What is the increase in the number of school places with English or other languages as the medium of instruction and school places for students with special educational needs?
- (7) For the coming 3 years, what is the expected annual increase in the number of primary and secondary school places offered by international schools in each district?

Asked by: Hon CHEUNG Yu-yan, Tommy (LegCo internal reference no.: 27)

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 2019, the proportion of local students in international schools in the 2019/20 school year is about 26% and that of non-local students is around 74%. 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 2017/18 to 2019/20 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 2019/20 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 2019/20 school year are set out at Annex 4 for illustration purpose. Compared to the 2018/19 school year, there is an increase of around 350 primary places and 1 180 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. As at mid-March 2020, based on the latest projections provided by relevant schools where applicable, compared to the 2019/20 school year, it is projected that around 2 720 additional places will be available between 2020/21 and 2022/23 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 2019/20 school year have been increased by around 410 at primary level and around 1 210 at secondary level when compared with the 2018/19 school year. On the other hand, a few schools adopt other languages including French, German, Korean and Japanese. Compared to the 2018/19 school year, places at these schools have been decreased by 60 at primary level and slightly decreased by around 30 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 2019/20 school year, there are around 920 primary students and 870 secondary students with SEN studying in international schools (including the special school operated by the ESF). The corresponding numbers for the 2018/19 school year were around 850 and 810 respectively.

**Numbers and percentages of local and non-local students
enrolled in international schools (excluding special school) in the 2019/20 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	598	102 (17.1%)	496 (82.9%)
American School Hong Kong	300	99 (33.0%)	201 (67.0%)
Australian International School Hong Kong	1 068	52 (4.9%)	1 016 (95.1%)
Canadian International School	1 613	287 (17.8%)	1 326 (82.2%)
Carmel School	289	13 (4.5%)	276 (95.5%)
Chinese International School	1 436	440 (30.6%)	996 (69.4%)
Christian Alliance International School	1 411	678 (48.1%)	733 (51.9%)
Delia School of Canada	1 211	147 (12.1%)	1 064 (87.9%)
Discovery Bay International School	997	53 (5.3%)	944 (94.7%)
German Swiss International School (English)	791	202 (25.5%)	589 (74.5%)
German Swiss International School (German)	363	7 (1.9%)	356 (98.1%)
Harrow International School Hong Kong	1 282	521 (40.6%)	761 (59.4%)
Hong Kong Academy	532	68 (12.8%)	464 (87.2%)
Hong Kong International School	2 826	418 (14.8%)	2 408 (85.2%)
Hong Kong Japanese School	489	2 (0.4%)	487 (99.6%)
Kellett School	1 306	124 (9.5%)	1 182 (90.5%)
Kiangsu & Chekiang Primary School and Kiangsu-Chekiang College (International Section)	992	621 (62.6%)	371 (37.4%)
Korean International School (English)	627	341 (54.4%)	286 (45.6%)
Korean International School (Korean)	104	0 (0.0%)	104 (100.0%)
Lycée Francais International (English)	739	73 (9.9%)	666 (90.1%)
Lycée Francais International (French)	1 776	9 (0.5%)	1 767 (99.5%)
Malvern College Hong Kong	643	243 (37.8%)	400 (62.2%)
Nord Anglia International School, HK	982	215 (21.9%)	767 (78.1%)
Singapore International School(Hong Kong)	1 307	404 (30.9%)	903 (69.1%)
The Harbour School	379	54 (14.2%)	325 (85.8%)
Primary			
Beacon Hill School^	539	236 (43.8%)	303 (56.2%)
Bradbury School^	705	215 (30.5%)	490 (69.5%)
Clearwater Bay School^	719	219 (30.5%)	500 (69.5%)
Glenealy School^	353	47 (13.3%)	306 (86.7%)
Japanese International School (English)	168	36 (21.4%)	132 (78.6%)
Japanese International School (Japanese)	415	0 (0.0%)	415 (100.0%)

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 [^]	894	178 (19.9%)	716 (80.1%)
Kingston International School	274	209 (76.3%)	65 (23.7%)
Kowloon Junior School [^]	897	284 (31.7%)	613 (68.3%)
Lantau International School	237	27 (11.4%)	210 (88.6%)
Norwegian International School	139	67 (48.2%)	72 (51.8%)
Peak School [^]	348	65 (18.7%)	283 (81.3%)
Quarry Bay School [^]	718	222 (30.9%)	496 (69.1%)
Shatin Junior School [^]	896	500 (55.8%)	396 (44.2%)
International College Hong Kong Hong Lok Yuen	305	130 (42.6%)	175 (57.4%)
The International Montessori School – an IMEF School	566	33 (5.8%)	533 (94.2%)
Think International School	204	129 (63.2%)	75 (36.8%)
Yew Chung International School	913	579 (63.4%)	334 (36.6%)
Shrewsbury International School Hong Kong	326	118 (36.2%)	208 (63.8%)
Secondary			
Concordia International School	85	44 (51.8%)	41 (48.2%)
Island School [^]	1 166	388 (33.3%)	778 (66.7%)
King George V School [^]	1 857	397 (21.4%)	1 460 (78.6%)
Saint Toos Sear Rogers International School	88	19 (21.6%)	69 (78.4%)
Shatin College [^]	1 240	574 (46.3%)	666 (53.7%)
The South Island School [^]	1 435	347 (24.2%)	1 088 (75.8%)
West Island School [^]	1 220	211 (17.3%)	1 009 (82.7%)
International College Hong Kong (New Territories)	365	187 (51.2%)	178 (48.8%)
Total	41 133	10 634 (25.9%)	30 499 (74.1%)

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 (^).

**Total number of students and proportion of local and non-local students
enrolled in international schools from the 2017/18 to 2019/20 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			
2019/20	23 156	6 317 (27.3%)	16 839 (72.7%)
2018/19	22 720	5 866 (25.8%)	16 854 (74.2%)
2017/18	21 912	5 358 (24.5%)	16 554 (75.5%)
Secondary			
2019/20	17 977	4 317 (24.0%)	13 660 (76.0%)
2018/19	17 478	3 987 (22.8%)	13 491 (77.2%)
2017/18	16 956	3 507 (20.7%)	13 449 (79.3%)

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 2019/20 school year**

	Primary	Secondary
Highest	\$225,710	\$260,800
Lowest	\$45,600	\$42,000
Median*	\$125,794	\$163,100

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.

**Numbers of international school places, students enrolled and vacancies
in the 2019/20 school year**

	Number of school places		Number of students enrolled		Number of vacancies	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Hong Kong						
Central & Western	1 428	2 116	1 250	1 759	178	357
Wan Chai	1 770	1 240	1 570	1 065	200	175
Eastern	3 604	3 088	3 331	2 199	273	889
Southern	5 534	6 212	5 255	5 525	279	687
<i>Sub-total</i>	<i>12 336</i>	<i>12 656</i>	<i>11 406</i>	<i>10 548</i>	<i>930</i>	<i>2 108</i>
Kowloon						
Yau Tsim Mong	-	-	-	-	-	-
Sham Shui Po	1 046	764	999	585	47	179
Kowloon City	4 021	2 748	3 810	2 540	211	208
Wong Tai Sin	-	-	-	-	-	-
Kwun Tong	1 020	956	1 009	867	11	89
<i>Sub-total</i>	<i>6 087</i>	<i>4 468</i>	<i>5 818</i>	<i>3 992</i>	<i>269</i>	<i>476</i>
New Territories						
Sai Kung	1 953	563	1 888	494	65	69
Sha Tin	900	1 296	896	1 240	4	56
Tai Po	2 226	267	1 759	211	467	56
North	-	428	-	365	-	63
Yuen Long	-	-	-	-	-	-
Tuen Mun	584	1 248	550	732	34	516
Tsuen Wan	-	-	-	-	-	-
Kwai Tsing	-	-	-	-	-	-
Islands	926	450	839	395	87	55
<i>Sub-total</i>	<i>6 589</i>	<i>4 252</i>	<i>5 932</i>	<i>3 437</i>	<i>657</i>	<i>815</i>
Total (rounded to the nearest 100)	25 000	21 400	23 200	18 000	1 900	3 400

Notes:

- (1) Figures refer to the position as at September of the respective school years.
- (2) Figures include the English Schools Foundation (ESF) schools and other private international schools but exclude the special school operated by ESF.
- (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) Starting from the 2019/20 school year, school district is determined by the District Council district in which the school premises are located. The district of schools using decanting premises is determined by the District Council district in which their original premises are located.

- End -

CONTROLLING OFFICER'S REPLY**EDB063****(Question Serial No. 0239)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

In the 2019/20 school year, what is the respective number of private independent kindergartens, non-profit-making kindergartens not participating in the kindergarten education scheme and non-profit-making kindergartens participating in the kindergarten education scheme, and what is their respective percentage in the total number of kindergartens in the territory? What is the respective number of students studying in these kindergartens and their respective percentage in the total number of kindergarten students in Hong Kong over the same period? And what is the number of kindergartens under the Pre-primary Education Voucher Scheme that have not joined the kindergarten education scheme? How many students are enrolled in these kindergartens? What are their reasons for not joining the kindergarten education scheme?

Asked by: Hon CHEUNG Yu-yan, Tommy (LegCo internal reference no.: 34)Reply:

In the 2019/20 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:

	2019/20 school year	
	No. of KGs (%)	No. of students (%)
Local PI KGs*	108 (10.3%)	18 502 (10.6%)
Local NPM KGs joining the Scheme	761 (72.5%)	132 823 (76.2%)
Local NPM KGs not joining the Scheme	25 (2.4%)	8 681 (5.0%)

* PI KGs are not eligible to join the Scheme.

In the 2019/20 school year, 5 KGs participating in the Pre-primary Education Voucher Scheme (PEVS) in the 2016/17 school year, with a total of 1 893 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 can continue to receive the voucher subsidy under PEVS until they leave the KGs concerned. With the end of operation of eligible classes under PEVS, the transitional arrangement for such schools ceased in the 2019/20 school year. In deciding whether to join the Scheme, these KGs have their school-based considerations with regard to their overall direction in school development.

- End -

CONTROLLING OFFICER'S REPLY

EDB064

(Question Serial No. 0246)

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 policy of “one school social worker for each school”,

- the Bureau states that it will continue the enhanced provision of student guidance service to primary schools by implementing the policy of “one school social worker for each school” in public sector primary schools and that the enhancement, which began in the 2018/19 school year, seeks to strengthen student guidance service in public sector primary schools. What are the specific measures for implementing the “one school social worker for each school” policy in public sector primary schools? What is the estimated additional manpower for 2020-21? What is the expenditure involved?
- is there any plan to extend the policy to all kindergartens, primary and secondary schools, as well as the pre-primary or tertiary education sectors in future? Will the Bureau even consider increasing the provision of school social workers by introducing a “multiple school social workers for each school” policy to ensure that students encountering problems will be given appropriate guidance? If yes, what is the expenditure involved? If no, what are the reasons?

Asked by: Hon CHEUNG Yu-yan, Tommy (LegCo internal reference no.: 41)

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 under 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 new measure is implemented on the basis of the Comprehensive Student Guidance Service to provide schools with more resources so that each public sector primary school is served by at least one school-based registered graduate social worker with professional qualifications to further enhance the overall quality of guidance service.

Under the new funding mode, primary 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 original Top-up Student Guidance Service Grant (Top-up Grant) is enhanced so that all public sector primary schools have more resources to enhance school social work and guidance services. The Education Bureau (EDB) will provide a three-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, including retaining their serving student guidance personnel (SGP) due to special needs, they may discuss with the EDB separately. In the 2019/20 school year, 309 public sector primary schools (i.e. about 70%) have switched to the new funding mode. It is estimated that 333 public sector primary schools will switch to the new funding mode in the 2020/21 school year. The estimated total expenditure on student guidance service under the old funding mode and the new funding mode is \$495 million. As schools may use the Top-up Grant to employ one or more social workers/SGP and practices vary among different schools, we are unable to estimate the additional manpower required.

As for secondary schools, the Social Welfare Department has, since the 2019/20 school year, implemented the measure of “two school social workers for each school” with enhanced supervisory support in secondary schools. The additional full year recurrent provision involved is around \$313 million.

For early identification of and provision of assistance to pre-primary children and their families with welfare needs, the Government has allocated about \$990 million from the Lotteries Fund to provide social work services in phases in more than 700 subsidised/aided pre-primary institutions (PPIs) (including subsidised/aided child care centres, kindergartens and kindergarten-cum-child care centres) for about 150 000 pre-primary children and their families. The Pilot Scheme will be implemented in three phases, and about 16 social work teams will be set up in each phase giving a total of about 48 teams. Given that each social work team with eight social workers serving no more than 16 PPIs with 3 200 pre-primary children and their families, each social worker will serve 400 pre-primary children and their families on average. Phase 1 and Phase 2 of the Pilot Scheme, serving a total of 246 and 239 eligible PPIs, have commenced operation in February 2019 and August 2019 lasting for three years and two and a half years respectively, whereas Phase 3 of the Pilot Scheme will commence operation in August 2020 lasting for one and a half years. During the implementation of the Pilot Scheme, the Government has commissioned the City University of Hong Kong to conduct an evaluation study on the current mode of service operation, as well as the service performance and service outputs/outcomes of the Pilot Scheme so as to shed light on the way forward of the service.

Regarding post-secondary institutions, they have already, according to their actual needs, deployed their resources to engage appropriate professionals to provide students with counselling and support to cope with their study and campus life. The EDB currently has no plan to expand the policy of “one school social worker for each school” to post-secondary institutions.

- End -

CONTROLLING OFFICER'S REPLY

EDB065

(Question Serial No. 0434)

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 life planning education (LPE), would the Government advise this Committee of the following:

- (1) The use of the Career and Life Planning Grant (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 proportion of life planning instructors who have received training on life planning education.
- (3) 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. How will the EDB study the findings of the review and implement the recommendations therein with a view to improving the existing practice and strengthening the support for schools in taking forward LPE?
- (4) The total page views of the Life Planning Information Website and its 7 thematic corners since the launch of the website, as well as the measures that will be taken to promote the use of the website among schools, students and parents.

Asked by: Hon CHIANG Lai-wan (LegCo internal reference no.: 10)

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 and the additional manpower arising from converting the CLPG into regular teaching posts 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 from the 2017/18 to 2019/20 school years are tabulated below:

	2017/18 School Year	2018/19 School Year	2019/20 School Year
Amount of CLPG	\$580,000	\$610,000	\$640,000
Number of public sector schools that have converted CLPG into regular teaching posts	281	308	352

(2) 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.

(3) 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.

Based on the recommendations put forward in the consultancy report, the EDB has adopted various measures to strengthen the support for the implementation of LPE in schools. For example, the EDB proactively encourages schools to adopt a whole-school approach to implement LPE and invites schools to share their good practices and experience in professional development activities. With regard to teacher training, the EDB regularly reviews the training needs of teachers in the area of LPE. Apart from structured teacher training programmes, new themes and topics are introduced based on the needs of schools and teachers. Learning circles will continue to be formed through District Development Networks to foster a culture of sharing and professional exchange among teachers. As far as training for parents is concerned, workplace visits and workshops are arranged under BSPP with a view to introducing parents to the developmental prospects of different industries. Schools are also encouraged to hold talks for parents to enhance their awareness of the importance of LPE as well as their roles in it. Moreover, the EDB launched the Life Planning Information Website in September 2019 to provide a one-stop platform for students, teachers and parents to gather information on different industries and

multiple pathways. In the 2020/21 school year, several new features will be added to the website, including records of student learning portfolios, career assessment tools and online learning for teachers, to further assist students in finding and processing LPE-related information. The EDB will also step up the promotion of BSPP. At present, BSPP has over 380 partner organisations. We will continue to identify and invite corporations of different trades and industries to join BSPP so as to provide more diversified career exploration activities for students. Moreover, the EDB has used existing platforms to facilitate exchange of information, sharing of collaboration experience and activity arrangements among schools and partner organisations in order to maximise the benefits of BSPP.

(4) By integrating the Life Planning Website, Career Information Website and the BSPP website, the EDB launched a brand-new Life Planning Information Website in September 2019. As at February 2020, the website has recorded a total page view of about 116 400 (with “What’s New”, “Events Library/Publications” and “Useful Links” account for some 45 500 views). The respective page views of the 7 thematic corners is tabulated below:

Corner	Careers Information	Studies	E-learning for Students	School Administration	Professional Development for Teachers	Parents	BSSP
Page view	48 800	5 500	3 200	8 400	3 500	700	800

Note: Figures are rounded to the nearest hundred.

The EDB issued a circular memorandum at the beginning of the 2019/20 school year to outline the contents of the website, and encourage students, teachers and parents to use the website for comprehensive information on LPE and career guidance. We also produced promotional posters and cards for distribution to schools and students and promoted the website through school visits and seminars.

- End -

CONTROLLING OFFICER'S REPLY

EDB066

(Question Serial No. 0878)

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 in Indicators under the Programme that kindergarten teachers with Certificate in Early Childhood Education or above have reached 95%, whereas the wastage rate of kindergarten teachers remains at 12%. In this connection, please advise on the following:

- (1) the current number of qualified kindergarten teachers in local non-profit-making kindergartens in the territory, the average number of kindergarten teachers per kindergarten and the average teacher-to-pupil ratio;
- (2) the current average working hours of kindergarten teachers;
- (3) whether any study or review has been conducted to improve the wastage rate of kindergarten teachers; if yes, of the details; if no, of the reasons; and
- (4) with regard to the introduction of a salary scale and an all-graduate teaching force policy for kindergarten teachers to enhance the quality of education, the work to be undertaken by the Administration in the coming year as well as the timetables and estimates involved.

Asked by: Hon HO Kai-ming (LegCo internal reference no.: 37)

Reply:

- (1) The number of qualified kindergarten (KG) teachers in local non-profit-making KGs, the average number of KG teachers per KG and the average teacher-to-pupil ratio in the 2019/20 school year are tabulated as follows:

	2019/20 school year (provisional figure)
No. of qualified KG teachers	11 493
Average no. of KG teachers per KG	14.8
Average teacher-to-pupil ratio (Note)	1:9.5

Note: Figures only include teachers with Certificate in Early Childhood Education or higher qualifications but do not include principals.

- (2) We have not collected any information on the working hours of KG teachers.
- (3) There are various reasons for KG teachers to leave their teaching position. According to the findings of annual surveys on KG teachers/child care workers, such reasons include employment in another profession, retirement, marriage/child-bearing/child-raising, other family reasons, etc. 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) A mandatory salary scale for KG teachers, if established, would be similar to the existing salary arrangements for teachers in 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 3 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 started a review in mid-2019 on the implementation of the new policy, including the salary arrangements for KG teachers. We have been consulting the stakeholders during the process.

At present, the basic academic qualification requirement for KG teachers is the completion of a Certificate in Early Childhood Education (C(ECE)) programme. Various teacher education institutions are currently offering government-subsidised C(ECE) programmes and their graduates are able to discharge teaching duties effectively. Regarding the introduction of an all-graduate teaching force policy to the KG sector, the vice-principals in KGs joining the KG education scheme are currently required to possess a bachelor's degree in early childhood education (BEd(ECE)) or equivalent qualifications. Moreover, for appointment of or promotion to the senior teacher posts, KGs are encouraged to accord priority to suitable teachers with BEd(ECE) or equivalent qualifications. We will closely monitor the number and ratio of KG teachers holding a bachelor's degree, the planning of places for teacher training, etc. and take follow-up actions as appropriate.

- End -

CONTROLLING OFFICER'S REPLY

EDB067

(Question Serial No. 0944)

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 evening courses for secondary education, please provide the following information for the past 5 years:

- (1) the number of evening secondary schools, the number of students enrolled in their courses, the number of graduates and the average age of students enrolled in such courses in each of the years;
- (2) the number of evening secondary students taking the Hong Kong Diploma of Secondary Education Examination and the number of students meeting universities' basic entry requirements in each of the years;
- (3) the expenditure committed by the policy bureau for evening secondary education and the percentage share of such expenditure in the overall expenditure for secondary education in each of the years;
- (4) the dedicated support and measures currently implemented by the policy bureau for schools offering evening secondary courses and their students, and the support programmes for individual subjects (please give a list with descriptions);
- (5) taking into account the target students and class hours of evening secondary courses, as well as the needs of these students, would the Administration consider reviewing the support for and policy on evening secondary schools, including an assessment on enhanced subsidy and support for students taking evening secondary courses to enable their completion of secondary education?

Asked by: Hon HO Kai-ming (LegCo internal reference no.: 41)

Reply:

- (1) The Government launched the Financial Assistance Scheme for Designated Evening Adult Education Courses (FAEAEC) in the 2005/06 school year to provide financial assistance to adult learners attending evening secondary courses run by approved course providers in designated centres. From the 2015/16 to 2019/20 school years, the number of designated centres under the FAEAEC and the number of learners taking courses offered by the designated centres participating in the FAEAEC are as follows:-

School year	Number of designated centres	Number of learners
2015/16	17	1 553
2016/17	16	1 402
2017/18	16	1 426
2018/19	16	1 459
2019/20 [#]	16	1 098

Note: Figures refer to the number of learners at various grades as at June 30 of the respective school years, including those who have withdrawn from the courses.

[#] Figures for the 2019/20 school year refer to the number of learners as at 31 December 2019, including those who have withdrawn from the courses.

The Education Bureau (EDB) does not maintain statistics on the number of evening secondary school graduates under the FAEAEC and the average age of learners seeking admission.

- (2) According to the information provided by the approved course providers participating in the FAEAEC, the respective numbers of evening secondary learners taking the Hong Kong Diploma of Secondary Education Examination (HKDSE) through these providers from the 2016/17 to 2019/20 school years are tabulated as follows:

School year	Number of evening secondary learners taking the HKDSE through the approved course providers
2016/17	255
2017/18	261
2018/19	366
2019/20	331

Note: Since not all approved course providers can provide relevant information for the 2015/16 school year, we can only provide the figures regarding the past 4 school years.

The EDB does not maintain statistics on the number of evening secondary learners under the FAEAEC meeting the minimum entry requirements of universities.

- (3) and (4) The FAEAEC aims to alleviate the financial burden on adult learners and provide incentives to encourage them to complete the courses. Under the FAEAEC, adult learners who are enrolled in junior and senior secondary courses provided by approved course providers and who meet the eligibility criteria are eligible for 30% reimbursement of the tuition fees, irrespective of their financial situation. To assist those with financial difficulties, full reimbursement or half reimbursement of the tuition fees are provided for eligible learners who are assessed to be eligible for full grant or half grant respectively in the means test administered by the Student Finance Office (SFO) under the Working Family and Student Financial Assistance Agency (WFSFAA). SFO processes the reimbursement of tuition fees based on the institutions' information on the number of eligible learners under the FAEAEC and other relevant information.

The total amounts of tuition fees reimbursed under the FAEAEC administered by the SFO from the 2015/16 to 2019/20 school years are tabulated as follows:-

School year	Total amount of tuition fees reimbursed (\$ million)
2015/16	3.94
2016/17	3.28
2017/18	3.36
2018/19 [^]	3.17
2019/20 [*]	-

[^] The figures are as at 31 January 2020. A small number of reimbursement cases for the 2018/19 school year are under processing.

^{*} Claims for reimbursement will be processed in the 2020-21 financial year.

To provide more support for learners taking evening secondary courses, the EDB has, since the 2014/15 school year, earmarked an annual provision for approved course providers to provide support services to learners and teachers, such as conducting enriched learning activities, enhancing language training, providing Other Learning Experiences, student guidance and professional development and training of teachers. The amount of provision is calculated based on the number of learners. In the 2019/20 school year, the amount of funding for each learner is capped at \$1,000. In addition, approved course operators operating in government secondary school premises provided by the EDB will receive rent reimbursement.

The respective total expenditures on the funding provision for approved course providers to provide support services to learners and teachers, and rent reimbursement for approved course operators operating in government secondary school premises from the 2015/16 to 2019/20 school years are tabulated below:

School year	(\$ million)
2015/16	1.37
2016/17	1.34
2017/18	2.01
2018/19	2.14
2019/20 [@]	1.01

[@] Since the 2019/20 school year has not yet ended, some of the related expenditures are pending reimbursement.

- (5) The objective of the FAEAEC is to provide an alternative form of financial assistance to assist adult learners in completing mainstream secondary school courses and help those learners with financial difficulties pursue their studies. We believe that needy learners are already provided with appropriate financial assistance through the FAEAEC and existing support services.

- End -

CONTROLLING OFFICER'S REPLY

EDB068

(Question Serial No. 0945)

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 national education mentioned in Brief Description under the Programme, please advise on the following:

- (1) It is stated in the Programme that the Education Bureau (EDB) also provides professional support, where appropriate, to schools. What are the specific details of such support? How many primary and secondary schools made use of the professional support service in the past year? What is their percentage out of the total number of primary and secondary schools?
- (2) At present, how many primary and secondary schools offer lessons in moral, civic and national education? Has the EDB made recommendations on the average number of teaching hours for such subjects?
- (3) With the occurrence of social events last year, there are concerns in society about the values and attitudes of young people, such as "respect for others", "responsibility", "national identity" and "commitment", which are indeed what students should learn to cultivate through moral and civic education. That said, no corresponding measures are in place to step up education in this regard. For the coming year, how will the Administration enhance the relevant work and what are the plans and estimates involved?

Asked by: Hon HO Kai-ming (LegCo internal reference no.: 42)

Reply:

- (1) All along, the Education Bureau (EDB) has been actively promoting values education (including moral, civic and national education (MCNE)) through creating synergy among curriculum, learning and teaching resources and various learning activities with the use of diversified strategies. For national education, the EDB adopts diversified strategies to enable teachers and students to gain an understanding of our country and develop a stronger sense of national identity. National education, in the broad sense, is incorporated into various subject curricula, such as History, General Studies, Chinese Language, Geography, Music and Arts, in which our country's developments in different areas such as history, culture and landscape are aptly covered, to deepen students' understanding of our country. Hence, we help students know more about our country through the teaching elements of relevant subjects. Furthermore, to enable teachers and students to develop a thorough understanding of our country, the EDB enhances the elements for heightening understanding of our country through curriculum enrichment, teacher training, learning and teaching resources, Mainland exchange programmes, strengthened interflow and co-operation between primary and secondary sister schools in Hong Kong and the Mainland and various life-wide learning activities (e.g. activities related to the Hong Kong Special Administrative Region Establishment Day or National Day). The above relevant curriculum arrangements and school support programmes for promoting national education have been widely implemented in primary and secondary schools.

- (2) MCNE is a crucial element in whole-person education. That said, the EDB does not require schools to offer MCNE as an independent subject. In fact, many schools promote values education in lessons under different names such as moral and civic education, life education, etc. In addition, at the primary and secondary levels, we have been providing students with holistic learning experiences through classroom teaching in different key learning areas/subjects and out-of-classroom life-wide learning activities (e.g. visits, voluntary services, field trips and exchange activities) to instil in students positive values and attitudes such as "respect for others", "responsibility", "national identity", "commitment", "integrity", "care for others", "abiding by law" and "civic-mindedness". While the EDB has recommended the percentage of lesson time to be allocated to various subjects and other learning experiences, primary and secondary schools are given the flexibility to work out their own lesson time. In other words, schools can, with regard to their contexts (including schools' mission and students' needs), make flexible arrangements for lesson time so that in-class and out-of-classroom learning activities can tie in with each other to deliver MCNE and enhance the promotion of positive values among students. Given the diversity in the delivery of MCNE, the EDB does not have relevant statistics on the number of in-class teaching hours that schools allocate to MCNE. Moreover, to support schools in promoting MCNE and fostering positive values and attitudes among students, we have been developing learning resources and organising professional training programmes for teachers on an ongoing basis.

- (3) It is worrying and distressing for us to see teachers and students get involved in unlawful or even violent acts during the months-long social incidents. We will strengthen values education further. In this connection, “expressing gratitude, to cherish, be proactive and optimistic” has been chosen as the theme for promoting values education in schools for the current and the next two school years. All schools in the territory are encouraged to create a favourable ambiance for positive education. More life event exemplars will also be developed as learning and teaching resources, covering topics such as “obeying the law”, “rule of law”, “responsibility”, “respect for others”, “identification of real and fake information”, etc. to help students uphold ethics in this cyber age and understand the importance of respecting and accommodating differences in views. We will also organise professional training programmes for principals and teachers of primary and secondary schools to further enhance their professional capacity to develop a favourable school culture and encourage parents’ participation in promoting positive values together. The Task Force on Review of School Curriculum, set up in November 2017, has made 6 initial recommendations, among which the implementation of values education is accorded a high priority. The Task Force will submit a report on directional recommendations to the EDB in due course. If accepted by the EDB, the recommendations will be taken forward by relevant sections under the existing mechanism as soon as practicable for implementation in schools. Since the relevant expenditure and manpower involved in developing learning and teaching resources, organising professional development programmes and the tasks related to curriculum development are subsumed under the recurrent expenditure of the EDB, no breakdown of figures is available.

There are complicated reasons behind young people’s participation in unlawful activities. Apart from school education, factors like families, peers, social atmosphere, media/online information also play a crucial role. To effectively instil positive values in our young people, it is incumbent on the EDB to step up efforts in various tasks. It is hoped that various stakeholders’ recognition and active participation can be obtained with a view to nurturing positive values and attitudes in our young people with concerted efforts.

- End -

CONTROLLING OFFICER'S REPLY

EDB069

(Question Serial No. 0962)

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 Vocational and Professional Education (VPET) under this Programme, please advise this Committee of the following:

- (1) The estimates for and details of the work on promoting VPET in the coming year;
- (2) VPET is still not well understood by many schools, students, parents and employers as they consider VPET inferior to university education in general. In this connection, will the Administration enhance the status, resources and facilities of member institutions of the Vocational Training Council (VTC) so as to convince society of the parity between VPET and university education?
- (3) Will the Administration enhance the promotion of VPET through life planning education in secondary schools in order to dispel myths about VPET that are prevalent among parents and students? If yes, what will be done in this regard?
- (4) Will the Administration consider stepping up its cooperation with the industries on the promotion of VPET, including collaborating with industry academies, and establish a corporate university in Hong Kong in the long run?
- (5) What specific work will the Bureau undertake in the coming year to follow up on the recommendations made by the Task Force on Promotion of Vocational and Professional Education and Training?

Asked by: Hon HO Kai-ming (LegCo internal reference no.: 44)

Reply:

The Government has all along been committed to providing multiple and flexible education pathways for young people with different aspirations and abilities through vocational and professional education and training (VPET). In 2020-21, the estimated government expenditure on VPET is about \$3.1 billion, which includes the recurrent subvention to the Vocational Training Council (VTC) for VPET, block allocations under the Capital Works Reserve Fund, and other financial commitments and non-recurrent expenditures on initiatives supporting the development of VPET, such as the Pilot Subsidy Scheme for Students of Professional Part-time Programmes, the Pilot Incentive Scheme to Employers and the Pilot International Study Programme under the Training and Support Scheme.

The Task Force on Promotion of VPET (Task Force), chaired by Dr Roy CHUNG, submitted its review report to the Government in January 2020 and put forward a total of 18 recommendations, advising the Government to strengthen and deepen collaboration with industries to provide more diversified and quality VPET programmes for young people, with a view to facilitating the parallel development of the VPET and academic education pathways.

Regarding life planning education in secondary schools, the Education Bureau (EDB) has all along collaborated with various business organisations through the Business-School Partnership Programme (BSPP) to provide students with a wide range of career exploration activities. Since its implementation in the 2014/15 school year, over 380 partners organisations have joined the BSPP and organised over 5 000 activities, covering more than 30 trades and benefitting more than 1.15 million students. In this connection, the Task Force recommended that the Government improve the overall quality of VPET programmes and activities in secondary schools through existing platforms, including the BSPP, by strengthening coordination, fostering wider industry collaboration, and formulating an incentive mechanism for industry partners, as well as encourage more junior secondary students, parents, and teachers to participate in related activities. In addition, the Task Force recommended that the Government provide external advisory service on VPET for teachers and career masters of secondary schools under a pilot scheme to offer one-stop professional service for teachers on a wide array of issues pertaining to VPET.

On the other hand, the Task Force recommended that the Government reiterate the value and positioning of VPET in higher education, and provide a clearly defined and differentiated VPET pathway from the academic route while upholding their parity in terms of both quality and recognition. The Task Force shared the view that the collaboration with industry (including corporate academies) should be strengthened and deepened to provide more diversified and quality VPET programmes in order to facilitate the parallel development of VPET and academic education pathways.

The Government is carefully studying the Task Force's report. Given the different nature of the recommendations, we will follow up on the recommendations in a gradual and orderly manner, having regard to the complexity, maturity, and timing of the recommendations as well as the consensus of stakeholders. We will consult the Legislative Council Panel on Education on the follow-up actions of the report.

In terms of parent education, the Education Bureau plans to start enhancing parent education in 2020-21, covering topics such as refraining from making comparisons and respecting the choices of children. We believe that this will help facilitate parents' acceptance of their children's decision to pursue VPET pathways.

- End -

CONTROLLING OFFICER'S REPLY

EDB070

(Question Serial No. 2493)

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 Constitution and Basic Law education in schools”. In this connection, please provide the following information:

- (1) Are there initiatives and plans to help schools, teachers and students study the State's Constitution and the Basic Law? Are there plans to strengthen related work in the coming year? What is the estimated expenditure involved?
- (2) As the public's understanding of the State's Constitution and the Basic Law lacks depth, what initiatives are there to correct teachers' and students' misconceptions and enhance teachers' training in this regard? Will the EDB join hands with the Judiciary to promote the State's Constitution and the Basic Law?
- (3) Will the EDB set a specific target regarding Basic Law education in primary and secondary schools, such as recommending a certain number of participation hours for students, and increase the relevance of learning to everyday life and make learning interesting so as to facilitate teachers' and students' understanding of the learning contents? If yes, what are the details?

Asked by: Hon HO Kai-ming (LegCo internal reference no.: 43)

Reply:

- (1)
The Basic Law is a constitutional document of the Hong Kong Special Administrative Region (HKSAR) and is closely related to the daily lives of Hong Kong students. To strengthen the implementation of Basic Law education (BLE), the Education Bureau (EDB) has been continuously adopting a wide array of measures, which include developing learning and teaching (L&T) resources, providing teacher training for school sponsoring

bodies, school leaders and teachers, organising life-wide learning activities for students, etc. Such support measures enable schools and teachers to acquire a deeper understanding of the relationship between the Constitution of our country and the Basic Law, as well as the concepts embodied in the Basic Law, and to understand that Basic Law is the cornerstone of Hong Kong's development and is closely related to our daily life, which in turn facilitate schools to enhance L&T efficacy by making plans for and taking forward BLE more effectively.

With respect to the development of L&T resources, the EDB has in the 2016-17 to 2019-20 financial years provided secondary schools with various sets of L&T resources, including “Development of L&T Strategies and Resources to Facilitate Students’ Deep Learning of the Basic Law through Community Study”; online L&T resources for the “Constitution and 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). These 2 assessment banks have been developed for years and will continue to be available for schools’ use. The EDB staff will regularly review and update the content of these assessment banks with regard to the latest developments in the implementation of the Basic Law. Expenditures related to the 2 assessment banks only involve daily website management. All the L&T resources mentioned above remain relevant. In the 2020-21 financial year, the EDB will continue to develop the advanced version of the “Basic Law Knowledge Enrichment Online Course for Secondary School Teachers”.

At the primary level, the EDB has in the 2016-17 to 2020-21 financial years provided 3 sets of L&T Resource CD ROMs for primary General Studies on “History and Culture Series” and the “Basic Law Audio-visual L&T Package (Upper Primary)” to enhance teachers’ and students’ understanding of the Basic Law.

The EDB’s estimated expenditure on the production of teaching materials related to the Basic Law in 2020-21 is \$470,000, which does not cover staff cost for the EDB personnel involved in the production. The overall expenditure of the L&T resources for BLE (including manpower and production cost) is subsumed under the recurrent expenditure of the EDB. 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 in the production of Basic Law teaching materials.

(2) and (3)

Promotion of the Basic Law has always been an ongoing task of the EDB and schools, and BLE elements are already covered by the school curriculum under the subjects of Chinese History, History, Life and Society, Geography, etc. The junior secondary subject, Life and Society, even covers specific contents on the Basic Law, such as the relationship between the Central Authorities and the HKSAR, rights and responsibilities, and political structure. In addition, learning elements related to the Basic Law are included in subjects such as Chinese History, History and Geography. Different topics, like the history of Hong Kong’s development and the Opium War, help students understand the origin of the Basic Law as well as the status of Hong Kong as an inseparable part of China. For schools not offering Life and Society at the junior secondary level, the EDB has developed a 15-hour independent module on “Constitution and the Basic Law” for their flexible adoption to align

with their existing curriculum, teaching resources and learning activities so that all students are given the opportunities to learn the essentials.

All primary and secondary schools in the territory should implement BLE in light of their school contexts and curriculum development needs. The EDB has included elements related to the Constitution and the Basic Law in the professional training programmes for principals, middle managers and teachers to shed light on the constitutional status of the Basic Law and the concept of “One Country, Two Systems”, and to share the L&T strategies for promoting BLE in and out of classroom. The L&T resources of various related subjects will also be refined continuously to enable teachers and students to understand our country and develop a correct understanding of the constitutional order established by the Constitution and the Basic Law. For example, in the teaching materials of senior secondary Liberal Studies, “Liberal Studies Curriculum Resources Booklet Series: Hong Kong Today”, topics on “One Country, Two Systems” and the Basic Law are included, together with L&T exemplars to support the learning and teaching of the subject. When developing relevant teaching resources, such as the online L&T resources for the “Constitution and Basic Law” module, “Basic Law Knowledge Enrichment Online Course for Secondary School Teachers”, and “Basic Law Online Course for Secondary School Students’ Self-directed Learning”, the EDB will consult the Department of Justice as necessary. As for the advanced version of the “Basic Law Knowledge Enrichment Online Course for Secondary School Teachers” under development, views of the Department of Justice are being sought. Apart from giving an introduction to the concepts embodied in the Basic Law, the Online Course will also shed light on the considerations and justifications behind court judgements by referring to relevant cases of the Court of Final Appeal, which highlights the relationship between the Constitution and the Basic Law, and enables teachers to grasp the spirit of “One Country, Two Systems” more firmly and understand relevant concepts more precisely. In addition, the EDB will, in collaboration with relevant departments/organisations, continue to organise diversified student activities such as Basic Law quizzes and suitable exchange programmes and visits to enhance students’ understanding of the historical background of the Basic Law and its implementation, as well as Hong Kong’s legal system through interesting and real-life activities.

The EDB will continue to maintain close communication with schools and other stakeholders, including government departments and non-governmental organisations, to further strengthen the above BLE-related support measures and thus enhance the effectiveness in learning the Basic Law among teachers and students.

- End -

CONTROLLING OFFICER'S REPLY

EDB071

(Question Serial No. 2494)

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 work to “monitor the performance of the entire education sector” mentioned in the Programme, please provide the following information:

- (1) Given the views in recent years that teachers adopt inappropriate teaching materials in class, what is the number of related complaints received by the Education Bureau (EDB) in the past 3 years, and how many of them are found substantiated?
- (2) How the EDB and schools handle the complaints on the use of inappropriate teaching materials, and what is the penalty involved?
- (3) Will measures be taken to reduce the problem, e.g. undertaking more random inspections and monitoring the content of teaching materials? If yes, what are the details, manpower and resources involved? If no, what are the reasons?

Asked by: Hon HO Kai-ming (LegCo internal reference no.: 46)

Reply:

Given the extensive coverage of the complaints involving teachers (including those in the past 3 years) and unique nature of various cases, with quite a number of them involving multiple allegations, we do not categorise such complaints by type. Therefore, a breakdown of complaints involving teachers' use of inappropriate teaching materials is not available.

Under the Project on Enhancement of Complaint Management in Schools, schools are responsible for handling the complaints relating to their daily operations and internal affairs lodged by parents, students or members of the public in accordance with their school-based complaint handling mechanisms and procedures. The Education Bureau (EDB) will intervene with direct investigation if any complaint case involves a serious incident or

maladministration of the school authority. The EDB also undertakes to handle other types of school-related complaints, including complaints relating to the Education Ordinance, education policies and services directly provided by the EDB, as well as complaints referred by other organisations or lodged by school staff. Upon completion of investigation, the EDB or the school concerned will furnish the complainant with a reply. If any complaint case is substantiated, the EDB will consider the gravity of the case and take action against the teacher concerned, including cancellation of teacher registration or issue of a reprimand, warning or advisory letter. This is to ensure that the EDB plays a gate-keeping role in quality assurance for the education sector and society as a whole, and to disseminate the message that teachers should pay attention to their words and deeds, and respect and value the professionalism of educators.

Under the principle of school-based management, it is incumbent on the school management to monitor the work performance of teachers. Regarding the use of teaching materials, heads of subject panels and committees have the responsibility to understand and monitor the content and quality of the teaching materials used by teachers to ensure that these materials suit students' abilities and cater for their needs, as well as help students acquire the right knowledge and concepts and develop positive values. If controversial topics are covered in these teaching materials, it should be ensured that students are helped to think from multiple perspectives, analyse and express opinions in a rational and impartial manner. The EDB has been monitoring and improving the quality of learning and teaching in schools and continuously fostering school development and accountability through such means as inspections and curriculum development visits. The manpower and resources involved are subsumed under the EDB's recurrent expenditure.

- End -

CONTROLLING OFFICER'S REPLY

EDB072

(Question Serial No. 2495)

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 mentioned under the Programme that the Bureau “monitors the performance of the entire education sector”. In this connection, please provide the following information:

- (1) the number of complaints against the professional conduct of teachers, the number of teachers involved, the number of cases that were found substantiated upon investigation and warranted disciplinary actions of the Bureau, and the number of cases still under investigation in each of the past 3 years;
- (2) the number of teachers/teaching staff arrested for offences in each of the past 3 years, with a breakdown by type of offence; and
- (3) given that many young people were involved in the social events last year and there are more concerns in society about the professional conduct of teachers, whether the Bureau will, in the coming year, enhance contents on professional conduct in the training and development programmes for teachers, and adopt follow-up measures to reduce the recurrence of similar incidents?

Asked by: Hon HO Kai-ming (LegCo internal reference no.: 45)

Reply:

(1) From the 2016/17 to 2018/19 school years, the Education Bureau (EDB) received a total of 66 complaints, involving 81 teachers, against teachers' alleged professional misconduct. 9 cases are still under investigation. Among the 57 completed cases, 20 were found substantiated or partially substantiated. The EDB has issued reprimand letters, warning letters, advisory letters and verbal reminders to the teachers in respect of 14 cases, and is in the process of handling 2 cases according to the established procedures for determining appropriate follow-up actions. For the remaining 4 cases, there is no need for

EDB to follow up because the teachers' misconduct involved was minor and disciplinary actions have been taken by their schools.

(2) Since the occurrence of social incidents in June 2019, the considerable reportage of teachers' suspected involvement in illegal acts has aroused widespread concern in the community. According to the information we have gathered from various channels, around 80 teachers (including teaching assistants) were arrested for involvement in social incidents between June and December 2019. The EDB does not have information regarding other cases in which teachers were arrested for suspected criminal offences. Under the established mechanism, the EDB will review whether a teacher has misconducted himself/herself and his/her teacher registration status upon conclusion of trial by referring to the court documents and other obtainable information, regardless of whether the subject is convicted or not. Upon cancellation of teacher registration, the person concerned will not be allowed to teach in schools. In the past 3 years, we followed up on 30 cases where registered/permitted teachers had committed or allegedly committed a criminal offence and the court proceedings had been completed. These cases mainly involved sexual offences, traffic offences, theft, fraud, etc.

(3) The EDB has been determined to maintain a teaching profession of high quality and with professional conduct in Hong Kong. To encourage teachers and school leaders to reflect and demonstrate professional roles and conduct expected of them, we have embedded the Professional Standards for Principals and Professional Standards for Teachers of Hong Kong (T-standard⁺) in teacher training programmes as appropriate, which include training programmes for aspiring principals and newly-appointed principals, as well as serving teachers and newly-joined teachers. Meanwhile, among the cases handled by the EDB, some can be adopted for teacher reflection. We will make reference to the contents of some cases to design teaching materials for reflection to enhance the ethical standards of teachers.

- End -

CONTROLLING OFFICER'S REPLY

EDB073

(Question Serial No. 2856)

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 novel coronavirus epidemic in recent months has led to class suspension in kindergartens (KGs) and the date for class resumption remains uncertain. This has triggered extensive withdrawal of students from pre-school classes. Parents of K1 students demand a refund of miscellaneous charges, school bus fares, etc., putting immense pressure on the operation of KGs. Please advise of the following:

- (1) the number of publicly-funded local non-profit-making KGs that offer pre-school classes and the number of places provided;
- (2) whether the Administration has the number of dropouts from pre-school classes in publicly-funded local non-profit-making KGs since the beginning of the epidemic;
- (3) whether the Administration has inquired about KGs' operation since the beginning of the epidemic and how many of them claimed that their operation was under pressure;
- (4) what responsive measures does the Administration have to support KGs' operation and address parents' concerns over KG fees, and whether uniform guidelines or supportive measures will be formulated to minimise the inconvenience and burden on the part of schools and parents; and
- (5) whether the Administration will consider providing parents and schools with additional subsidies so that they can be better supported in taking care of their children or teaching their students, as it is very likely that young children will be the last group to resume classes.

Asked by: Hon HO Kai-ming (LegCo internal reference no.: 38)

Reply:

(1) and (2)

In the 2019/20 school year, there are 361 kindergarten-cum-child care centres joining the kindergarten education scheme (Scheme) of the Education Bureau (EDB), of which 246 operate child care centres subsidised by the Government to provide 6 516 long whole-day care service places for children aged under 3. Child care centres are under the purview of the Social Welfare Department (SWD) which has not maintained the number of dropouts in child care centres subsidised by the Government. The relevant information is therefore not available.

(3) to (5)

The EDB has been maintaining close communication with the kindergarten (KG) sector and showing concern about their operation. In mid-February this year, we met with the representatives of the KG sector to understand schools' and parents' concerns and to offer appropriate support. Regarding tuition fees, about 90% of Scheme-KGs offering half-day programmes are currently free. For whole-day and long whole-day programmes, their tuition fees are at a low level, with the median tuition fees per instalment at about \$820 in the 2019/20 school year. Families with financial needs may apply for fee remission through the Kindergarten and Child Care Centre Fee Remission Scheme offered by the Working Family and Student Financial Assistance Agency.

In addition, the EDB has implemented various measures to help reduce the extra burden of schools and parents during the fight against the epidemic and class suspension. To reduce parents' burden in defraying education expenses, a funding of about \$900 million will be allocated from the newly-established Anti-epidemic Fund to provide an additional \$1,000 to each recipient of the Student Grant for the 2019/20 school year, i.e. increase from \$2,500 to \$3,500. This measure will benefit about 900 000 students, irrespective of whether they study in Scheme-KGs. To support KGs affected by the outbreak of Coronavirus disease 2019 (COVID-19), the EDB will implement various support measures by deploying existing resources. Measures include: (1) using the number of students in January 2020 as the basis for calculation of monthly subsidy for Scheme-KG during the class suspension period to ensure that there will be no reduction of government subsidies due to withdrawal or absence of individual students during the period; (2) providing all KGs (including non-Scheme KGs) with a one-off Special Anti-epidemic Grant at the rate of \$10,000 to \$15,000 per school to help them replenish their epidemic prevention equipment (such as masks and thermometers), clean the school premises and pay for other expenses related to epidemic prevention, and hence prepare well for class resumption; and (3) providing all KGs with a one-off Support Grant ranging from \$60,000 to \$160,000 per school depending on scale of operation, incurring an additional expenditure of about \$120 million, to assist KGs in tackling financial difficulties caused by the epidemic. In addition, if individual KGs, in particular those without government subsidies, need to reduce their tuition fees, the EDB will expedite the processing of the applications to cater for the needs of schools and parents.

As for child care centres, the SWD will also provide a one-off special grant under the Anti-epidemic Fund for aided and non-aided child care centres (including those attached to KGs) to help them tide over financial difficulties arising from prolonged suspension of

services. The total monthly expenditure on the grant is estimated to be \$55 million for a period of 4 months (February to May 2020), including \$21 million for 258 aided child care centres and \$34 million for about 300 non-aided child care centres.

The EDB and SWD have informed all KGs and child care centres of the details of various support measures through circular memoranda and letters.

- End -

CONTROLLING OFFICER'S REPLY

EDB074

(Question Serial No. 1623)

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 Administration, the Education Bureau 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) to promote Chinese history and culture. Regarding the grant, please advise this Committee of the following:

- (1) the effectiveness of the initiative at this stage;
- (2) a breakdown of expenditure under the grant for the coming financial year; and
- (3) the projects or measures currently in place to promote an interest in classical Chinese studies or Chinese culture and history among children and youngsters, as well as the financial resources and manpower involved.

Asked by: Hon HO Kwan-yiu, Junius (LegCo internal reference no.: 41)

Reply:

(1) and (2)

To enhance students' understanding of Chinese history and culture, the Education Bureau (EDB) provides each public sector and Direct Subsidy Scheme (DSS) school (including special schools) with a one-off grant for the promotion of Chinese history and culture in 2017. The purpose of the grant is to support teachers in enhancing the teaching of primary General Studies, Chinese Language at primary and secondary levels, Chinese History and Chinese Literature, and to enable primary and secondary students to appreciate and inherit the spirit of excellence and the civilisation of the Chinese people. Schools may, in light of 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. The validity period of the grant has not yet lapsed.

Through various channels, such as professional training activities for teachers, focus group meetings, curriculum development visits, etc., the EDB learns that the grant has mainly been used for organising Mainland study and exchange trips for students and school-based/inter-school learning activities (e.g. Chinese history drama appreciation and Chinese history week), and procuring teaching materials and e-resources (e.g. videos). To our understanding, it is the general view of teachers that the one-off grant helps promote school-based activities on Chinese history and culture education, and enhance the effectiveness of learning and teaching in related areas.

As the one-off grant was disbursed in full to all aided primary and secondary schools (including special schools), caput secondary schools, and DSS primary and secondary schools in August 2017, the expenditure of the grant in the 2020-21 financial year only includes the unspent balance of government schools and the amount to be disbursed to a new school that started operation in the 2019/20 school year. Details are as follows:

Item	Estimated expenditure (\$)
Estimated expenditure for government primary schools	817,000
Estimated expenditure for government secondary schools	1,301,000
Amount to be disbursed to a new school that started operation in the 2019/20 school year	150,000
Total	2,268,000

(3)

Enhancing the study of Chinese history and culture is one of the major emphases of the primary and secondary curriculum renewal. The EDB helps students acquire knowledge related to classical Chinese studies, and Chinese history and culture through enriching the content of 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.

As regards the school curriculum, the EDB has made Chinese History an independent compulsory subject at the junior secondary level. The revised curriculum of Chinese History (Secondary 1 to 3) will be implemented progressively from Secondary 1 in the 2020/21 school year, so that all secondary students can study Chinese history and culture systematically. Meanwhile, the EDB continuously provides an array of relevant learning and teaching materials for schools, and organises professional development programmes for teachers, including curriculum-related trips. In student activities, we also attach importance to the Chinese culture elements. Furthermore, the EDB helps students develop an interest and their motivation to learn more about classical Chinese studies, and Chinese history and culture through organising life-wide learning activities, e.g. reading award schemes, theme-based projects, museum studies and student competitions. These support measures are an integral part of the EDB's day-to-day curriculum development work. As the relevant staff cost is subsumed under the EDB's recurrent expenditure, no separate breakdown is available.

As for the financial support provided for schools, apart from the disbursement of the one-off grant in 2017 for promoting Chinese history and culture, the EDB has provided public sector and DSS secondary schools admitting non-Chinese speaking (NCS) students at the junior secondary level with a non-recurrent grant of \$50,000 per year to support NCS

students in learning Chinese history and culture in the 2018/19 and 2019/20 school years. The provision seeks to support teachers in improving practices for teaching Chinese History to NCS students and developing relevant learning activities. In addition, schools may flexibly deploy various grants available. 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 classical Chinese studies or Chinese history and culture. Schools may also use the Life-wide Learning Grant provided since the 2019/20 school year to organise diversified experiential learning activities beyond the classroom, e.g. visits, field trips and overseas exchanges, so that students can have more lively and enriched learning experiences and broadened exposure, and develop a greater interest and motivation to learn more about classical Chinese studies, and Chinese history and culture.

- End -

CONTROLLING OFFICER'S REPLY

EDB075

(Question Serial No. 1627)

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:

With the rampant spread of novel coronavirus in Hong Kong, a police officer was confirmed to be infected earlier. Some radicals with humanity dominated by politics then made celebratory remarks on the Internet. Surprisingly, among them were teachers entrusted with the mission of nurturing the young. Mr HO Pak-yan, the acting vice-principal of Confucius Hall Secondary School, was found to have posted on Facebook an acrostic poem suggesting the curse “rogue cops and families go to hell, not one member less”. The incident caused a public outcry and the school’s management committee immediately suspended Mr HO Pak-yan’s duties and launched an inquiry. However, after investigation, the management committee merely removed him from the office of acting vice-principal, while maintaining that Mr HO Pak-yan as a teacher had always been diligent and dutiful. With such behaviour, Mr Ho hardly deserves the title of teacher. In the end, the Administration only made a public statement that teachers’ remarks must conform to the codes of professional conduct and the moral standards accepted by the community, and no action was taken. In this connection, would the Administration advise this Committee:

- (1) whether it will devise corresponding measures to prevent teachers that have disregarded the codes of professional conduct and moral standards from retaining their teaching post?
- (2) whether it will look into the criminal liability of teachers that have been convicted and whether teachers sentenced to prison will be subject to cancellation of teacher registration status?

Asked by: Hon HO Kwan-yiu, Junius (LegCo internal reference no.: 45)

Reply:

(1) and (2)

Teachers play a vital role in passing on knowledge and nurturing students' character and their every word and deed have a far-reaching impact on students' growth. It is therefore of the utmost importance that their words and deeds must adhere to the standards of professional conduct and morality generally accepted by the community. If a teacher is suspected of having committed a crime or an act of misconduct, the Education Bureau (EDB) is obligated to follow up the case in a serious manner. To ensure that all school teachers are fit and proper to teach and safeguard the well-being of students, the Permanent Secretary for Education (PS(Ed)) is empowered by the Education Ordinance to, among others, approve applications for registration as a teacher or a permit to teach, and to cancel teacher registration. When it appears to the PS(Ed) that a teacher has behaved in any manner which is prejudicial to the maintenance of good order and discipline in the school in which the teacher teaches, she may consider cancelling his/her teacher registration if the case is of a serious nature. Based on the nature and severity of the case, the PS(Ed) may, among others, issue an advisory letter, a warning letter or a reprimand letter to the teacher concerned, reminding him/her to be mindful of his/her words and deeds and refrain from breaching professional conduct so as to meet the expectations of parents and the general public. If a teacher has committed a criminal offence, the EDB will review after the trial whether the teacher has misconducted himself/herself and his/her teacher registration status, taking into account the outcome of the trial, the judgement handed down by the judge and relevant information available to it. If the case is of a serious nature, the PS(Ed) may, after taking all factors into consideration, cancel the registration of the teacher concerned in accordance with the Education Ordinance. Upon cancellation of teacher registration, the person will not be allowed to serve as a teacher in schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB076

(Question Serial No. 1935)

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) Details of the duty visits outside Hong Kong made by the Secretary for Education (SED) and the Under Secretary for Education (US(Ed)) in the past 2 years, including dates, purpose/outcome of visit, size of entourage and the expenditure involved;
- (2) The expenditure on pay and allowances for SED, US(Ed) and the Political Assistant to SED in the past 3 years, and the estimated expenditure for the coming year;
- (3) The staff establishment of the Director of Bureau's Office, as well as the expenditure on salaries and its percentage share of the provision for this Programme; and
- (4) Given that the work of the Director of Bureau's Office includes "the planning, co-ordination and implementation of all arrangements for the Secretary's public, media and community functions", please provide the numbers of (a) District Council meetings and (b) other community functions that SED attended in the previous financial year, and the estimated number of District Council meetings that SED will attend in 2020-21.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 9)

Reply:

- (1) Information about duty visits outside Hong Kong made by the Secretary for Education (SED) and the Under Secretary for Education (US(Ed)) in 2018-19 and 2019-20 is at Annexes A and B respectively.

(2) The salary expenditure for SED, US(Ed) and the Political Assistant (PA) to SED from 1 April 2017 onwards is as follows:

	<u>Salary (\$ million)</u>		
	2017-18	2018-19	2019-20
SED	3.90	4.06	4.15
US(Ed)	2.31*	2.64	2.70
PA to SED	1.16#	1.42	1.45

* 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 SED, US(Ed) and PA to SED in 2020-21 are around \$4.18 million, \$2.72 million and \$1.46 million respectively.

(3) In 2020-21, in addition to SED, US(Ed) and PA to SED, there will be 6 civil service posts (1 Administrative Officer Staff Grade C, 1 Chief Information Officer, 1 Personal Assistant, 1 Senior Personal Secretary, 1 Personal Secretary I and 1 Personal Chauffeur) on the establishment of SED's Office under Programme (1) to provide support for the office. In 2020-21, the estimated expenditure on the salaries, allowances and job-related allowances for the above civil service posts is around \$5.83 million, which accounts for 41% of the provision under Programme (1).

(4) 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. We have not kept statistics on the local activities attended by SED. In the last District Council (DC) term, SED already paid visits to all the 18 DCs from the second half of 2017 to late 2018. No related arrangement was scheduled for 2019-20. In 2020-21, SED will attend DC meetings or community functions according to actual circumstances and needs.

**Duty visits outside Hong Kong made by
Secretary for Education (SED)**
(from 1 April 2018 to 10 March 2020)

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 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 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 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
27 & 28 May 2019	Beijing	To attend the 6th liaison meeting with the Ministry of Education and to visit the Advanced Innovation Centre for Future Education of Beijing Normal University	-	1,544	5,350	1,402	8,296
17 July 2019	Guangzhou	To meet the Department of Education of Guangdong Province for exchanges on educational co-operation between Hong Kong and Guangdong, to visit the site of the Nansha Campus of the Hong Kong University of Science and Technology at	-	No expenses as no over-night stay	No air passage (by train and car)	4,168	4,168

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)
		Qingsheng, and to meet students participating in the Summer Camp for Sister Schools in the Greater Bay Area					
26 September 2019	Guangzhou	To accompany the Chief Executive in attending the groundbreaking ceremony for the Hong Kong University of Science and Technology (Guangzhou)	-	No expenses as no overnight stay	No air passage (by car)	-	Travelling expenses borne by the Chief Executive's Office

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))
(from 1 April 2018 to 10 March 2020)**

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

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)
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 over-night stay	No air passage (by train)	900	900
11 to 15 March 2019	Finland	To attend the International Summit on Teaching Profession 2019 and to visit local educational institutions	1	13,039	47,640	16,240	76,919
16 May 2019	Guangzhou	To attend the 21st Plenary Meeting of the Guangdong-Hong Kong Co-operation Joint Conference	-	No expenses as no over-night stay	No air passage (by train)	878	878
25 June 2019	Zhuhai	To attend a symposium on the Qualifications Framework in the Greater Bay Area	-	No expenses as no over-night stay	No air passage (by car)	2,000	2,000
19 to 22 August 2019	Beijing	To join the 2019 Hong Kong Teachers and Students Study Tour	-	5,122	3,478	6,336	14,936

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)
25 to 27 September 2019	Beijing	To attend the activities of the National Day Delegation from the Education Sector of Hong Kong 2019	-	Hotel accommo-dation sponsored by the Ministry of Education and the sponsored amount is not available	8,900	3,466	12,366
30 September to 2 October 2019	Beijing	To join the Hong Kong delegation led by the Chief Executive in celebration of the 70th anniversary of the founding of the People's Republic of China	-	Hotel accommo-dation sponsored by the Hong Kong and Macao Affairs Office and the sponsored amount is not available	Expenses on air passage borne by the Constitutional and Mainland Affairs Bureau	2,310	2,310
11 October 2019	Macao	To meet with the Secretariat for Social Affairs and Culture, the Education and Youth Affairs Bureau in Macao for exchanges on education co-operation between Hong Kong and Macao, to visit a local secondary school, and to attend an arts exhibition	-	No expenses as no over-night stay	No air passage (by car)	1,800	1,800
7 November 2019	Shenzhen	To attend the plaque unveiling ceremony of the Guangdong-Hong Kong-Macao Greater Bay Area Centre and the "Radio the Greater Bay" of the China Media Group	-	No expenses as no over-night stay	No air passage (by car)	In-town transport sponsored by the organiser and the sponsored amount is not available	0

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

EDB077

(Question Serial No. 1936)

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 current-term Government has mentioned that it would explore the feasibility of introducing a salary scale for kindergarten teachers. The 2018 Policy Address announced that the salary arrangements for kindergarten teachers would be reviewed in mid-2019. What is the progress of these initiatives? Please provide a detailed account of the work, manpower and estimated expenditure involved in setting up a salary scale for kindergarten teachers.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 10)

Reply:

A mandatory salary scale for kindergarten (KG) teachers, if established, would be similar to the existing salary arrangements for teachers in 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 3 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 started a review in mid-2019 on the implementation of the new policy, including the salary arrangements for KG teachers. We

have been consulting the stakeholders during the process. As the review has yet to complete, at this stage we are unable to provide information on the relevant work details, staff establishment and estimated expenditure involved in the coming year.

- End -

CONTROLLING OFFICER'S REPLY

EDB078

(Question Serial No. 1937)

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 response to the Wuhan pneumonia outbreak, the Education Bureau (EDB) announced on 20 February 2020 the provision of additional subsidies for kindergartens (KGs), primary and secondary schools. In this connection, please:

- (1) provide a breakdown of the number of various types of eligible KGs, primary schools, secondary schools and special schools by amount of total entitlement;
- (2) advise of the implications on staff establishment and expenditure as it is stated in the press release that the subsidies will be provided by the EDB through deployment of existing resources; and
- (3) advise whether the Government will provide assistance in procurement of epidemic prevention supplies as many schools have indicated that they encountered difficulty in procurement; if yes, of the staff establishment and expenditure involved; if no, the reasons. In addition, how many requests for assistance has the Administration received in respect of procurement of epidemic prevention supplies? To its understanding, what is the availability of epidemic prevention supplies in KGs, primary and secondary schools?

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 11)

Reply:

- (1) The Education Bureau (EDB) announced on 20 February 2020 that additional subsidies would be provided to kindergartens (KGs), primary and secondary schools. The estimated number of eligible schools by school type and grant amount is as follows:-

(a) “Support Grant” for all KGs:

Grant amount	No. of KGs eligible for the grant
\$60,000	141
\$80,000	276
\$100,000	9
\$120,000	5
\$140,000	356
\$160,000	241

(b) “One-off Special Anti-epidemic Grant” for all schools offering full and formal curriculum (including KGs, government, aided and caput schools, Direct Subsidy Scheme (DSS) schools, the English Schools Foundation schools, international schools, Private Independent Schools, private primary schools and private secondary day schools):

School type	Grant amount	No. of schools eligible for the grant
KGs	\$10,000	24
	\$12,500	276
	\$15,000	728
Public sector and DSS schools	\$15,000	49
	\$20,000	237
	\$25,000	702
Boarding sections of special schools	\$15,000	4
	\$20,000	10
	\$25,000	7
Private primary and secondary schools	\$20,000	158

(c) One-off additional grant for all boarding sections of aided special schools:

Grant amount	No. of special schools eligible for the grant
\$50,000	4
\$100,000	10
\$150,000	7

- (2) The total expenditure of the above grants is around \$164 million. As manpower is subsumed under the expenditure of EDB, a breakdown of the expenditure involved is not available.

- (3) We will keep in view the procurement of anti-epidemic supplies by schools through our day-to-day communication with them. To our understanding, the supply of anti-epidemic goods was relatively tight early in the epidemic. Nevertheless, schools do not require a huge amount of anti-epidemic supplies given that all classes have been suspended. We note that shortage of anti-epidemic supplies has begun to ease recently. Since it will be quite some time before classes resume, schools can make all the necessary preparations in the meantime. As schools are different in scale and needs, they also differ in respect of the type and number of protective equipment they need. Schools should make good use of the recurrent funding provided by the EDB for meeting their operating expenses and the anti-epidemic grants to procure necessary anti-epidemic supplies according to their school-based needs. There is no need for the EDB to coordinate the procurement of anti-epidemic supplies.

- End -

CONTROLLING OFFICER'S REPLY

EDB079

(Question Serial No. 1938)

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, 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 the average, lowest, highest and median annual school fee; and
- (3) for the coming year, i) the estimated number of half-day, whole-day and long whole-day kindergartens that will benefit from the scheme; ii) the estimated expenditure involved; and iii) the estimated number of subsidised kindergartens that will still collect school fees, as well as the respective amount of the average, lowest, highest and median annual school fee.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 12)

Reply:

- (1) In the 2018/19 school year, a total of 755 kindergartens and kindergarten-cum-child care centres (collectively referred to as KGs) in the territory joined the kindergarten education scheme (Scheme). Among these KGs, the respective number of KGs operating half-day (HD), whole-day (WD) and long whole-day (LWD) classes was 511, 364 and 246 (Note: Figures reflect the position as at mid-September of the school year. 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 2018-19 (the previous year) was about \$6 billion.

- (2) In the 2018/19 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	\$3,700	\$8,700	\$11,600
Median	\$3,400	\$8,100	\$12,000
Highest	\$10,100	\$26,200	\$26,200
Lowest	\$100	\$200	\$700

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 2019/20 school year, the total number of Scheme-KGs is 761, accounting for about 97% of the 786 eligible KGs (i.e. local non-profit-making KGs) in the territory. The estimated number of Scheme-KGs in the 2020/21 school year is about 765 and the estimated expenditure on the Scheme for 2020-21 (the coming year) is about \$6.4 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 2020/21 school year (the coming school year) is not available yet. In respect of school fees for the 2020/21 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

EDB080

(Question Serial No. 1940)

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:

As stated under Matters Requiring Special Attention in the coming year, the Education Bureau will continue to provide subsidy for schools and non-profit making organisations under the School-based After-school Learning and Support Programmes (Programme) to support needy students studying in primary, secondary and special schools in joining after-school activities. Please advise this Committee of:

- (1) the number of needy students benefitting from the Programme, the number of schools in receipt of subsidy and the amount of subsidy granted, the names of non-profit making organisations in receipt of subsidy and the respective amount of subsidy they were granted in the past year, and the types of after-school activities to be organised; and
- (2) the details of the work scheduled for the coming year, including the estimated expenditure and manpower resources involved.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 14)

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 (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 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, the total funding for the Programme was about \$240 million, in which about \$114 million was for the School-based Grant and about \$126 million for the Community-based Project Grant. 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 participated in the Programme. Regarding the Community-based Project Grant, the 436 projects organised by 171 NGOs were targeted at individual eligible students totaling about 100 000. A list of these NGOs has been uploaded onto the EDB website: <https://www.edb.gov.hk/en/student-parents/support-subsidies/after-sch-learning-support-program/community-based-projects/index.html>.

In approving the estimated expenditure for the projects, EDB takes into account the content and nature of the activities, number of students, number of activity sessions, etc. The amount of Community-based Project Grant disbursed to NGOs in the 2018/19 school year ranged from \$10,000 to \$10.65 million. As some of the NGOs are still compiling the audited accounts, the actual amount of grant disbursed to individual organisations is not available.

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	<ul style="list-style-type: none"> • Tutorial services • Training of learning skills • Training of languages 	<ul style="list-style-type: none"> • Art & cultural activities • Sports activities • Visits & outdoor activities 	<ul style="list-style-type: none"> • Volunteer services • Social & communication skills training (complemented by development of self-confidence through leadership training, adventure activities, etc.)

- (2) For the 2020/21 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

EDB081

(Question Serial No. 1941)

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 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 professional support, estimated expenditure and manpower resources involved, in the coming year; and
- (3) how the Administration evaluates the effectiveness of the programmes.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 15)

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 grant 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 Government has regularised the Pilot Scheme with effect from the 2018/19 school year. The number of participating schools and the expenditure of grant in the past 3 years are tabulated below:

School year	Secondary school	Primary school	Special school	Total no. of schools	Expenditure of grant (\$ million)
2016/17	223	228	20	471	56.52
2017/18	250	260	25	535	64.20
2018/19	296	312	26	634	93.25

(2) and (3)

The EDB will continue to provide assistance to local schools to form sister schools with their counterparts in the Mainland by coordinating the pairing-up arrangements, organising exchange activities, etc. For example, we will organise sharing sessions regularly to disseminate good practices of exchange between sister schools, and commission service contractor(s) to provide schools with advice and support in relation to the arrangements on exchange activities. These efforts seek 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 not available.

As for the evaluation of effectiveness, the EDB commissioned an independent consultant to review the effectiveness of the Pilot Scheme in the 2017/18 school year. 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 of the education in the Mainland, facilitating cultural interflows, expanding schools' network, enhancing teachers' professionalism and broadening students' horizons. Since the regularisation of the Pilot Scheme, participating schools are required to review annually whether the intended objectives of the exchange activities have been met and incorporate the details of the sister school exchanges held (e.g. review findings) and the financial reports in the School Reports. The School Reports should be submitted to their Incorporated Management Committee/School Management Committee for endorsement and uploaded onto the homepage of the schools. In addition, the EDB will continue to commission service contractor(s) to collect feedback from the participating schools through different means (e.g. surveys) to review the effectiveness of the scheme.

- End -

CONTROLLING OFFICER'S REPLY

EDB082

(Question Serial No. 1942)

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 (Enhanced SBEPS), please provide the following information:

- (1) the progress to date of the extension of the Enhanced SBEPS in the 2019/20 school year to around 150 primary and secondary schools as indicated by the Education Bureau (EDB) last year, and the respective number of primary and secondary schools currently receiving the Enhanced SBEPS;
- (2) the number of educational psychologists and the expenditure involved in the provision of school-based educational psychology service in the past 3 years; and
- (3) the details of EDB's school-based educational psychology service for all public sector primary and secondary schools, and the estimated expenditure and manpower involved for the coming year.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 16)

Reply:

(1) to (3)

Starting from the 2016/17 school year, all public sector ordinary primary and secondary schools have been provided with the School-based Educational Psychology Service (SBEPS). From that school year onwards, the Education Bureau (EDB) has progressively improved the ratio of educational psychologist (EP) to school to 1:4 for public sector ordinary primary and secondary schools with comparatively large number of students with special educational needs, i.e. the Enhanced SBEPS. In the 2019/20 school year, the Enhanced SBEPS covers 169 primary and secondary schools. The EDB plans to extend the Enhanced SBEPS to about 210 schools in the 2020/21 school year.

School-based 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 the schools years from 2017/18 to 2019/20, the number of EPs providing SBEPS (including the Enhanced SBEPS) for public sector ordinary primary and secondary schools in the territory is 144, 151 and 156 respectively. It is estimated that the number of EPs will be increased to 161 in the 2020/21 school year. The total expenditure involved is tabulated as follows:

School year	2017/18	2018/19	2019/20 (revised estimate)	2020/21 (estimate)
Expenditure (\$ million)	127	139	183	189

- End -

CONTROLLING OFFICER'S REPLY

EDB083

(Question Serial No. 1943)

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 in connection with other educational services and subsidies are as follows:

- (1) In the coming year, there will be an increase of 25.8% in the estimated provision earmarked for “other educational services and subsidies” as compared with the year before. Please give reasons and details, including particulars of the 33 additional posts proposed.
- (2) The Bureau “supports activities which contribute to the wider involvement in education and development of professionalism”. Please tabulate the details of the support provided for educational organisations in the past 3 years, including the name of the educational organisations, amount of subsidy they received and details of the activities. In addition, how does the Administration avoid conflicts of interest between the officers responsible for approving subsidies and the successful organisations? How is the effectiveness of such support assessed?
- (3) As regards national education, please (a) tabulate the details of the Mainland exchange programmes organised for students by the Bureau in the past 3 years, including the number of participating primary and secondary school teachers and students, location, duration, outcome and the expenditure involved in each exchange programme; (b) give details of the Mainland exchange programmes that will be arranged for teachers and students by the Bureau in the coming year, including the number of teachers and students to be benefitted, and the expenditure involved.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 17)

Reply:

(1) Provision for 2020-21 under Programme (6) Other Educational Services and Subsidies is \$277.8 million (25.8%) higher than the revised estimate for 2019-20. This is mainly due to increased provision for other operating expenses and the increase in cash flow requirement for non-recurrent items. The creation of 33 posts in 2020-21 under Programme (6) is mainly for enhancing the professional and administrative support to a number of services, which includes strengthening various support measures for the implementation of integrated education. The above posts are set out by rank below:

<u>Rank</u>	<u>Posts to be created</u>
Principal Inspector	1
Senior Inspector	2
Inspector (Graduate)	1
Assistant Inspector (Graduate)	1
Specialist (Education Services) I	12
Specialist (Education Services) II	4
Speech Therapist	10
Executive Officer II	2
Total:	33

(2) The Education Bureau (EDB) supports educational bodies in promoting teachers' professional development all along. In the past 3 financial years (from 2016-17 to 2018-19), educational bodies registered with the Hong Kong Teachers' Centre (HKTC) organised such activities. The amount of grant approved by the EDB and the activity details are tabulated below:

2016-17 financial year

	Applicant body	Project	Amount of grant approved	Activity details
1.	Hong Kong Putonghua Professionals Association	A Study of the Development and Inheritance of the Chinese Language through Oracle Bone Script (從甲骨文看中國語言文字的發展與傳承)	\$2,120	To enable Chinese Language teachers of kindergartens, primary and secondary schools, and special schools to gain an understanding of oracle bone script and the lives of our ancestors through workshops.

	Applicant body	Project	Amount of grant approved	Activity details
2.	The Graduate Association of Colleges of Education Limited	Companion Project 2016 (伴行計劃 2016年度)	\$15,000	To share practical skills appropriate to the needs of novice teachers, provide the opportunity for novice teachers to have exchange with experienced teachers and enable the passing on of experience in printed form through professional sharing sessions, group gatherings and production of information booklets.
3.	Gifted Education Council	Educational Research Award Scheme Reports 2016/17	\$99,500	To encourage sharing of research findings and results among teachers of kindergartens, primary and secondary schools, and special schools through action researches and educational researches.
4.	Hong Kong Teachers' Association	Conference on Curriculum Development and Teaching 2017	\$62,000	To promote professional exchange among teachers of kindergartens, primary and secondary schools, and special schools with a view to enhancing learning and teaching effectiveness through talks and seminars.
5.	Hong Kong Federation of Education Workers	The Development of Hong Kong Society over the Past Two Decades (香港社會廿年來 發展多面睇)	\$99,950	To present teachers of kindergartens, primary and secondary schools, and special schools with observations and views on the development of Hong Kong over the past 20 years since reunification, and strengthen students' understanding of social development through seminars and production of information booklets.
6.	The Hong Kong Association of Curriculum Development and Leadership	Use of Information Technology in Teaching and Learning (Series) (活用資訊科技於 教與學(系列))	\$7,950	To help teachers of primary and secondary schools and special schools improve their teaching strategies in information technology and come up with appropriate school-based development plans through workshops.
Total:			\$286,520	

2017-18 financial year

	Applicant body	Project	Amount of grant approved	Activity details
1.	Hong Kong Society for Education in Art Limited	Training courses for STEAM teacher in Hong Kong (香港STEAM教師培訓課程)	\$15,000	To enable teachers of primary and secondary schools to explore and analyse ways to integrate technology with art through talks and workshops.
2.	Hong Kong Putonghua Professionals Association	A New Access to Putonghua Learning through Romanisation (全新普通話學習無障礙通道 — 全羅馬化拼音方案)	\$800	To help teachers of kindergartens, primary and secondary schools, and special schools learn Putonghua Pinyin through workshops.
3.	The Chinese Language Society of Hong Kong Limited	Conference on Curriculum Development and Teaching 2018	\$54,000	To promote professional exchange among teachers of kindergartens, primary and secondary schools, and special schools with a view to enhancing learning and teaching effectiveness through talks and seminars.
4.	The Chinese University of Hong Kong Faculty/School of Education Alumni Association	Educational Research Award Scheme Reports 2017/18	\$99,500	To encourage sharing of research findings and results among teachers of kindergartens, primary and secondary schools, and special schools through action researches and educational researches.
Total:			\$169,300	

2018-19 financial year

	Applicant body	Project	Amount of grant approved	Activity details
1.	Hong Kong Federation of Education Workers	A Two-decade Chronicle of Key Educational Events in Hong Kong after Reunification (回歸廿年香港教育大事紀)	\$94,180	To present teachers of kindergartens, primary and secondary schools, and special schools with an overview of Hong Kong's educational developments since 1997 through the publication of "A Two-decade Chronicle of Key Educational Events in Hong Kong after Reunification".
2.	Hong Kong Class Pastoral Association	Conference on Curriculum Development and Teaching 2019	\$69,000	To promote professional exchange among teachers of kindergartens, primary and secondary schools, and special schools with a view to enhancing learning and teaching effectiveness through talks and seminars.
3.	Creative Teachers Association (CTA) Limited	Educational Research Award Scheme Reports 2018/19	\$92,000	To encourage sharing of research findings and results among teachers of kindergartens, primary and secondary schools, and special schools through action researches and educational researches.
4.	Hong Kong Society for Education in Art Limited	Visual Arts Teacher Training Workshop (視藝教師培訓工作坊)	\$11,960	To enable visual arts teachers of kindergartens, primary and secondary schools, and special schools to understand the significance of STEAM education and the relevance of collective creativity to learning and teaching through workshops.
5.	Hong Kong Society for Education in Art Limited	Hong Kong Visual Arts Education Festival 2018 – Hand-made Picture Book Workshop (香港視覺藝術教育節2018 – 手工書工作坊)	\$13,930	To familiarise visual arts teachers of kindergartens, primary and secondary schools, and special schools with picture book-making and the use of hand-made picture books in teaching through workshops.

	Applicant body	Project	Amount of grant approved	Activity details
6.	Hong Kong Gifted Education Teachers' Association	The 30th Anniversary of the Hong Kong Teachers' Centre – Floor Curling Competition (香港教師中心三十周年慶典地壺球比賽)	\$7,500	To provide an opportunity for teachers of kindergartens, primary and secondary schools, and special schools to learn about floor curling and foster team spirit, and to encourage the promotion of floor curling in schools through experience sharing.
7.	Hong Kong Senior Education Workers Association Limited	The 30th Anniversary of the Hong Kong Teachers' Centre – Chinese Ink Painting Competition and Exhibition (香港教師中心三十周年慶典水墨畫比賽及展覽)	\$14,920	To encourage mutual learning and exchange among teachers of kindergartens, primary and secondary schools, and special schools with a view to promoting professional development and on-job enhancement through experience sharing.
Total:			\$303,490	

All educational bodies registered with the HKTC can submit activity proposals. Submitted proposals will first be vetted by the HKTC Secretariat/Activities Grant Vetting Panel and then scrutinised by the HKTC Standing Committee, and finally approved by the EDB. In granting approval, the EDB will consider all circumstances and make a rigorous decision on a need basis and according to the appropriateness of each project. The actual amount approved depends on the number of applications received, and their budget and expenses. When examining applications for the Activities Grant, members of the Activities Grant Vetting Panel and the Standing Committee must declare any conflict of interests. On the principles of fairness and impartiality, members connected with an application must retire from the discussion over that particular case. Successful applicant bodies are required to submit an end-of-activity report for the purpose of effectiveness evaluation. The report may also serve as reference for vetting applications submitted for similar activities.

(3) In the past 3 years (from the 2017/18 to 2019/20 school 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 next school year (the 2021/22 school year), the EDB will continue to provide primary and secondary students with adequate opportunities to join Mainland exchange programmes. The numbers of students participating in the Mainland exchange programmes and the expenditures involved in the past 3 school years and the next school year are tabulated below:

School Year	Number of Students (rounded down to the nearest hundred)	Expenditure (\$ million) [@]
2017/18	67 000	85.4
2018/19 [#]	74 500	108.9
2019/20 ⁺	20 500	35.1
2020/21 ⁺⁺	109 000	115

[@] Manpower resources for 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

⁺⁺ Estimated figures

The EDB also organises professional exchange programmes lasting 1 to 7 days for primary and secondary school teachers. In the past 3 years (from the 2017/18 to 2019/20 school years), these professional exchange programmes included visits made to different provinces and cities in the Mainland, such as Beijing, Wuhan, Chengdu, Nanning, Hefei and various cities in the Guangdong Province. The activities of these programmes mainly include visits to and lesson observations conducted in primary schools, secondary schools and higher education institutions, visits to enterprises and cultural facilities, as well as thematic seminars and exchange forums held by experts and scholars in different fields. In the next school year (the 2020/21 school year), the EDB will continue to organise professional Mainland exchange programmes with a view to widening teachers' horizons and enhancing their professional competence. Overall feedback from teachers and students has been positive. The numbers of teachers participating in professional Mainland exchange programmes and the expenditures involved in the past 3 school years and the next school year are tabulated below:

School Year	Number of Teachers (rounded down to the nearest hundred)	Expenditure (\$ million) [@]
2017/18	760	5.5
2018/19 [#]	1 680	7.1
2019/20 [*]	1 000	8.7
2020/21 ⁺⁺	2 680	12.9

[@] Manpower resources for 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

⁺⁺ Estimated figures

Due to the novel coronavirus epidemic, all the Mainland exchange programmes organised or subsidised by the EDB have been suspended or postponed since end-January 2020.

- End -

CONTROLLING OFFICER'S REPLY

EDB084

(Question Serial No. 1944)

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 Matters Requiring Special Attention in the coming year, please provide the following information:

(1) In the form of a table, please provide (a) details of various learning and teaching resources developed by the Administration for promoting the State's Constitution and Basic Law education in schools, including names and contents of the resources, the responsible departments, expenditures involved and a list of outside experts engaged to consult on the development of the resources (if any) in the past 3 years; and (b) a detailed work schedule for the coming year, as well as the estimated expenditure and manpower involved.

(2) In the form of a table, please provide details of the additional funding provided for the Parent-Teacher Associations Federation and Parent-Teacher Associations, including contents of programmes and activities offered by these organisations, number of participants, outcomes, and the expenditures involved in the past 3 years.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 18)

Reply:

(1) (a)-(b)

The Education Bureau (EDB) has been continuously adopting a wide array of measures to strengthen the implementation of Basic Law education (BLE), which include developing learning and teaching (L&T) resources, providing teacher training for school sponsoring bodies, school leaders and teachers, organising life-wide learning activities for students, etc. Such support measures enable schools, teachers and students to acquire a deeper understanding of the relationship between the Constitution of our country and the Basic Law as well as the concepts embodied in the Basic Law, and to understand that Basic Law is the cornerstone of Hong Kong's development and is closely related to our daily life,

which in turn facilitate schools to enhance L&T efficacy by making plans for and taking forward BLE more effectively and to strengthen students' motivation for learning the Basic Law.

With respect to the development of L&T resources, the EDB has from 2017-18 to 2019-20 financial years provided secondary schools with various sets of L&T resources, including "Development of Learning and Teaching Strategies and Resources to Facilitate Students' Deep Learning of the Basic Law through Community Study", "Basic Law Knowledge Enrichment Online Course for Secondary School Teachers" and "Basic Law Online Course for Secondary School Students' Self-directed Learning". The EDB will continue to develop the advanced version of "Basic Law Knowledge Enrichment Online Course for Secondary School Teachers" in the 2020-21 financial year.

At the primary level, the EDB has from 2017-18 to 2020-21 financial years provided 2 sets of L&T Resource CD-ROMs for primary General Studies on "History and Culture Series" (including "The Stories of Silk Road" and "Engineering in China") and "Basic Law Audio-visual L&T Package (Senior Primary)" to enhance teachers' and students' understanding of the Basic Law.

The expenditure on the production of L&T resources for BLE does not cover 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 tasks. From 2017-18 to 2020-21, the EDB's expenditure on the development of BLE L&T resources is as follows:-

2017-18 [@]	2018-19 ^{@#}	2019-20 ^{@*}	2020-21 ^{@++}
\$1,510,000	\$180,000	\$280,000	\$470,000

[@] The expenditure on manpower resources involved in the provision is subsumed under the recurrent expenditure of the EDB

[#] Actual figure revised from last year's estimates

^{*} Provisional figure

⁺⁺ Estimated figure

During the development of the L&T resources, the EDB consulted legal experts, scholars on constitutional law, professionals and teachers from various schools when necessary for legal and professional advice to ensure the quality of the L&T resources.

In the light of the needs of the school sector, the EDB will continue to strengthen BLE using diversified strategies, including updating L&T resources on an ongoing basis, organising teacher training activities, etc. The EDB will continue to enhance students' understanding of the historical background of the Basic Law and its implementation through student activities such as Basic Law quizzes and suitable exchange activities and visits.

(2)

Parents play a vital role in their children's growth and learning. The EDB is committed to facilitating home-school co-operation and promoting parent education. Subsidies are provided for Federations of Parent-Teacher Association (FPTAs) of different districts and Parent-Teacher Associations (PTAs) of schools each year for organising more activities with a view to strengthening home-school co-operation and enhancing parent education.

Starting from the 2019/20 school year, the EDB has provided additional provision for FPTAs of different districts and PTAs of schools. The number of parent activities each FPTA can apply for under the Subsidy for Home-School Co-operation Activities has increased from 3 to 4. The EDB has also introduced 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 of schools, the ceiling for the Subsidy for Home-School Co-operation Activities and the Subsidy for Joint Home-School Co-operation Project has increased from \$5,000 and \$10,000 to \$10,000 and \$20,000 respectively.

Subsidised home-school co-operation and parent activities include those that seek to help students nurture 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 above activities benefited the FPTAs of the 18 districts in the territory, kindergartens, kindergarten-cum-child care centres, primary schools, secondary schools, special schools and their parents. The FPTAs and PTAs are required to prepare an assessment report after completion of each activity. According to the assessment reports in recent years, about 99% of the respondents found the home-school activities organised by the FPTAs and PTAs satisfying and capable of facilitating home-school co-operation and promoting parent education. In the 2017/18, 2018/19 and 2019/20 school years, the expenditure involved in parent activities organised by FPTAs and PTAs and subsidised by the EDB was \$26.5 million, \$27 million and \$50 million respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB085

(Question Serial No. 1946)

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:

On supporting local students in their pursuit of further studies in universities outside Hong Kong, please provide the following information:

- (1) The number of student beneficiaries under the Mainland University Study Subsidy Scheme (MUSSS), the average amount of subsidy granted, the universities attended, the total expenditure involved, as well as the number of applications rejected and the reasons for rejection in the past 3 years; and the expenditure and manpower arrangements for implementing the MUSSS in the coming year.
- (2) The number of student beneficiaries under the Hong Kong Scholarship for Excellence Scheme (HKSES), the average amount of subsidy granted, the universities attended, the total expenditure involved, as well as the number of applications rejected and the reasons for rejection in the past 3 years; and the expenditure and manpower arrangements for implementing the HKSES in the coming year.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 20)

Reply:

- (1) The Mainland University Study Subsidy Scheme (MUSSS) was launched in July 2014. To better support Hong Kong students in pursuing studies in the Mainland, the MUSSS has been expanded since the 2016/17 academic year and a “non-means-tested subsidy” has been introduced under the MUSSS starting from the 2017/18 academic year. For the 2017/18 academic year, the full-rate subsidy and half-rate subsidy of the “means-tested subsidy” were \$15,000 and \$7,500 respectively and the “non-means-tested subsidy” was \$5,000. For the 2018/19 and 2019/20 academic years, the full-rate subsidy and half-rate subsidy of the “means-tested subsidy” are \$16,800 and \$8,400 respectively and the “non-means-tested subsidy” is \$5,600.

The number of students receiving the full-rate “means-tested subsidy”, half-rate “means-tested subsidy” and “non-means-tested subsidy” in the 2017/18, 2018/19 and 2019/20 (as at 29 February 2020) academic years by institution is set out at **Annexes A to C** respectively. In these three academic years, the average amount of subsidy for students is \$11,500, \$12,900 and \$12,800 respectively, and the number of unsuccessful applications is 397, 256 and 194 respectively. The applications were rejected mainly because the applicants did not meet the eligibility criteria of the MUSSS or did not pass the means test for the “means-tested subsidy”. The eligibility criteria of the MUSSS are set out at **Annex D**.

On the implementation of the MUSSS, the total expenditure in the 2017/18 and 2018/19 academic years was about \$37 million and \$42 million respectively. The total estimated expenditure for the 2019/20 academic year is about \$42 million.

The actual expenditure of the MUSSS for the 2020/21 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 needs. The implementation of the MUSSS involves staff from assistant clerical officer to directorate levels. The relevant manpower and expenditure have been subsumed under the overall establishment and expenditure of the EDB and the Working Family and Student Financial Assistance Agency. As the personnel involved concurrently discharge other duties, a breakdown is not available.

- (2) The Government launched the Hong Kong Scholarship for Excellence Scheme (HKSES) in November 2014 to support outstanding local students to pursue studies at 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. Starting from the 2015/16 academic year, up to 100 students are subsidised per cohort. The HKSES was regularised in the 2019/20 academic year, with the scholarship capped at \$300,000 per student per annum. A means-tested bursary will be granted to students who may need additional support to pursue their studies, subject to a ceiling of \$200,000 per student per annum, for covering living and other study-related expenses. The EDB also arranges mentorship programmes and summer internships for the awardees to enrich their social experience.

A merit-based approach is adopted for the selection of awardees, enabling the most outstanding local students to pursue studies at world renowned universities. Selection is based on the academic achievements and other attributes, such as leadership qualities and potential, contribution and commitment to society, etc. In the 2017/18, 2018/19 and 2019/20 academic years, the number of awardees under the HKSES is 97, 96 and 92 respectively. Lists of the universities outside Hong Kong attended by the awardees are available at: <https://hkSES.edb.gov.hk/en/list-of-awardees-1718.html>; <https://hkSES.edb.gov.hk/en/list-of-awardees-1819.html>; and <https://hkSES.edb.gov.hk/en/list-of-awardees-1920.html>. Taking into account the scholarship quota and the above-mentioned selection criteria, 759, 693 and 721

applications were rejected respectively in the 2017/18, 2018/19 and 2019/20 academic years.

Including the awardees of the current cohort and the renewals, 229, 259 and 241 awardees received scholarship/bursary in the 2017/18, 2018/19 and 2019/20 (as at 29 February 2020) academic years respectively. The respective average amount of subsidy per awardee is \$199,000, \$213,000 and \$230,000. On the implementation of the HKSES, the total expenditure in the 2017/18 and 2018/19 academic years was around \$48 million and \$57 million respectively, and the estimated total expenditure for the 2019/20 and 2020/21 academic years is around \$57 million and \$64 million respectively.

The implementation of the HKSES involves staff from assistant clerical officer to directorate levels. The relevant manpower and expenditure have been subsumed under the overall establishment and expenditure of the EDB. As the personnel involved concurrently discharge other duties, a breakdown is not available.

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	No. of students receiving full-rate “means-tested” subsidy	No. of students receiving half-rate “means-tested” subsidy	No. 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
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
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

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

Mainland higher education institutions	No. of students receiving full-rate “means-tested” subsidy	No. of students receiving half-rate “means-tested” subsidy	No. 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	135	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	4	1
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	8	6	13
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
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	10	5	5
Wuhan University	15	8	29
Wuhan University of Technology	1	0	0
Southern Medical University	13	3	4
Nanjing University	3	1	10
Nanjing University of Chinese Medicine	45	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	2	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	189	61	6
Jimei University	4	2	0
Yunnan University	3	0	0
Xiamen University	23	6	17
Ningbo University	3	0	0
University of International Business and Economics	3	3	5
Jinan University	717	250	74
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	121
The Guangzhou Academy of Fine Arts	6	2	3
Guangzhou Medical University	0	1	2
Guangxi University	1	0	0
Guangxi University Chinese Medicine	33	9	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	1872	667	608

Mainland University Study Subsidy Scheme

Breakdown of the number of applicants and the number of students receiving subsidies by institution in the 2019/20 academic year (as at 29 February 2020)

Mainland higher education institutions	No. of students receiving full-rate “means-tested” subsidy	No. of students receiving half-rate “means-tested” subsidy	No. of students receiving “non-means-tested” subsidy
China Three Gorges University	1	0	0
Shanghai University of Traditional Chinese Medicine	16	3	7
Shanghai International Studies University	6	2	10
Shanghai Jiao Tong University	4	2	5
Shanghai Normal University	1	1	2
Shanghai University of Finance and Economics	1	0	4
Shandong University	23	4	6
Sun Yat-sen University	137	41	56
Central Academy of Fine Arts	1	1	0
Central Conservatory of Music	1	1	0
Central University of Finance and Economics	3	1	4
The Central Academy of Drama	1	0	0
Central South University	0	1	1
Zhongnan University of Economics and Law	5	3	2
Renmin University of China	5	1	4
China University of Geosciences (Wuhan)	1	0	0
China University of Political Science and Law	26	7	22
China Academy of Art	1	0	0

Communication University of China	3	3	4
Tianjin University	3	0	2
Tianjin University of Traditional Chinese Medicine	0	0	1
Peking University	11	6	30
Beijing University of Chinese Medicine	61	25	46
Beijing University of Chemical Technology	1	0	0
Beijing Foreign Studies University	1	0	1
Beijing Institute of Fashion Technology	11	1	1
Beijing Forestry University	1	0	0
Beijing Normal University	5	5	10
Beijing Normal University, Zhuhai	15	2	1
Beijing Institute of Technology	1	0	3
Beijing University of Posts and Telecommunications	2	0	5
Beijing Language and Culture University	3	2	9
Beijing Sport University	8	2	0
Sichuan University	14	7	15
Sichuan Normal University	2	0	1
Jilin University	1	0	0
Tongji University	6	4	3
Chengdu University of Traditional Chinese Medicine	8	6	2
Shantou University	5	2	1
Jiangxi University of Traditional Chinese Medicine	5	0	0
Northwest University	3	0	0
Xian Jiaotong University	1	1	2
Southwest University	6	0	0
Southwest University of Political Science and Law	3	0	2

Southwestern University of Finance and Economics	1	1	2
Northeastern University	1	0	0
Dongbei University of Finance & Economics	0	0	1
Southeast University	3	1	2
Donghua University	10	6	4
Wuhan University	11	8	26
Wuhan University of Technology	3	1	0
Southern Medical University	13	2	4
Nanjing University	3	1	5
Nanjing University of Chinese Medicine	50	16	5
Nanjing Normal University	10	8	5
Nanchang University	3	1	0
Nankai University	6	1	14
Xinghai Conservatory of Music	4	2	2
Chongqing University	9	1	2
Zhejiang University	2	1	2
Zhejiang Chinese Medical University	1	1	0
Zhejiang Normal University	5	2	0
Zhejiang Sci-Tech University	8	2	4
Hainan University	1	0	0
Shenzhen University	8	2	5
Tsinghua University	9	3	18
Fudan University	5	1	10
Hubei University of Chinese Medicine	1	0	0
Hunan University	1	1	0
Hunan Normal University	9	4	1
Huazhong University of Science & Technology	0	0	1
Central China Normal University	7	1	4
East China University of Political Science and Law	5	1	8
East China Normal University	8	5	7

East China University of Science and Technology	5	2	2
South China Normal University	9	2	1
South China University of Technology	7	0	4
Huaqiao University	221	65	3
Jimei University	4	1	0
Yunnan University	2	0	0
Xiamen University	18	7	18
Ningbo University	3	0	1
University of International Business and Economics	2	3	5
Jinan University	701	227	99
Fuzhou University	5	1	0
Fujian University of Traditional Chinese Medicine	2	3	1
Fujian Normal University	4	4	0
Shaoguan University	2	0	0
Guangzhou University	5	0	0
Guangzhou University of Chinese Medicine	145	62	106
The Guangzhou Academy of Fine Arts	9	3	3
Guangzhou Medical University	0	2	1
Guangxi University	1	0	0
Guangxi University Chinese Medicine	31	6	1
Guangdong University of Technology	1	0	0
Guangdong University of Foreign Studies	2	2	2
Guangdong University of Finance	5	1	0
Guangdong University of Finance and Economics	3	0	0
Zhengzhou University	3	1	0
Total	1 800	599	641

Mainland University Study Subsidy Scheme – Eligibility

“Means-tested subsidy”

- (a) having right of abode or right to land in, or have entered Hong Kong on One-way Permits;
- (b) receiving and having completed senior secondary education in Hong Kong, whether local or non-local curricula; and
- (c) pursuing undergraduate studies in any of the designated Mainland institutions in the academic year for which the application is submitted.

“Non-means-tested subsidy”

- (a) having right of abode or right to land in, or have entered Hong Kong on One-way Permits;
- (b) receiving and having completed senior secondary education in Hong Kong, whether local or non-local curricula;
- (c) pursuing undergraduate studies in any of the designated Mainland institutions in the academic year for which the application is submitted; and
- (d)(1) attained “3322” in the Hong Kong Diploma of Secondary Education Examination, i.e. attained Level 3 for Chinese Language and English Language and Level 2 for Mathematics and Liberal Studies; OR
- (d)(2) pursuing studies in Huaqiao University through “Pilot Scheme on the Articulation of Hong Kong Sub-degree Graduates to Huaqiao University”.

- End -

CONTROLLING OFFICER'S REPLY

EDB086

(Question Serial No. 1947)

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:

On the programme of Policy and Support,

- (1) please explain in detail why the estimate for the coming year is 126.3% higher than that of last year, and elucidate the proposed increase of 83 posts; and
- (2) please set out 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.: 21)

Reply:

(1)

Provision for 2020-21 under Programme (8) Policy and Support is \$3,727.3 million (126.3%) higher than the revised estimate for 2019-20. This is mainly due to the increase in cash flow requirement for the non-recurrent item of provision of a subsidy to day-school students in 2019/20 school year and the additional provision for regularising the subsidy to day-school students starting from the 2020/21 school year.

The increase of 83 posts under Programme (8) in 2020-21 is the net result of the planned creation of 94 posts and planned deletion of 11 posts. The breakdown of the above posts by rank is as follows –

<u>Rank</u>	<u>Posts to be created</u>
Education Officer (Administration)	1
Assistant Education Officer (Administration)	10
Principal Inspector	1
Senior Inspector	1
Inspector (Graduate)	5
Assistant Inspector (Graduate)	11
Building Services Engineer	1
Structural Engineer	1
Building Services Inspector	1
Assistant Building Services Inspector	1
Maintenance Surveyor	1
Assistant Clerk of Works	1
Chief Executive Officer	1
Senior Executive Officer	2
Executive Officer I	3
Executive Officer II	13
Analyst/Programmer I	2
Analyst/Programmer II	15
Clerical Officer	1
Assistant Clerical Officer	21
Workman II	1
Sub-total (A):	94

<u>Rank</u>	<u>Posts to be deleted</u>
Assistant Education Officer (Administration)	-4
Inspector (Graduate)	-2
Assistant Inspector (Graduate)	-3
Executive Officer II	-1
Assistant Clerical Officer	-1
Sub-total (B):	-11
Net Total [(A)+(B)]:	83

The 83 net additional posts are mainly for enhancing the professional and administrative support to various services, including the provision of a student grant of \$2,500 per eligible student, and for replacing non-civil service contract positions with long-term service need.

(2)

The Education Bureau (EDB) has commissioned the Hong Kong Examinations and Assessment Authority (HKEAA) to administer the Basic Competency Assessment project, including the Student Assessment (2017 and before) and the 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. The average expenditure on the TSA for the contract period in 2017, 2018 and 2019 was \$73 million, \$73 million and \$85 million respectively.

The 2019/20 TSA was originally scheduled for the second quarter of 2020. In light of the latest situation of COVID-19, the EDB has announced that the TSA at all related class levels would be cancelled in 2020. Downward adjustment has to be made to the related estimated expenditure of around \$85 million and the exact figure is not available at the moment. In addition, the expenditure on Student Assessment Repository has been subsumed under the overall expenditure of the EDB.

- End -

EDB087

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1948)

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:

The provision for the Curriculum Development Institute (CDI) sees an increase of about 25% in 2 years. What are the reasons and details involved? Please inform this Committee of the major tasks and expenditures of the CDI, and provide a list of learning and teaching materials it produced over the past 3 years.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 22)

Reply:

It is a misinterpretation for the question to claim that the provision for the Curriculum Development Institute (CDI) sees an increase of about 25% in 2 years. As an actual expenditure is affected by different factors, it should not be compared directly with the estimated expenditure. The estimated annual expenditure of the CDI in the recent 3 years is around \$250 million to \$260 million. For 2019-20 and 2020-21, the estimated annual expenditure is around \$262 million and \$299 million respectively. The estimation for 2020-21 is \$37 million higher than 2019-20. Excluding the adjustments to staff remuneration, \$30 million of the difference represents the funding previously allocated to Radio Television Hong Kong to produce a certain number of educational television (ETV) programmes. It will be redeployed by the Education Bureau (EDB) to develop diversified multimedia learning and teaching resources in alignment with the curriculum.

The day-to-day work of the CDI covers different Key Learning Areas/curriculum/subject sections. It includes providing support for the review and ongoing renewal of the school curriculum; conducting studies and surveys on curriculum implementation; compiling and revising curriculum guides; developing learning and teaching resources, for example, on Chinese History, senior secondary Liberal Studies, values education, gifted education, special education needs, etc.; organising professional development activities for teachers; managing the EDB's Central Resources Centre; disbursing various designated grants; vetting textbooks; conducting curriculum development visits; and implementing the

Collaborative Research and Development (“Seed”) Projects, etc. In recent years, the CDI has also organised territory-wide activities for teachers and students, such as STEM education, Smart City Project Programme and the promotion of reading.

Over the past 3 years, the CDI has developed around 900 items of learning and teaching resources for various Key Learning Areas/subjects. With the repositioning of the ETV service, the scale of producing multimedia learning and teaching resources will be expanded in the future. For details, please refer to the Learning and Teaching Resource Lists of the EDB

(<https://www.edb.gov.hk/en/curriculum-development/resource-support/learning-teaching-resource-list/index.html>).

- End -

CONTROLLING OFFICER'S REPLY**EDB088****(Question Serial No. 1949)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Will the government inform this Council of:

- a. the details in the number and amount of subsidies released to non-Chinese speaking students (disaggregated by "Form 4", "Form 5", "Form 6", and total) 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:

	2016/17			2017/18			2018/19			2019/20		
	S4	S5	S6	S4	S5	S6	S4	S5	S6	S4	S5	S6
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												
Expenditure on subsidy for NCS students on GCSE Chinese												
Number of students receiving subsidy for IGCSE Chinese												
Number of students receiving subsidy for												

IGCSE Chinese for the first time													
Expenditure on subsidy for NCS students on IGCSE Chinese													
Number of students receiving subsidy for GCE AS-Level Chinese													
Number of students receiving subsidy for GCE AS-Level Chinese for the first time													
Expenditure on subsidy for NCS students on GCE AS-Level Chinese													
Number of students receiving subsidy for GCE Chinese A-Level													
Number of students receiving subsidy for GCE Chinese A-Level for the first time													
Expenditure on subsidy for NCS students on GCE A-Level Chinese													

- b. the requirement and application procedure of NCS students in applying the subsidies released to non-Chinese speaking students for alternative Chinese language examinations, and the maximum number of times which students can apply.
- c. number of NCS students subsidised to sit for the internationally recognised alternative Chinese Language qualifications examinations and the corresponding expenditures for non-first timers from 2015/16 to 2019/20 school years.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 23)

Reply:

- a. Eligible Secondary (S) 4 to S6 school candidates entering 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 entering 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.

Since the Government paid and will pay the examination fees for school candidates entering for the 2019 and 2020 HKDSE, the “subsidised examination fee” of eligible NCS students entering for the aforementioned non-local Chinese Language examinations in the 2018/19 and 2019/20 school years was waived accordingly. The number of NCS students subsidised to enter for the aforementioned examinations and the expenditure from the 2016/17 to 2019/20 school years are tabulated at Annex A and Annex B respectively.

- b. NCS students who study at S4 to S6 in day schools pursuing the local curriculum and have met either one of the specified circumstances (i.e. (i) having learnt Chinese Language for less than six years while receiving primary and secondary education; or (ii) having learnt Chinese Language for six years or more in schools, but have been taught an adapted and simpler curriculum not normally applicable to the majority of students in local schools) and enter for the aforementioned non-local Chinese Language examinations as school candidates in the relevant school year are considered eligible NCS students as said in paragraph (a) above. Heads of schools of the NCS students entering for the aforementioned examinations are required to certify the particulars of their NCS students (including the fulfilment of the aforementioned specified circumstances) on the relevant entry forms issued by the examination body commissioned by the Education Bureau.

As for the maximum number of subsidised entries, each eligible NCS student may be subsidised for up to two entries for any of the following examinations: the GCSE (Chinese) Examination, IGCSE (Chinese) Examination and GCE AS-Level (Chinese) Examination, and up to two entries for the GCE A-Level (Chinese) Examination.

- c. The number of NCS students entering for the aforementioned non-local Chinese Language examinations as non-first-time subsidy recipients from the 2015/16 to 2019/20 school years is 73, 84, 148, 75 and 220 respectively, and the corresponding expenditure is about \$76,000, \$106,000, \$232,000, \$183,000 and \$562,000.

**Number of non-Chinese speaking (NCS) students subsidised to enter for
the internationally recognised alternative Chinese Language qualifications examinations
from the 2016/17 to 2019/20 school years**

Alternative Chinese Language examinations	No. of NCS students subsidised (No. of NCS students subsidised to enter for the examinations for the first time)															
	2016/17 school year				2017/18 school year				2018/19 school year				2019/20 school year			
	S4	S5	S6	Total	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)	612 (605)	260 (186)	6 (3)	878 (794)
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)	308 (300)	314 (198)	12 (5)	634 (503)
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)	160 (160)	338 (334)	22 (22)	520 (516)
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)	6 (6)	67 (66)	3 (3)	76 (75)
Total	799	898	50	1 747	1 105	777	68	1 950	806	652	86	1 544	1 086	979	43	2 108

**Expenditure on subsidy for non-Chinese speaking (NCS) students to enter for
the internationally recognised alternative Chinese Language qualifications examinations
from the 2016/17 to 2019/20 school years**

Alternative Chinese Language examinations	Actual expenditure in the 2016/17 school year (\$ million)				Actual expenditure in the 2017/18 school year (\$ million)				Actual expenditure in the 2018/19 school year (\$ million)				Estimated expenditure in the 2019/20 school year (\$ million)			
	S4	S5	S6	Total	S4	S5	S6	Total	S4	S5	S6	Total	S4	S5	S6	Total
GCSE Chinese	0.55	0.43	0.01	0.99	0.85	0.35	0.03	1.23	0.67	0.19	0.00	0.86	1.07	0.46	0.01	1.54
IGCSE Chinese	0.12	0.06	0.02	0.20	0.16	0.09	0.00	0.25	0.89	0.57	0.05	1.51	0.92	0.95	0.03	1.90
GCE AS-Level Chinese	0.15	0.44	0.07	0.66	0.14	0.63	0.06	0.83	0.30	1.04	0.24	1.58	0.62	1.28	0.08	1.98
GCE A-Level Chinese	0.09	0.63	0.01	0.73	0.15	0.45	0.04	0.63	0.01	0.27	0.01	0.29	0.03	0.39	0.02	0.44
Total	0.91	1.56	0.11	2.58	1.30	1.52	0.13	2.94	1.87	2.07	0.30	4.24	2.64	3.07	0.15	5.86

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 entering for the aforementioned examinations.

- End -

CONTROLLING OFFICER'S REPLY**EDB089****(Question Serial No. 1950)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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 2015/16 (SSPA 2015), 2016/17 (SSPA 2016), 2017/18 (SSPA 2017), 2018/19 (SSPA 2018) and 2019/20 (SSPA 2019) among the number of non-Chinese speaking students in P6, with the following details;

School year	Total no. of P6 students	Total no. of students participated in SSPA	Total no. of P6 NCS students	No. of NCS students participated in SSPA	% of NCS students participated in SSPA
2015/16					
2016/17					
2017/18					
2018/19					
2019/20					

(b) The number and percentage of all students who got admission in “Discretionary Places Admission” and “Central Allocation” stages for school years 2015/16 (SSPA 2015), 2016/17 (SSPA 2016), 2017/18 (SSPA 2017), 2018/19 (SSPA 2018) and 2019/20 (SSPA 2019) respectively, and among those who participated in SSPA in Central Allocation stage, how many among them were allocated to their top three choices;

School year	Total no. of students participated in SSPA	No. of students who got admission in Discretionary Places stage (with %)	No. of students who got admission in Central Allocation stage (with %)	No. of students allocated to their top 3 choices in Central Allocation stage
2015/16				
2016/17				
2017/18				
2018/19				
2019/20				

(c) The number and percentage of all students and non-Chinese speaking students who got admission in direct subsidy school in the school years 2015/16 to 2019/20.

(d) Who are the students who will get adjustments in internal assessment when applying for SSPA, and what are the adjustments?

(e) What is the number of NCS students in P5 and P6 taking adapted Chinese Language curriculum in schools in school year 2015/16 to 2019/20? How many among them are sitting for the same Chinese test with Chinese speaking students and had their results submitted as the internal assessment for SSPA?

(f) The Equal Opportunities Commission has stated in their study in January 2020 that requiring NCS students who studied adapted Chinese curriculum in schools to take the same level of Chinese exam with other students in school as the internal assessment to be submitted for SSPA may constitute discrimination. How does the EDB respond to this? Will the EDB rectify this situation?

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 24)

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) students participating in the Secondary School Places Allocation (SSPA) from 2015 to 2019 (i.e. for admission to Secondary 1 (S1) from the 2015/16 to 2019/20 school years), the number of P6 students, the number of P6 NCS students, and the number and percentage of P6 NCS students participating in SSPA are tabulated below:

SSPA Cycle	No. of P6 students	No. of students participating in SSPA	No. of P6 NCS students	No. of P6 NCS students participating in SSPA	Percentage of P6 NCS students participating in SSPA
2015	47 234	46 659	1 485	1 435	96.6%
2016	46 375	45 544	1 471	1 390	94.5%
2017	48 014	47 203	1 546	1 458	94.3%
2018	50 602	49 554	1 590	1 464	92.1%
2019	54 102	52 917	1 821	1 612	88.5%

Note:

Figures include students studying in public sector schools, Direct Subsidy Scheme (DSS) schools and private schools offering the local curriculum, but do not include those studying in special schools, the English Schools Foundation schools, other international schools and Private Independent Schools.

- (b) The number of P6 students participating in SSPA from 2015 to 2019 (i.e. for admission to S1 from 2015/16 to 2019/20 school years), the number and percentage of students who were allocated a place at the “Discretionary Places” stage, the number and percentage of students who were allocated a place at the “Central Allocation” stage, and the number of students allocated to schools of their first three choices at the “Central Allocation” stage are tabulated below:

SSPA Cycle	No. of students participating in SSPA	No. and percentage of students who were allocated a place in the “Discretionary Places” stage		No. and percentage of students who were allocated a place in the “Central Allocation” stage		No. of students allocated to schools of their first three choices in the “Central Allocation” stage
		No.	Percentage	No.	Percentage	
2015	46 659	17 727	38.0%	28 932	62.0%	24 517
2016	45 544	17 703	38.9%	27 841	61.1%	24 394
2017	47 203	17 933	38.0%	29 270	62.0%	24 423
2018	49 554	18 517	37.4%	31 037	62.6%	25 601
2019	52 917	19 415	36.7%	33 502	63.3%	26 715

- (c) For the school years of 2015/16 to 2019/20, the number of students who were admitted to DSS schools was 62 098, 61 427, 61 197, 61 106 and 61 730 respectively, and their percentage share among all students in public sector (excluding special schools) and DSS schools was 10.1%, 10.0%, 9.9%, 9.9% and 10.0% respectively.

For the school years of 2015/16 to 2019/20, the number of NCS students who were admitted to DSS schools was 5 714, 5 633, 5 691, 5 576 and 5 624 respectively, and their percentage share among all NCS students in public sector (excluding special schools) and DSS schools was 32.5%, 31.1%, 30.2%, 29.1% and 28.6% respectively.

- (d) Under the existing SSPA system, participating primary schools have to submit their students' internal assessment results at the end of Primary 5 (P5), and both in mid-year of P6 and at the end of P6. As different schools may have different curricula and the standard of marking or assessment may vary from school to school, it is not appropriate to put the marks of all schools side by side directly to form an order of merit for the purpose of allocation. Hence, a scaling mechanism has to be used to scale and convert schools' internal assessments, such that the scaled marks of all participating schools may be compared and put into an order of merit fairly for the purpose of determining students' allocation bands.
- (e) and (f) To ensure the fairness of the SSPA mechanism, schools should adhere to the principles of impartiality and fairness when conducting relevant internal assessments. The scope, focus, mode and standards of assessment and the arrangements for submitting assessment results should be decided by teachers of relevant subject through deliberation to ensure consistency. Meanwhile, schools should maintain close communication with stakeholders (including parents) to give them a clear understanding of the school's internal assessment mechanism. It is worth noting that internal assessments for the purpose of SSPA are not a one-off affair and there is also formative assessment (such as regular tests and project learning, etc.). In addition, primary schools have to submit the internal assessment results of no less than six subjects, including the Chinese Language, English Language, Mathematics, General Studies, Visual Arts and Music. During assessment planning, teachers should incorporate assessment tasks of varying levels of difficulty and in diverse modes to cater for students' (including NCS students) different abilities and aptitudes, so as to reflect how well students at all levels with different capabilities are learning through the assessment. As primary schools are not required to report the number of P5 and P6 NCS students studying adapted Chinese Language curriculum, the relevant figures are not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB090

(Question Serial No. 0013)

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 (SENCO). In this connection, would the Administration advise this Committee of the following:

- (a) the respective number of primary and secondary schools with the provision of the said teaching post from the 2017/18 to 2019/20 school years, with a breakdown by district, and the expenditures involved; the respective percentage of these primary and secondary schools out of the number of primary and secondary schools in the territory, and the total number of these schools in the territory; and
- (b) with the upgrading of SENCO posts in public sector mainstream primary and secondary schools with a comparatively larger number of students with special educational needs (SEN) to promotion rank in the 2019/20 school year, the number of schools with SENCO post upgraded to promotion rank, the number of students with SEN admitted to these schools, the total number of students studying in these schools, and the estimated expenditures involved?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 35)

Reply:

(a) and (b)

Starting from the 2017/18 school year, the Education Bureau (EDB) has provided, by phases in 3 years, each public sector ordinary primary and secondary school with an additional graduate teaching post to facilitate the schools' assignment of a designated

teacher to take up the role of Special Educational Needs Coordinator (SENCO). In the 2019/20 school year, all public sector ordinary schools have the provision of SENCO. In the 2017/18 and 2018/19 school years, the expenditure for the provision of SENCO in ordinary schools is \$164 million and \$376 million respectively. As for the 2019/20 school year, the estimated expenditure is \$820 million. In these 3 school years, the number of schools with the provision of SENCO and their respective percentage share are provided below:

School year	No. of public sector ordinary schools			No. of schools with the provision of SENCO			Percentage		
	Secondary ^{Note}	Primary	Total	Secondary	Primary	Total	Secondary	Primary	Total
2017/18	389	454	843	118	126	244	30%	28%	29%
2018/19	389	456	845	244	300	544	63%	66%	64%
2019/20	389	455	844	389	455	844	100%	100%	100%

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.

All public sector ordinary schools have the provision of SENCO in the 2019/20 school year. In other words, public sector ordinary schools in all districts have been provided with an additional graduate teaching post to take up the role of SENCO.

Starting from the 2019/20 school year, the EDB has implemented a series of enhanced measures on integrated education, which include extending the Learning Support Grant (LSG) to all public sector ordinary primary and secondary schools. If the total amount of LSG received by the schools reaches the specified threshold (\$600,000 in the 2019/20 school year), the rank of their SENCO will be upgraded to promotion rank (i.e. primary school master/mistress or senior graduate master/mistress). In the 2019/20 school year, there are a total of 431 primary schools and 244 secondary schools whose SENCO has been upgraded to promotion rank. Since the LSG received by each public sector ordinary school is calculated according to the number of students with special educational needs (SEN) who require tier-2 and tier-3 support and the tier of support they need, instead of just calculating the number of students with SEN, we have not compiled figures of students with SEN admitted to these schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB091

(Question Serial No. 0014)

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 2016/17 to 2020/21:

- (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 total amount, amount of injection and operating cost of each fund in the past 10 years.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 42)

Reply:

- (a) The one-off injections into the various funds under the General Revenue Account (GRA) are:

	Particulars	Area of Education	Amount Involved \$ million
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 Revised Estimate and 2020-21 Estimate.

- (b) The non-recurrent grants/capital subventions items under GRA with significant cashflow in the years concerned by area of education are:

	2016-17 Actual \$ million	2017-18 Actual \$ million	2018-19 Actual \$ million	2019-20 Revised Estimate \$ million	2020-21 Estimate \$ million
Post-secondary, Vocational and Professional Education					
- Yi Jin Diploma	88.8	85.0	86.1	88.0	94.0
- Pilot Subsidy Scheme for Students of Professional Part-time Programmes	7.3	26.7	36.0	53.6	81.9
- Acquisition of furniture and equipment and information technology systems in the Vocational Training Council (VTC)	45.3	60.9	68.9	61.1	73.4
- Grant to VTC for implementing the Pilot Training and Support Scheme	43.8	59.2	68.6	50.2	37.7
- Pilot incentive to employers participating in the workplace assessment under the Training and Support Scheme	-	-	-	36.0	36.0
- Scholarship Scheme for Studying Outside Hong Kong	32.3	46.0	55.8	35.4	24.1
- Pilot international study programme under the Training and Support Scheme	-	-	-	-	3.9
- Mainland University Study Subsidy Scheme	8.5	8.9	7.1	4.0	1.1
- Seventh Matching Grant Scheme for the self-financing post-secondary education sector	-	313.4	150.0	28.7	-
- Study Subsidy Scheme for Designated Professions/Sectors	124.1	186.3	-	-	-
- Qualifications Framework Support Schemes	50.5	22.2	-	-	-
- Pilot Mainland Experience Scheme for Post-secondary Students	20.1	-	-	-	-

	2016-17 Actual \$ million	2017-18 Actual \$ million	2018-19 Actual \$ million	2019-20 Revised Estimate \$ million	2020-21 Estimate \$ million
Secondary Education					
- Maintenance, repairs and minor improvement projects in secondary schools	384.8	419.3	567.9	586.4	548.1
- Funding for the Student Activities Support Grant	-	-	-	-	22.0
- One-off grant for the promotion of Chinese history and culture	-	63.2	1.2	2.1	1.3
- Provision of a non-recurrent grant to support non-Chinese speaking students to learn Chinese history and culture	-	-	-	23.6	1.2
- Provision for supporting students with financial needs to participate in life-wide learning activities	-	-	-	24.7	0.5
- Implementation of the Fourth Strategy on Information Technology in Education	11.9	8.3	0.7	0.3	0.1
- One-off grant to secondary schools for promotion of Science, Technology, Engineering and Mathematics education	84.4	1.6	3.2	1.4	-
- Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland	23.6	47.4	3.3	-	-

	2016-17 Actual \$ million	2017-18 Actual \$ million	2018-19 Actual \$ million	2019-20 Revised Estimate \$ million	2020-21 Estimate \$ million
Primary Education					
- Maintenance, repairs and minor improvement projects in primary schools	396.5	418.1	590.3	561.9	637.5
- Funding for the Student Activities Support Grant	-	-	-	-	7.0
- One-off grant for the promotion of Chinese history and culture	-	44.3	1.5	1.0	0.8
- Provision for supporting students with financial needs to participate in life-wide learning activities	-	-	-	14.8	0.4
- Implementation of the Fourth Strategy on Information Technology in Education	14.7	7.9	0.8	0.3	0.1
- Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland	24.4	48.4	2.0	-	-

	2016-17 Actual \$ million	2017-18 Actual \$ million	2018-19 Actual \$ million	2019-20 Revised Estimate \$ million	2020-21 Estimate \$ million
Special Education					
- Maintenance, repairs and minor improvement projects in special schools	45.1	52.9	70.9	73.2	89.2
- One-off grant for the promotion of Chinese history and culture	-	9.0	-	0.1	0.2
- Provision for supporting students with financial needs to participate in life-wide learning activities	-	-	-	0.6	-
- Provision of a non-recurrent grant to support non-Chinese speaking students to learn Chinese history and culture	-	-	-	0.6	-
- Implementation of the Fourth Strategy on Information Technology in Education	1.4	0.7	-	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) 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 year-end balance, amount of injection into the funds and the operating expenses directly covered by the funds in the past 5 school years ⁽¹⁾ (that is from the 2014/15 to 2018/19 school years) are set out in **Annex**. The Government also provides secretariat services and investment support to the funds. The relevant expenditures are subsumed under the expenses of EDB and other concerned departments, and cannot be separately identified.

Funds under the management of EDB

Name of Fund	School/ Academic Year	Year-end Balance \$ million	Amount of Injection \$ million	Operating Expenses Directly Covered by the Fund ⁽²⁾ \$ million
Language Fund	2014/15	6,135	-	-
	2015/16	6,280	-	-
	2016/17	6,372	-	-
	2017/18	6,475	-	-
	2018/19	6,550	-	-
Quality Education Fund	2014/15	8,087	-	47.8
	2015/16	8,403	-	53.0
	2016/17	9,173	-	49.5
	2017/18	9,494	-	55.7
	2018/19	9,426	-	69.4
Education Development Fund ⁽³⁾	2014/15	412	-	-
	2015/16	325	-	-
	2016/17	224	-	-
	2017/18	136	-	-
	2018/19	1	-	-
HKSAR Government Scholarship Fund	2014/15	2,262	-	6.6
	2015/16	2,282	-	6.2
	2016/17	2,453	-	6.0
	2017/18	2,499	-	6.3
	2018/19	3,248	800	6.5

Name of Fund	School/ Academic Year	Year-end Balance \$ million	Amount of Injection \$ million	Operating Expenses Directly Covered by the Fund ⁽²⁾ \$ million
Research Endowment Fund ⁽⁴⁾	2014/15	26,360	-	-
	2015/16	26,811	-	-
	2016/17	26,572	-	-
	2017/18	29,210	3,000	-
	2018/19	49,257	20,000	-
Self-financing Post-secondary Education Fund	2014/15	3,509	-	8.5
	2015/16	3,578	-	8.6
	2016/17	3,878	-	9.7
	2017/18	3,969	-	10.7
	2018/19	3,946	-	9.8
Qualifications Framework Fund	2014/15	-	-	-
	2015/16	1,016	1,000	-
	2016/17	1,046	-	-
	2017/18	2,276	1,200	-
	2018/19	2,300	-	-
Gifted Education Fund ⁽⁵⁾	2016/17	810	800	-
	2017/18	824	-	-
	2018/19	1,625	800	-
Student Activities Support Fund ⁽⁶⁾	2018/19	2,533	2,500	-

Notes

- (1) To ensure quality and timely response to the question, we only provide the relevant information for the past 5 years.
- (2) The operating expenses directly covered by the funds are extracted from the audited financial statements of the respective school years. The Government also provides secretariat services and investment support to the funds. The relevant expenditures are subsumed under the expenses of EDB and other concerned departments, and cannot be separately identified.
- (3) The Education Development Fund came to a close at the end of the 2018/19 school year.
- (4) The injection into the Research Endowment Fund is covered by Head 190 – University Grants Committee under the GRA. An injection of \$20 billion into the Research Endowment Fund was approved in the 2018/19 academic year. Therefore, this injection has been regarded as grant receivable and included in the year-end balance in the audited financial statements of the Fund for the corresponding academic year.
- (5) The Gifted Education Fund was set up in 2016.
- (6) The Student Activities Support Fund was set up in 2019.

- End -

CONTROLLING OFFICER'S REPLY

EDB092

(Question Serial No. 0021)

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 for newly established schools, please provide the following information for the period from the 2014/15 to 2019/20 school years under the categories of primary school, secondary school and special school:

- (1) What are the principles for compiling the List? Which government bureaux/departments are involved?
- (2) In which year were the last comprehensive review and updating of the List undertaken?
- (3) What are the ceiling on the total cost set in accordance with the List, inflation rate, name of schools provided with the funding, number of classes operated by the schools and actual amount of disbursement in each of the school years?
- (4) Regarding the Administration's pledge to conduct a comprehensive review of the List, what is the progress and what review mechanism is in place?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 89)

Reply:

(1) and (3)

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 their 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 these items 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 newly built special schools and their boarding sections (if any), irrespective of whether they are newly established schools or reprovisioned/redeveloped schools, will be determined by the EDB according to the schools' needs and circumstances of individual projects and submitted to the Financial Services and the Treasury Bureau for approval.

From 2014-15 to 2019-20, the 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	
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%
2019-20	2.264	5.195	-2.042%

From 2014-15^(Note) to 2019-20, 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 values 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	No. of classrooms	F&E subsidy (\$ million)
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)	30	2.684
	Reprovisioning of Po Leung Kuk Stanley Ho Sau Nan Primary School	30	2.705
	Redevelopment of Tung Wah Group of Hospitals Wong Fut Nam College	30	5.181
2017-18	Reprovisioning of Tung Wah Group of Hospitals Ma Kam Chan Memorial Primary School	36	2.817
	Caritas Mother Teresa School	18	2.591
	Reprovisioning of Po Leung Kuk Anita L. L. Chan (Centenary) School	12	1.915
	Reprovisioning of Chi Yun School	12	4.970
2018-19	Reprovisioning of Pun U Association Wah Yan Primary School	24	2.221
	Reprovisioning of North Point Methodist Primary School	24	2.221
	Redevelopment of Ying Wa Girls' School	30	4.833
	Reprovisioning of the C.C.C. Mongkok Church Kai Oi School	12	1.944
2019-20	Reprovisioning of S.K.H. St John's Primary School (renamed as S.K.H. St. John's Tsang Shiu Tim Primary School after reprovisioning)	30	2.166
	Reprovisioning of Cognitio College (Kowloon)	30	5.067
	Reprovisioning of Tung Wan Mok Law Shui Wah School	16	2.167
	Construction of an annex to Baptist Lui Ming Choi Secondary School	8	0.592
	Hong Chi Shiu Pong Morninghope School	18	4.868

(Note): No relevant application was approved in 2014-15.

(2) and (4)

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. It has been some time since the last comprehensive review of the reference F&E lists. We are now reviewing and updating the lists from the perspectives of curriculum development, school administration and development, etc., taking into account the prevailing learning and teaching needs, as well as actual F&E items procured for redevelopment and reprovisioning projects of public sector schools in recent years. We will consult the sector in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB093

(Question Serial No. 0140)

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) by 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) by the above education areas and its percentage share in the Gross Domestic Product (GDP);
- (g) The total expenditure on education (including GRA, CWRF and LF) by 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.: 127)

Reply:

(a) Total expenditure and total recurrent expenditure on education

	2015-16	2016-17	2017-18	2018-19	2019-20 Revised Estimate
Total expenditure on education					
Amount (\$ million)	78,968	82,436	88,465	108,035	125,861
<i>Percentage share of Total Public Expenditure</i>	16.9%	16.7%	17.4%	19.0%	19.4%
Total recurrent expenditure on education					
Amount (\$ million)	72,352	75,533	80,233	85,528	92,384
<i>Percentage share of Total Recurrent Government Expenditure</i>	22.3%	21.9%	22.2%	21.2%	20.9%

(b) Breakdown of the total expenditure on education by GRA, CWRP and LF

	2015-16	2016-17	2017-18	2018-19	2019-20 Revised Estimate
	\$ million	\$ million	\$ million	\$ million	\$ million
General Revenue Account					
Recurrent	72,352	75,533	80,233	85,528	92,384
Non-recurrent	1,353	1,601	2,232	8,317	25,444
Capital account	799	884	962	1,314	1,310
Sub-total	74,504	78,018	83,427	95,159	119,138
Capital Works Reserve Fund	2,113	2,262	2,888	10,682	4,803
Loan Fund	2,351	2,156	2,150	2,194	1,920
Total expenditure on education	78,968	82,436	88,465	108,035	125,861

(c) & (d) Education expenditure under GRA by area and (c) & (f) as % of GDP (2015-16)

2015-16	[c & d] GRA Expenditure						[c & f]	
	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%
<i>Out of the above total, teacher training⁽⁵⁾</i>	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						GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure		
\$ 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%
<i>Out of the above total, teacher training⁽⁵⁾</i>	1,312	1.7%	1.7%	0	0.0%	0.0%	1,312	0.05%
GDP (calendar year) (\$ million)				2,490,438				

(c) & (d) Education expenditure under GRA by area and (c) & (f) as % of GDP (2017-18)

2017-18	[c & d]						[c & f]	
	GRA Expenditure						GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure		
\$ million	%	%	\$ million	%	%	\$ million	%	
Pre-primary Education	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	3.14%
<i>Out of the above total, teacher training⁽⁵⁾</i>	1,330	1.7%	1.6%	0	0.0%	0.0%	1,330	0.05%
GDP (calendar year) (\$ million)				2,659,384				

(c) & (d) Education expenditure under GRA by area and (c) & (f) as % of GDP (2018-19)

2018-19	[c & d]						[c & f]	
	GRA Expenditure						GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure		
\$ million	%	%	\$ million	%	%	\$ million	%	
Pre-primary Education	6,548	7.6%	6.9%	77	0.9%	0.1%	6,625	0.23%
Primary Education	19,966	23.3%	21.0%	217	2.6%	0.2%	20,782	0.73%
Secondary Education	27,872	32.6%	29.3%	195	2.3%	0.2%	28,641	1.01%
Special Education	2,613	3.1%	2.7%	0	0.0%	0.0%	2,684	0.09%
Vocational and Professional Education ⁽¹⁾	2,879	3.4%	3.0%	121	1.5%	0.1%	3,069	0.11%
Post-secondary Education ⁽²⁾	22,598	26.4%	23.7%	4,228	50.8%	4.4%	26,827	0.95%
Others ⁽³⁾	3,052	3.6%	3.2%	3,478	41.8%	3.7%	6,531	0.23%
Total ⁽⁴⁾	85,528	100%	89.9%	8,317	100%	8.7%	95,159	3.36%
<i>Out of the above total, teacher training⁽⁵⁾</i>	1,346	1.6%	1.4%	9	0.1%	0.0%	1,355	0.05%
GDP (calendar year) (\$ million)				2,835,131				

(c) & (d) Education expenditure under GRA by area and (c) & (f) as % of GDP (2019-20 revised estimate)

2019-20 Revised Estimate	[c & d]						[c & f]	
	GRA Expenditure						GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure		
\$ million	%	%	\$ million	%	%	\$ million	%	
Pre-primary Education	6,770	7.3%	5.7%	105	0.4%	0.1%	6,875	0.24%
Primary Education	22,578	24.4%	19.0%	280	1.1%	0.2%	23,433	0.82%
Secondary Education	29,888	32.4%	25.1%	284	1.1%	0.2%	30,770	1.07%
Special Education	2,929	3.2%	2.5%	1	0.0%	0.0%	3,004	0.10%
Vocational and Professional Education ⁽¹⁾	3,029	3.3%	2.5%	158	0.6%	0.1%	3,248	0.11%
Post-secondary Education ⁽²⁾	23,923	25.9%	20.1%	23,844	93.7%	20.0%	47,767	1.67%
Others ⁽³⁾	3,267	3.5%	2.7%	772	3.0%	0.6%	4,040	0.14%
Total ⁽⁴⁾	92,384	100%	77.5%	25,444	100%	21.4%	119,138	4.15%
<i>Out of the above total, teacher training⁽⁵⁾</i>	1,418	1.5%	1.2%	124	0.5%	0.1%	1,542	0.05%
GDP (calendar year) (\$ million)				2,868,171				

(c) & (e) Total expenditure on education by area and its percentage share

	2015-16		2016-17		2017-18		2018-19		2019-20 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	3,811	4.8%	4,353	5.3%	5,727	6.5%	6,627	6.1%	6,876	5.5%
Primary Education	16,848	21.3%	17,883	21.7%	19,534	22.1%	21,481	19.9%	23,982	19.1%
Secondary Education	26,095	33.0%	26,920	32.7%	27,703	31.3%	29,460	27.3%	31,165	24.8%
Special Education	2,324	2.9%	2,728	3.3%	2,925	3.3%	2,972	2.8%	3,405	2.7%
Vocational and Professional Education ⁽¹⁾	3,124	4.0%	3,425	4.2%	3,659	4.1%	3,299	3.1%	3,521	2.8%
Post-secondary Education ⁽²⁾	24,036	30.4%	23,490	28.5%	25,997	29.4%	37,646	34.8%	52,868	42.0%
Others ⁽³⁾	2,729	3.5%	3,636	4.4%	2,920	3.3%	6,551	6.1%	4,043	3.2%
Total ⁽⁴⁾	78,968	100%	82,436	100%	88,465	100%	108,035	100%	125,861	100%
<i>Out of the above total, teacher training⁽⁵⁾</i>	1,296	1.6%	1,366	1.7%	1,382	1.6%	1,412	1.3%	1,599	1.3%

(c) & (g) Total expenditure on education by area and as % of GDP

	2015-16		2016-17		2017-18		2018-19		2019-20 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	3,811	0.16%	4,353	0.17%	5,727	0.22%	6,627	0.23%	6,876	0.24%
Primary Education	16,848	0.70%	17,883	0.72%	19,534	0.73%	21,481	0.76%	23,982	0.84%
Secondary Education	26,095	1.09%	26,920	1.08%	27,703	1.04%	29,460	1.04%	31,165	1.09%
Special Education	2,324	0.10%	2,728	0.11%	2,925	0.11%	2,972	0.10%	3,405	0.12%
Vocational and Professional Education ⁽¹⁾	3,124	0.13%	3,425	0.14%	3,659	0.14%	3,299	0.12%	3,521	0.12%
Post-secondary Education ⁽²⁾	24,036	1.00%	23,490	0.94%	25,997	0.98%	37,646	1.33%	52,868	1.84%
Others ⁽³⁾	2,729	0.11%	3,636	0.15%	2,920	0.11%	6,551	0.23%	4,043	0.14%
Total ⁽⁴⁾	78,968	3.29%	82,436	3.31%	88,465	3.33%	108,035	3.81%	125,861	4.39%
<i>Out of the above total, teacher training⁽⁵⁾</i>	1,296	0.05%	1,366	0.05%	1,382	0.05%	1,412	0.05%	1,599	0.06%
GDP (calendar year) (\$ million)	2,398,280		2,490,438		2,659,384		2,835,131		2,868,171	

(c) & (h) Provision for education by area and its percentage change

	2015-16	2016-17		2017-18		2018-19		2019-20 Revised Estimate	
	Amount	Amount	Change over 2015-16	Amount	Change over 2016-17	Amount	Change over 2017-18	Amount	Change over 2018-19
	\$ million	\$ million	%	\$ million	%	\$ million	%	\$ million	%
Pre-primary Education	3,811	4,353	14.2%	5,727	31.6%	6,627	15.7%	6,876	3.8%
Primary Education	16,848	17,883	6.1%	19,534	9.2%	21,481	10.0%	23,982	11.6%
Secondary Education	26,095	26,920	3.2%	27,703	2.9%	29,460	6.3%	31,165	5.8%
Special Education	2,324	2,728	17.4%	2,925	7.2%	2,972	1.6%	3,405	14.6%
Vocational and Professional Education ⁽¹⁾	3,124	3,425	9.6%	3,659	6.8%	3,299	-9.8%	3,521	6.7%
Post-secondary Education ⁽²⁾	24,036	23,490	-2.3%	25,997	10.7%	37,646	44.8%	52,868	40.4%
Others ⁽³⁾	2,729	3,636	33.2%	2,920	-19.7%	6,551	124.3%	4,043	-38.3%
Total ⁽⁴⁾	78,968	82,436	4.4%	88,465	7.3%	108,035	22.1%	125,861	16.5%

<i>Out of the above total, teacher training⁽⁵⁾</i>	1,296	1,366	5.4%	1,382	1.2%	1,412	2.2%	1,599	13.2%
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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

- 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.
- 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 disbursement made under the Hostel Development Fund (\$7.9 billion) and the one-off injections into the Research Endowment Fund (\$3 billion) and the HKSAR Government Scholarship Fund (\$800 million). The increase in expenditure in 2019-20 is mainly due to the one-off injection into the Research Endowment Fund (\$20 billion).

- 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).
- 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB094

(Question Serial No. 0157)

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:

(1) How many teachers were arrested for cases involving criminal offences in the past year? Please provide the number of arrests for each offence.

(2) Further to the above question, please provide the number of teachers involved in each criminal offence who are still under investigation, or have been given verbal/written warnings, or are transferred or suspended, or have their teacher registrations cancelled?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 17)

Reply:

(1) and (2)

The Education Bureau (EDB) attaches great importance to teachers' professional ethics and conduct. Teachers play a vital role in passing on knowledge and nurturing students' character and serve as an important role model for students. For teachers who are involved in illegal acts, they have to bear the legal responsibility and the EDB will follow up on the matter seriously in accordance with the Education Ordinance. To determine the necessary follow-up action for each case, we will consider comprehensively the case background and details, the impact on students and the education sector, and any representation made by the teacher concerned. Since the occurrence of social incidents in June 2019, the considerable reportage of teachers' suspected involvement in illegal acts has aroused widespread concern in the community. According to the information we have gathered from various channels, around 80 teachers (including teaching assistants) were arrested for involvement in social incidents between June and December 2019. Under the established mechanism, the EDB will review whether a teacher has misconducted himself/herself and his/her teacher registration status upon conclusion of trial by referring to the court documents and other obtainable information, regardless of whether the subject is convicted or not. Upon cancellation of teacher registration, the person concerned will not be allowed to teach in

schools. The cases of these arrested teachers are still under court proceedings, and the EDB will take follow-up actions as required by procedures in due course.

For the past year, the EDB does not have information regarding other cases in which teachers were arrested for suspected criminal offences.

- End -

CONTROLLING OFFICER'S REPLY

EDB095

(Question Serial No. 0158)

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:

(1) How many complaints against the professional conduct of teachers have been received since June 2019? Of these, how many were anonymous and how many involved personal comments made by teachers on social media such as Facebook, Instagram and Twitter? Please give the number by nature of complaint: suspected dissemination of hate remarks, suspected provocative acts, suspected adoption of inappropriate teaching materials and suspected involvement in criminal offence. How many of these cases have also been filed by the Council on Professional Conduct in Education for investigation?

(2) What stipulations or codes did the Administration refer to when determining whether the personal comments in a case constituted hate remarks, provocative acts or a breach of teachers' professional conduct? Please quote the specific provisions.

(3) In his reply to a question raised at the Legislative Council meeting on 8 January, the Secretary for Education said that "our society has its moral bottom lines and consensus on how 'hate remarks' and 'provocative acts' are defined and they are recognised and observed across different sectors such as the education, media and legal professions, and by the community at large as well." However, hate remarks and provocative acts are not clearly defined in the Laws of Hong Kong and education-related regulations. Upon finishing investigation into certain cases or meting out punishment accordingly, will the Administration consider publicising remarks or acts that have been judged rule-breaking for the reference of the general public on condition that the identity of the subjects would not be revealed? If members of the public or the teachers punished perceive that the Administration's definition of hate remarks or provocative acts in individual cases has deviated from the moral bottom lines or the consensus of the community, will the Administration have the cases in question re-examined under a review or appeal mechanism?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 20)

Reply:

(1) From June 2019 to end of January 2020, the Education Bureau (EDB) received 171 complaints about suspected professional misconduct of teachers. Given the extensive coverage of these complaints and unique nature of various cases, with quite a number of them involving multiple allegations, we do not categorise the complaints by types. Roughly speaking, the majority of these 171 cases are related to teachers making hate messages or cursing people, while the rest are about the use of extremely indecent language or foul language in insulting people; use of inappropriate teaching materials; suspected engagement in illegal activities, etc. Most of the complaints were made through emails. While the complainants' email addresses were known, we are unable to confirm whether the names of the complainants are real. Notwithstanding this, as the words and deeds of teachers have a direct impact on students, the EDB has the responsibility to seriously follow up the complaints, even they are made anonymously, if the allegations obviously fail to meet the moral standards as acceptable to the general public, risk safety, or harm the healthy development of students. Hence, we also do not categorise the complaints by whether they are anonymous.

The Council on Professional Conduct in Education (CPC) is an advisory body with one of its tasks to advise the Permanent Secretary for Education on complaint cases of professional misconduct involving educators, including the proposed sanctions. Regarding the handling of complaint cases, the EDB and the CPC each have its own mechanism and procedures. There is no mechanism, nor are we prepared, to cross-check or double-check the complaint cases received by both parties and the identity of the persons involved. Besides, as complaint cases involve personal data, all particulars should be kept in confidence. We are thus unable to give the number of cases under investigation by both the EDB and the CPC.

(2) Upon receiving complaints alleging teachers to have violated the professional conduct, the EDB will conduct investigation according to the established procedures. Each decision is made after fully considering the facts, evidence and representations from the teacher, and in accordance with Section 47 of the Education Ordinance. Section 47 of the Education Ordinance specifies the grounds for cancelling the registration of a teacher, including the grounds for refusal to register a teacher as specified in Section 46; whether the teacher is incompetent; whether the teacher has contravened any provision of the Education Ordinance; whether the teacher has behaved in any manner which constitutes professional misconduct; or whether the teacher has behaved in any manner which is prejudicial to the maintenance of good order and discipline in the school in which the teacher teaches. Indeed, to live up to public expectations for their values and moral standards, professional educators should appreciate the impact of their every word and deed on the minds and virtues of students, should show respect for the law and the behavioural norms acceptable to society, and should do their best to uphold the honour, dignity and morality of the teaching profession. These are clearly stipulated in the Code for the Education Profession of Hong Kong. Moreover, the Professional Standards for Teachers of Hong Kong states that teachers should be committed role models of professionalism; they should uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school to realise the core professional values. The EDB believes that all educators have a thorough understanding of the required professional ethics and the moral standards acceptable to society.

(3) In determining whether a teacher is involved in professional misconduct, we will consider the matter from a professional perspective, focusing on whether the acts in question conform to the professional ethics, whether the teacher concerned has violated social expectations and whether the values so demonstrated will have an adverse impact on the teaching profession or students. We do not agree that professional misconduct cases should be made public for comments. Apart from the privacy concern, the uniqueness of each case makes it unfair to allow the general public, who does not possess a complete set of information, to comment on the cases. Nevertheless, among the cases handled by the EDB, some can be adopted for teacher reflection. From the perspective of professional development, we will make reference to the contents of some cases to design reflective questions in relevant professional development courses to enhance the ethical standards of teachers.

Should a teacher alleged to have breached professional conduct disagrees with the findings of the EDB's investigation, he/she can lodge an appeal following the established practices. If the teacher concerned does not agree with the EDB's decision to cancel his/her teacher registration, he/she may, within 21 days after the service of the notice informing him/her of the decision of the Permanent Secretary and the grounds for making such a decision, appeal to the Appeal Board by delivering a notice of appeal in accordance with Section 61 of the Education Ordinance. If there is any objection to the advisory letter, warning letter or reprimand letter received, the teacher concerned may submit his/her views to the EDB. In the past 6 months, members of the public have expressed their opinions on our handling of teachers' breach of professional conduct. We will continue to listen to these comments and sum up our experience in a timely manner to safeguard the quality of education in Hong Kong.

- End -

CONTROLLING OFFICER'S REPLY**EDB096****(Question Serial No. 0159)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (5) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

(a) For the 2019/20 school year, please provide the numbers of aided primary and secondary schools that have filled permanent posts within their approved teaching establishment by teachers on defined contract period (DCP) terms, and the numbers of such contract teachers. Please tabulate the figures by school district (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) Among teachers employed on DCP terms to fill permanent posts within the approved teaching establishment in the 2019/20 school year, what are the average and longest lengths of service on the same post in the same school?

(c) Please provide a breakdown of the number of teachers employed on DCP terms to fill permanent posts within the approved teaching establishment in primary, secondary and special schools and their year-on-year changes from the 2015/16 to 2019/20 school years; and

(d) Using the table below, please compare the numbers of regular teachers on DCP terms in primary, secondary and special schools between the 2018/19 and 2019/20 school years:

Table 4: Secondary Schools

Comparison between the 2018/19 and 2019/20 school years	No. of schools	No. of regular teachers on DCP terms in the 2018/19 school year	No. of regular teachers on DCP terms in the 2019/20 school year
No. of regular teachers on DCP terms			
Increased			
Unchanged			
Decreased			

Table 5: Primary Schools

Comparison between the 2018/19 and 2019/20 school years	No. of schools	No. of regular teachers on DCP terms in the 2018/19 school year	No. of regular teachers on DCP terms in the 2019/20 school year
No. of regular teachers on DCP terms			
Increased			
Unchanged			
Decreased			

Table 6: Special Schools

Comparison between the 2018/19 and 2019/20 school years	No. of schools	No. of regular teachers on DCP terms in the 2018/19 school year	No. of regular teachers on DCP terms in the 2019/20 school year
No. of regular teachers on DCP terms			
Increased			
Unchanged			
Decreased			

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 4 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 2019/20 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 807 regular teachers on DCP terms in aided secondary and primary schools in the 2019/20 school year, the average length of service as regular teachers on DCP terms in their existing schools is 1.6 years (up to the end of the 2019/20 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 2015/16 to 2019/20 school years are as follows:

	No. of regular teachers on DCP terms (compared with the previous school year)				
	2015/16	2016/17	2017/18	2018/19	2019/20
Aided Secondary Schools	878	819 (-59)	845 (+26)	707 (-138)	477 (-230)
Aided Primary Schools	388	343 (-45)	413 (+70)	409 (-4)	330 (-79)

- (d) Comparison of the number of regular teachers on DCP terms in aided secondary and primary schools between the 2018/19 and 2019/20 school years is at Annexes 3 and 4 respectively.

**Employment of Regular Teachers on Defined Contract Period (DCP) Terms
in the 2019/20 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	4	0
		2	1
		1	2
		1	5
Wan Chai	11	7	0
		1	1
		1	3
		2	4
Eastern	22	13	0
		3	1
		2	2
		2	3
		1	6
		1	7
Southern	13	5	0
		1	1
		1	2
		1	3
		3	4
		1	5
		1	7
Sham Shui Po	15	5	0
		3	1
		4	3
		1	4
		1	7
		1	8
Yau Tsim Mong	12	4	0
		3	1
		1	2
		2	3
		1	4
		1	7
Kowloon City	28	25	0
		1	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*
Wong Tai Sin	21	10	0
		3	1
		3	2
		3	3
		2	4
Kwun Tong	25	20	0
		4	1
		1	4
Tsuen Wan	13	6	0
		3	1
		2	2
		1	3
		1	4
Tuen Mun	35	20	0
		5	1
		1	2
		3	3
		2	4
		2	5
		1	10
		1	11
Yuen Long	30	14	0
		4	1
		5	2
		2	3
		3	4
		2	5
North	17	10	0
		1	1
		4	4
		1	6
		1	8
Tai Po	17	9	0
		2	1
		2	2
		2	3
		1	5
		1	8

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*
Sha Tin	36	19	0
		7	1
		4	2
		1	3
		2	4
		1	6
		1	7
		1	9
Sai Kung	18	8	0
		4	1
		3	2
		2	3
		1	8
Islands	7	5	0
		2	1
Kwai Tsing	31	13	0
		5	1
		4	2
		4	3
		1	4
		1	5
		2	8
		1	12
Total	359	197	0
		54	1
		29	2
		30	3
		23	4
		8	5
		3	6
		5	7
		6	8
		1	9
		1	10
		1	11
		1	12
Cumulative total in the territory	359	162# (excluding the 197 schools with no regular teachers on DCP terms)	477

Note *: Regular teachers on DCP terms include full-time and part-time teachers.
#: Number of schools with regular teachers on DCP terms.

**Employment of Regular Teachers on DCP Terms in the 2019/20 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	10	0
		1	1
		1	2
		2	4
Wan Chai	11	8	0
		2	1
		1	2
Eastern	23	16	0
		2	1
		1	2
		3	3
		1	6
Southern	9	8	0
		1	3
Sham Shui Po	18	13	0
		3	1
		1	4
		1	24 [^]
Yau Tsim Mong	17	13	0
		3	3
		1	6
Kowloon City	28	24	0
		2	1
		1	2
		1	7
Wong Tai Sin	24	19	0
		2	1
		1	2
		1	3
		1	4
Kwun Tong	32	22	0
		7	1
		1	2
		1	14 [^]
		1	31 [^]
Tsuen Wan	19	17	0
		1	1
		1	5

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	30	0
		2	2
		1	6
Yuen Long	43	29	0
		4	1
		1	2
		2	3
		2	4
		1	5
		2	6
		1	7
		16 [^]	
North	27	16	0
		2	1
		4	2
		2	3
		1	5
		2	7
Tai Po	18	12	0
		2	1
		3	2
		1	5
Sha Tin	38	33	0
		2	1
		2	2
		1	3
Sai Kung	21	15	0
		2	1
		2	2
		2	3
Islands	16	9	0
		3	1
		3	2
		1	3
Kwai Tsing	30	23	0
		5	1
		1	2
		1	7

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	421	317	0
		40	1
		24	2
		16	3
		6	4
		4	5
		5	6
		5	7
		1	14 [^]
		1	16 [^]
		1	24 [^]
1	31 [^]		
Cumulative total in the territory	421	104# (excluding the 317 schools with no regular teachers on DCP terms)	330

- 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.

**Comparison of the Number of Regular Teachers on DCP Terms
between the 2018/19 and 2019/20 School Years
(Aided Secondary Schools)**

Comparison between 2018/19 and 2019/20	No. of aided secondary schools	No. of regular teachers on DCP terms*	
		2018/19	2019/20
Schools with an increased number of regular teachers on DCP terms	14	0	1
	4	0	2
	6	0	3
	3	0	4
	3	1	2
	2	1	3
	5	1	4
	4	2	3
	3	2	4
	1	2	6
	2	2	7
	3	3	4
	1	3	7
	3	4	5
	1	4	7
	1	4	8
	1	5	6
	1	5	8
	1	6	7
2	6	8	
1	6	11	
1	7	8	
1	7	12	
Schools with an unchanged number of regular teachers on DCP terms	137	0	0
	15	1	1
	8	2	2
	3	3	3
	3	4	4
	1	6	6
	1	8	8
	1	10	10

Comparison between 2018/19 and 2019/20	No. of aided secondary schools	No. of regular teachers on DCP terms*	
		2018/19	2019/20
Schools with a decreased number of regular teachers on DCP terms	18	1	0
	13	2	0
	8	2	1
	10	3	0
	5	3	1
	2	3	2
	4	4	0
	5	4	1
	4	4	2
	5	4	3
	6	5	0
	5	5	1
	3	5	2
	4	5	3
	2	5	4
	6	6	0
	1	6	1
	3	6	2
	3	6	3
	2	6	4
	2	6	5
	1	7	1
	1	7	3
	1	7	4
	1	7	5
	1	8	0
	1	8	2
	1	8	3
	1	8	5
	1	9	0
1	10	0	
1	10	3	
1	10	5	
1	11	2	
1	12	4	
1	14	9	

Note *: Regular teachers on DCP terms include full-time and part-time teachers.

**Comparison of the Number of Regular Teachers on DCP Terms
between the 2018/19 and 2019/20 School Years
(Aided Primary Schools)**

Comparison between 2018/19 and 2019/20	No. of aided primary schools	No. of regular teachers on DCP terms*	
		2018/19	2019/20
Schools with an increased number of regular teachers on DCP terms	14	0	1
	7	0	2
	6	0	3
	1	0	4
	1	0	5
	5	1	2
	3	1	3
	2	2	3
	3	2	4
	2	3	5
	1	3	7
	2	4	6
	1	4	7
	2	5	7
1	6	7	
1	6	24	
Schools with an unchanged number of regular teachers on DCP terms	272	0	0
	8	1	1
	4	2	2
	3	3	3
	1	6	6
	1	14	14
Schools with a decreased number of regular teachers on DCP terms	21	1	0
	10	2	0
	7	2	1
	9	3	0
	5	3	1
	2	3	2
	3	4	0
	2	4	1
	2	4	2
	1	4	3
	3	5	1
	1	5	2
	1	5	4
	1	6	2
2	7	0	

Comparison between 2018/19 and 2019/20	No. of aided primary schools	No. of regular teachers on DCP terms*	
		2018/19	2019/20
Schools with a decreased number of regular teachers on DCP terms	1	7	1
	1	7	3
	1	7	4
	2	8	6
	1	9	2
	1	10	5
	1	11	2
	1	17	16
	1	36	31

Note *: Regular teachers on DCP terms include full-time and part-time teachers.

- End -

CONTROLLING OFFICER'S REPLY

EDB097

(Question Serial No. 0160)

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 and implemented 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. Would the EDB please list by type of school (special school) the number of public sector primary and secondary schools which enhanced the ratio of graduate teacher posts to 100%, 90%-99%, 80%-89%, 70%-79%, 65%-69%, 60%-64%, 55%-59%, 50%-54%, 45%-49%, 40%-44% and less than 40% from the 2015/16 to 2019/20 school years? In respect of the schools whose ratio of graduate teacher posts is still less than 75%, how many have been requested by the EDB to give reasons for that and 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 2015/16 to 2019/20 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, and rationalise the salaries for principals and vice-principals in primary schools? If yes, what are the details and estimated expenditures involved? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 2)

Reply:

(a) The Government has increased the ratio of graduate teacher posts in public sector schools multiple times. The ratio of graduate teacher posts in public sector secondary schools has been increased to 85% in the 2009/10 school year, and the ratio of graduate teacher posts in public sector primary schools has been increased to 65% in the 2017/18 school year. In the 2019/20 school year, the Government implemented the all-graduate teaching force policy in public sector primary and secondary schools by increasing the ratio of graduate teacher posts to 100% in one go. Schools may, taking into account their school-based circumstances, achieve full implementation in 2 years starting from the 2019/20 school year. To our understanding, most schools have filled up their graduate teacher posts as far as possible. Reasons for graduate teacher posts not being fully filled include serving teachers not possessing a local bachelor's degree (or equivalent) or not willing to assume the professional duties of a graduate teacher, etc. Schools should continue to encourage teachers to attain the recognised qualifications as early as possible and to shoulder the duties of a graduate teacher. The fill-up rate of graduate teacher posts in public sector schools by school type from the 2015/16 to 2019/20 school years is tabulated below:

Primary schools (government and aided) and secondary schools (government, aided and caput)

School year	Fill-up rate of graduate teacher posts	
	Primary school (government and aided)	Secondary school (government, aided and caput)
2015/16	83%	99%
2016/17	80%	99%
2017/18	74%	99%
2018/19	80%	100%
2019/20* (Estimate)	96%	98%

Special schools

School year	Fill-up rate of graduate teacher posts	
	Primary section of special school	Secondary section of special school
2015/16	66%	78%
2016/17	60%	81%
2017/18	55%	81%
2018/19	58%	85%
2019/20* (Estimate)	93%	97%

* Ratio of graduate teacher posts increased to 100%

The 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.

(b) From the 2015/16 to 2019/20 school years, the numbers, percentages, median ages, numbers and rates 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 teacher					Non-graduate teacher				
	No. of teachers*	%	Median age	No. of wastage*	Wastage rate (%)^	No. of teachers*	%	Median age	No. of wastage*	Wastage rate (%)^
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	10 320	46.6	43	260	2.8	11 810	53.4	36	670	5.6
2019/20 (Estimate)	20 680	91.4	41	270	2.6	1 950	8.6	39	650	5.5

Secondary schools (government, aided and caput)

School year	Graduate teacher					Non-graduate teacher				
	No. of teachers*	%	Median age	No. of wastage*	Wastage rate (%)^	No. of teachers*	%	Median age	No. of wastage*	Wastage rate (%)^
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	17 910	79.8	44	760	4.3	4 540	20.2	34	290	6.1
2019/20 (Estimate)	21 530	95.4	43	760	4.2	1 040	4.6	33	290	6.3

Special schools

School year	Graduate teacher					Non-graduate teacher				
	No. of teachers*	%	Median age	No. of wastage*	Wastage rate (%)^	No. of teachers*	%	Median age	No. of wastage*	Wastage rate (%)^
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	990	52.7	42	60	6.6	890	47.3	34	100	10.5
2019/20 (Estimate)	1 850	95.0	39	50	5.3	100	5.0	42	80	9.0

From the 2015/16 to 2019/20 school years, the respective numbers, percentages, median ages and wastage rates 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 teacher			
	No. of degree holders*	%	Median age	Wastage rate (%)^
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	11 280	95.5	35	5.3
2019/20 (Estimate)	1 520	77.6	32	5.3

Secondary schools (government, aided and caput)

School year	Non-graduate teacher			
	No. of degree holders*	%	Median age	Wastage rate (%)^
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	4 300	94.6	33	5.8
2019/20 (Estimate)	840	80.4	30	5.8

Special schools

School year	Non-graduate teacher			
	No. of degree holders*	%	Median age	Wastage rate (%)^
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	850	95.4	34	10.6
2019/20 (Estimate)	70	69.1	36	8.6

* 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 the 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.

The Task Force on Professional Development of Teachers (Task Force) set up by the Government in late 2017 submitted its report in March 2019 to make recommendations on promoting professional development of teachers and enhancing the professional status of teachers. The Government has accepted all the recommendations of the Task Force. Among these recommendations, the all-graduate teaching force policy has been implemented since the 2019/20 school year. The policy accords recognition to teachers with a bachelor’s degree and raises their professional roles and functions to further improve the quality of education. The additional funding involved is about \$1.5 billion per annum. In addition, regarding the report’s recommendations to rationalise the salaries for principals and vice-principals in public sector primary schools and improve the manpower at the middle management level in public sector primary schools, the Government has consulted the Panel on Education and Establishment Subcommittee of the Legislative Council (LegCo) on the recommendations to seek funding approval in accordance with the established procedures. We will continue to seek funding approval from the Finance Committee of the LegCo.

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. 0161)

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 demographic changes in student population, small class teaching (SCT) and the arrangement for allocating more students per Primary 1 (P1) class:

- (a) By school net in each district and the territory from the 2015/16 to 2020/21 school years, please give a breakdown:
- (1) of the number of primary schools implementing SCT with a class size of 25 and their percentage share of the total number of primary schools in the respective districts, the total numbers of primary schools, school places and students in 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 implementing SCT which have been temporarily allocated more students per P1 class, their respective class sizes upon allocation, their percentage share of the total number of primary schools in the respective districts, the number of 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 the territory and by 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 numbers of school-age students attending P1 and Secondary 1 (S1) classes by school net and in the territory;
- (b) What is the number of schools implementing SCT which have been allocated more students per P1 class from the 2015/16 to 2019/20 school years? What was the additional expenditure involved? Please provide a breakdown of the expenditure. What are the relevant estimated figures for the 2020/21 school year?

- (c) Regarding classrooms for additional P1 classes, how many schools and classes have made use of existing vacant classrooms? How many of them were converted from special rooms/activity rooms? How many of them were constructed for operating additional P1 classes?
- (d) What is the total expenditure for the provision of Additional Supplementary Learning Grant (ASLG) for schools allocated with more students per P1 class so far? Will EDB review the computation of the ASLG, such as deciding the amount of grant on the basis of the number of additional students allocated? If there is no plan for such a review, what are the reasons?
- (e) Please provide the P1 and S1 school-age population in the territory, by school net and by district from the 2020/21 to 2029/2030 school years;
- (f) Does EDB plan to implement measures similar to the “targeted relief measures” implemented in secondary schools in view of the fluctuation of primary school-age population? If yes, what are the timetable and estimated expenditure involved? If no, what are the reasons?
- (g) Does the Administration plan to strengthen its support for SCT in primary schools and implement SCT at junior secondary level as the primary and secondary school-age population decline? If yes, what are the timetable and estimated expenditure involved? If no, what are the reasons?
- (h) Does the Administration plan to carry out studies to draw up a systematic, robust and effective adjustment mechanism to cope with changes in primary and secondary student population in the long run? 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) and (3) The number of public sector primary schools in the territory and in each district, the number of schools implementing small class teaching (SCT) (i.e. those allocated 25 students per Primary One (P1) class under the Primary One Admission (POA)) and their percentage share, the number of schools maintaining 30 students per P1 class under the POA and their percentage share, the total number of P1 places, the total number of P1 students, the total number of primary school places and the total number of primary students from the 2015/16 to 2019/20 school years are tabulated at Annex A. 2 public sector primary schools in North District will start implementing SCT from P1 in the 2020/21 school year. As school places and student information for the 2020/21 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 such figures by school net is not available.

- (a)(2) and (b) Over the past few years, the Education Bureau (EDB) has adopted flexible measures based on the consensus it has reached with the school sector. 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 that have been temporarily allocated more students per P1 class under the POA to meet the transient increase in demand from the 2015/16 to 2019/20 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 figures estimated for the 2020/21 school year are tabulated at Annex B.
- (a)(4) The respective numbers of students attending P1 and Secondary 1 (S1) classes in each district from the 2015/16 to 2019/20 school years are tabulated at Annex C. The relevant figures for the 2020/21 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 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 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 under the Central Allocation. With the overall demand for P1 places on the decline after reaching the peak in the 2018/19 school year, EDB has no plan to convert/construct temporary classrooms in the 2019/20 and 2020/21 school years.
- (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, EDB will provide eligible schools with a time-limited additional Assistant Primary School Master/Mistress (APSM) post for the cohort of students concerned for a period of 6 years (during which that cohort will complete six-year primary education in the school). This is in line with the provision of additional APSM posts by phases for schools maintaining 30 students per P1 class upon the progressive implementation of SCT from P1 in public sector primary schools since the 2009/10 school year. In case where the number of students allocated to each P1 class of a school (including schools implementing SCT) exceeds 30, EDB will provide the schools concerned with additional funding for the additional school places of the 31st student or those beyond 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, 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, 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 ASLG 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 of the expenditure from the 2015/16 to 2019/20 school years and the estimated expenditure for the 2020/21 school year are tabulated at Annex D. There is no plan to review or revise the eligibility criteria of the ASLG.

- (e) The projected school-age population aged 6 and 12 who are residing in Hong Kong from the 2020/21 to 2029/30 school years is tabulated at Annex E. The projection is made with reference to the “Hong Kong Population Projections 2017-2066” released by the Census and Statistics Department in September 2017 and the “Projections of Population Distribution 2019-2028” released by the Planning Department in July 2019. As the projected figures have always been compiled on a district basis, a breakdown of such figures by school net is not available. At the moment we do not have a projection by district for the 2029/30 school year and no relevant data is available.
- (f) and (h) Based on the existing data, there has been a gradual rebound in the overall population of S1 students since the 2017/18 school year. 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 some of the targeted relief measures previously implemented. 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 not required to apply for any school development option, allowing schools with S1 classes reduced to 1 or 2 to participate in the next Secondary School Places Allocation (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. Furthermore, to address the projected increase in the demand for S1 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 even after adopting the netting arrangements and “place

reinstating”, so as to ensure a sufficient supply of S1 places every year to meet the demand. On the consensus previously reached with the sector, we will continue to review the projected demand for school places having regard to the latest data available before the commencement of annual SSPA exercise and hold discussions with the sector on the SSPA arrangements to be adopted for the cycle concerned.

As for primary schools, according to the current projection of P1 school-age population, the overall demand for P1 places will gradually reach a stable level from the 2020/21 school year after a significant drop in the 2019/20 school year. However, given the continued rise in P1 student population over the past few years, it is expected that the overall number of primary students will remain stable in the next few years. As such, the total number of approved classes in public sector primary schools and teaching posts on their approved staff establishment will also remain generally stable. Over the past few years, in coping with the transient increase in demand for P1 places, EDB has, on the consensus reached with the sector, avoided constructing new schools to meet such transient demand as far as possible. This is to lessen the 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 increase the provision of P1 places to cope with the transient increase in demand. Following the drop of P1 school-age population from the 2019/20 school year, the flexible measures in place will be adjusted or withdrawn in light of the demand as planned, and this will help alleviate the impact of a declining P1 student population on schools.

Given the changes in P1 school-age population in the coming few years, individual schools may be affected by the diminishing demand for school places in their respective district. EDB has implemented targeted relief measures starting from the 2019/20 school year to maintain a stable teaching force and to facilitate the sustainable development of schools. These measures include:

- (i) Aided schools are allowed to apply on an annual basis for retaining their redundant teachers arising from class reduction for the next school year due to the decline of P1 student population, up to a maximum of 3 school years, provided that their redundant teachers cannot be absorbed through the prevailing mechanism for handling redundancy or are unable to secure a teaching post in another school; 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 a 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.

EDB recognises stakeholders' different concerns about the planning of school places, and will continue to keep in view 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.

As the expenditure on the above measures to cope with the changes in primary and secondary student population is subsumed under the overall expenditure of EDB, separate figures are not available to indicate the estimated expenditure in this regard.

- (g) SCT is more of a teaching strategy involving teaching setting or grouping driven by pedagogical considerations with the objective of enhancing learning and teaching. Schools should, having regard to learning objectives and students' needs, optimise the use of SCT to encourage class interaction. To support teachers in making an effective use of the small class environment, EDB has organised various professional development activities, which include building learning communities and learning circles; and organising seminars, workshops and experience sharing sessions. These activities seek to help teachers devise appropriate pedagogical strategies and apply different teaching modes in an SCT environment. 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 projection of P1 school-age population, the overall demand for P1 places is expected to gradually reach a steady level from the 2020/21 school year after registering a peak in the 2018/19 school year and a significant drop in the 2019/20 school year. EDB shares the view of the school sector that this will create favourable conditions for more schools to implement SCT. EDB has therefore issued letters to invite all schools that have not yet implemented SCT to plan and make preparation early so that they can implement SCT as soon as 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 of secondary schools and their learning and teaching environment, as well as the support they may receive. Overseas experience, international studies on implementation of SCT and their findings, and resource distribution also need to be factored in. We must assess whether it is effective, feasible and sustainable for secondary schools, as with primary schools, to reduce their class size across the board. International studies have suggested that SCT is most effective when students are of a younger age and its effectiveness tends to wane with students' age. We have no plan to implement SCT at junior secondary level having regard to the aforementioned considerations.

**Total number of students and school places in public sector primary schools
in the territory and each district from the 2015/16 to 2019/20 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 schools with SCT	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 schools with SCT	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 [School 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 [School 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 [School Nets 14 & 16]	27	17 [63]	10 [37]	2 750	2 728	15 920	15 523	25	15 [60.0]	10 [40.0]	2 845	2 821	16 170	16 110
Southern [School 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 [School 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 [School 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 [School 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 [School 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 [School 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 [School 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 [School 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 [School 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 [School 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 [School Nets 72, 73 & 74]	46	40 [87.0]	6 [13]	5 320	5 334	27 829	28 429	46	40 [87.0]	6 [13]	5 352	5 488	29 254	29 993
Tuen Mun [School 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 [School 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 [School 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 [School 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
Total in Hong Kong	456	343 [75.2]	113 [24.8]	48 045	48 397	271 029	273 006	454	341 [75.1]	113 [24.9]	48 689	49 379	278 391	282 205

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 schools with SCT	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 schools with SCT	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 [School 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 [School 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 [School 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 [School 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 [School 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 [School 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 [School 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 [School 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 [School 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 [School 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 [School 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 [School 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 [School 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 [School Nets 72, 73 & 74]	46	40 [87.0]	6 [13]	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 [School 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 [School 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 [School 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 [School 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
Total in Hong Kong	454	341 [75.1]	113 [24.9]	52 137	52 491	288 881	293 230	455	341 [74.9]	114 [25.1]	53 726	53 463	297 906	300 976

District [school-netting under Primary One Admission (POA) System]	2019/20 school year						
	No. of public sector primary schools	No. [%] of schools with SCT	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 [School Net 11]	16	10 [62.5]	6 [37.5]	1 385	1 388	8 530	8 442
Wan Chai [School Net 12]	15	11 [73.3]	4 [26.7]	1 410	1 394	8 850	8 529
Eastern [School Nets 14 & 16]	25	15 [60]	10 [40.0]	2 827	2 716	16 551	16 913
Southern [School Net 18]	11	9 [81.8]	2 [18.2]	945	826	5 830	5 126
Yau Tsim Mong [School Nets 31 & 32]	19	11 [57.9]	8 [42.1]	2 135	2 132	13 150	13 315
Sham Shui Po [School Net 40]	21	12 [57.1]	9 [42.9]	2 548	2 545	15 448	15 650
Kowloon City [School Nets 34, 35 & 41]	34	23 [67.6]	11 [32.4]	3 340	3 373	20 363	20 812
Wong Tai Sin [School Nets 43 & 45]	24	23 [95.8]	1 [4.2]	2 425	2 244	16 095	15 102
Kwun Tong [School Nets 46 & 48]	32	27 [84.4]	5 [15.6]	4 108	3 990	24 212	25 423
Sai Kung [School Net 95]	22	22 [100.0]	0 [0.0]	2 400	2 218	14 191	13 293
Sha Tin [School Nets 88, 89 & 91]	39	28 [71.8]	11 [28.2]	4 885	4 660	28 341	28 966
Tai Po [School Net 84]	19	16 [84.2]	3 [15.8]	2 170	2 178	13 795	14 847
North [School Nets 80, 81 & 83]	28	19 [67.9]	9 [32.1]	2 820	2 833	19 363	19 701
Yuen Long [School Nets 72, 73 & 74]	45	40 [88.9]	5 [11.1]	4 900	4 776	31 517	31 867
Tuen Mun [School Nets 70 & 71]	34	30 [88.2]	4 [11.8]	3 690	3 682	23 364	23 897
Tsuen Wan [School Net 62]	18	10 [55.6]	8 [44.4]	2 250	2 231	13 700	13 631
Kwai Tsing [School Nets 64, 65 & 66]	33	22 [66.7]	11 [33.3]	3 005	2 878	19 505	18 820
Islands [School Nets 96, 97, 98 & 99]	16	15 [93.8]	1 [6.2]	1 230	1 171	8 320	6 739
Total in Hong Kong	451	343 [76.1]	108 [23.9]	48 473	47 235	301 125	301 073

Notes:

- Figures refer to schools participating in POA in 2015, 2016, 2017, 2018 and 2019.
- Figures on total number of Primary 1 students in the 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20 school years refer to enrolment in public sector schools in September of the respective school years by administrative district, instead of POA school net.

Number of schools with SCT temporarily allocated 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
No. of schools with SCT eventually allocated more students per P1 class (% of total no. of schools in the district)	16 (76%)	16 (89%)	16 (57%)	16 (76%)	16 (89%)
No. of students per P1 class upon allocation	30	30	28	30 for school net 73 31 for school net 74	32
No. 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)
No. of schools with SCT eventually allocated more students per P1 class (% of total no. of schools in the district)	16 (57%)	16 (76%)	16 (89%)	10 (63%)	14 (93%)	12 (57%)	10 (56%)	5 (71%)
No. of students per P1 class upon allocation	28	32 for school net 73 33 for school net 74	33	33	28	33	30	32
No. of students allocated	207	445	552	376	195	360	205	154

Annex B (Cont'd)

	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
No. of schools with SCT eventually allocated more students per P1 class (% of total no. 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%)
No. 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
No. of students allocated	216	432	375	836	438	322	215	374	405	155	192	281

	2019/20 school year (Note 1)							
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)
No. of schools with SCT to be allocated more students per P1 class (% of total no. of schools in the district)	16 (76%)	28 (72%)	12 (57%)	10 (56%)	5 (71%)	27 (84%)	5 (45%)	5 (63%)
No. 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
No. of students allocated	246	590	162	185	110	375	72	63

	2020/21 school year (Notes 1 & 2)						
District	Yuen Long (school nets 73 & 74 only)	Sha Tin	Sham Shui Po	Tsuen Wan	Kwun Tong	Eastern (school net 14 only)	Yau Tsim Mong (school net 32 only)
Estimated no. of schools with SCT to be allocated more students per P1 class (estimated % of total no. of schools in the district)	16 (76%)	28 (72%)	12 (57%)	10 (56%)	27 (84%)	5 (45%)	5 (63%)
Estimated no. of students per P1 class upon allocation	29 for school net 73 29 for school net 74	28 for school net 88 28 for school net 89 29 for school net 91	28	28	28	28	28
Estimated no. of students allocated	NA	NA	NA	NA	NA	NA	NA

Notes:

1. Figures refer to schools participating in Primary One Admission (POA) in 2015, 2016, 2017, 2018, 2019 and 2020.
2. The situation of the 2020/21 school year is an estimated one which was worked out based on the number of POA applicants as at late January 2020. The total number of additional P1 places involved is estimated to be 220 in Yuen Long (school nets 73 and 74 only), 398 in Sha Tin, 144 in Sham Shui Po, 105 in Tsuen Wan, 363 in Kwun Tong, 57 in the Eastern District (school net 14 only) and 63 in Yau Tsim Mong (school net 32 only).

**Number of P1 students by district
from the 2015/16 to 2019/20 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

2019/20 school year

District	No. of P1 students
Central & Western	2 033
Wan Chai	2 369
Eastern	3 758
Southern	2 763
Yau Tsim Mong	2 744
Sham Shui Po	4 005
Kowloon City	5 899
Wong Tai Sin	2 672
Kwun Tong	4 370
Sai Kung	3 138
Sha Tin	5 443
Tai Po	2 648
North	2 833
Yuen Long	5 145
Tuen Mun	3 917
Tsuen Wan	2 239
Kwai Tsing	2 960
Islands	1 529
Total	60 465

- Notes: 1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include public sector, Direct Subsidy Scheme, private and international ordinary primary schools, but not special schools.
3. School districts are delineated by the District Council districts of the school premises. Starting from the 2019/20 school year, the districts for schools with decanting premises are based on the District Council districts of the original premises.

**Number of S1 students by district
from the 2015/16 to 2019/20 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

2019/20 school year

District	No. of S1 students
Central & Western	1 967
Wan Chai	2 248
Eastern	3 898
Southern	2 929
Yau Tsim Mong	2 205
Sham Shui Po	3 884
Kowloon City	5 557
Wong Tai Sin	2 994
Kwun Tong	4 483
Sai Kung	3 488
Sha Tin	6 048
Tai Po	2 632
North	3 334
Yuen Long	5 230
Tuen Mun	4 220
Tsuen Wan	1 635
Kwai Tsing	3 678
Islands	1 124
Total	61 554

- Notes: 1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include public sector, Direct Subsidy Scheme, private and international ordinary secondary day schools, but not special schools.
3. School districts are delineated by the District Council districts of the school premises. Starting from the 2019/20 school year, the districts for schools with decanting premises are based on the District Council districts of the original premises.

**Estimated additional expenditure for
schools implementing SCT and temporarily allocated more students per P1 class
from the 2015/16 to 2020/21 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 (Note 1) (\$ million)	2019/20 school year (Note 1) (\$ million)	2020/21 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	122.6	86.2 (estimate)
Provision of additional funding for each additional student beyond the 30 th in each P1 class for the cohort of students concerned for a period of 6 years	6.7	13.1	33.5	48.5	43.7	42.6 (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	88.7	108.7 (estimate)
Total:	46.3	76.2	135.3	236.8	255.0	237.5 (estimate)

Notes:

1. The number of schools implementing SCT and temporarily allocated more students per P1 class to meet the projected transient increase in demand in the 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20 school years and the estimated number of schools for the 2020/21 school year are at [Annex B](#).
2. The situation of the 2020/21 school year is an estimation based on the number of POA applicants as at late January 2020.
3. The additional cost for provision of the time-limited additional APSM posts is based on the prevailing mid-point salary of the APSM post.

**Projected school-age population aged 6 residing in Hong Kong by district
2020/21 to 2029/30 school years**

District	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
Central & Western	1 400	1 500	1 200	1 900	2 000	1 900	1 900	1 900	1 800	-
Wan Chai	1 000	900	1 000	1 300	1 400	1 400	1 400	1 400	1 400	-
Eastern	3 800	4 500	3 700	4 100	4 200	4 000	3 800	3 700	3 500	-
Southern	2 200	2 100	2 000	1 700	1 700	1 700	1 700	1 700	1 900	-
Yau Tsim Mong	2 400	2 200	2 100	3 100	3 300	3 100	3 100	3 000	2 900	-
Sham Shui Po	4 000	4 200	4 300	4 200	4 300	3 900	3 700	3 600	3 400	-
Kowloon City	2 900	3 400	3 000	3 200	3 400	3 400	3 400	3 400	3 500	-
Wong Tai Sin	2 600	3 000	3 000	2 500	2 400	2 400	2 400	2 300	2 300	-
Kwun Tong	5 400	5 600	5 700	4 300	4 000	4 100	4 100	3 900	3 900	-
Sai Kung	3 700	3 900	3 800	3 600	3 700	3 700	3 600	3 600	3 900	-
Sha Tin	5 200	5 600	5 200	4 900	4 700	4 600	4 400	4 200	4 100	-
Tai Po	2 200	2 200	2 100	2 800	3 100	2 900	3 000	3 200	2 900	-
North	2 600	2 700	2 900	3 300	3 300	3 300	3 200	3 300	3 600	-
Yuen Long	4 900	5 300	5 300	5 000	5 100	5 200	5 400	5 300	5 300	-
Tuen Mun	3 400	3 800	3 900	4 300	4 300	4 400	4 300	4 300	4 100	-
Tsuen Wan	2 400	2 600	2 300	2 600	2 700	2 600	2 500	2 500	2 400	-
Kwai Tsing	3 700	4 000	4 400	3 100	3 000	3 100	2 900	2 800	2 600	-
Islands	1 800	1 800	1 800	1 700	1 700	1 700	1 900	1 900	1 900	-
All districts	55 700	59 200	57 800	57 600	58 400	57 500	56 600	56 100	55 500	54 800

- Notes
- The projected figures on school-age population residing in Hong Kong are compiled with reference to the 2016-based Population Projections released by the Census and Statistics Department in September 2017 and the “Projections of Population Distribution 2019-2028” released by the Planning Department in July 2019. 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.
 - Children aged 6 are considered appropriate for primary education (i.e. Primary 1).
 - Figures refer to the projected number of local children (i.e. Hong Kong usual residents) aged 6 residing in the districts concerned. The projected figures should not be taken as the projected number of students attending schools in the districts concerned. The latter would be affected by the prevailing distribution of school places, demand for school places and parental choices. Students under or over the age of 6 may also enrol for primary education (i.e. Primary 1).
 - Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.
 - Projected figures by district for the 2029/30 school year are not available.

**Projected school-age population aged 12 residing in Hong Kong by district
2020/21 to 2029/30 school years**

District	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
Central & Western	1 700	1 700	1 800	1 800	1 700	1 400	1 400	1 500	1 200	-
Wan Chai	1 400	1 400	1 400	1 500	1 300	1 000	1 000	900	1 000	-
Eastern	4 300	4 700	4 500	5 300	5 300	4 300	3 900	4 600	3 700	-
Southern	2 500	2 200	2 300	2 600	2 700	2 300	2 400	2 300	2 300	-
Yau Tsim Mong	2 500	2 700	2 800	2 600	3 000	2 500	2 400	2 100	2 000	-
Sham Shui Po	3 900	4 100	4 500	4 900	5 000	4 100	4 500	4 500	4 600	-
Kowloon City	3 700	3 700	3 700	4 000	4 400	3 400	3 100	3 500	3 200	-
Wong Tai Sin	3 500	3 400	3 700	3 800	3 900	3 300	2 900	3 200	3 200	-
Kwun Tong	6 100	6 700	6 700	7 000	6 700	6 700	6 100	6 200	6 400	-
Sai Kung	3 700	4 000	4 200	4 700	4 900	3 900	4 200	4 200	4 300	-
Sha Tin	6 100	6 300	6 700	7 400	7 000	5 700	5 500	5 900	5 400	-
Tai Po	2 700	2 800	3 100	2 900	3 100	2 700	2 600	2 600	2 500	-
North	3 100	2 900	3 500	3 600	3 500	3 200	3 100	3 400	3 600	-
Yuen Long	5 600	5 800	5 900	6 700	6 600	5 400	5 500	5 900	5 900	-
Tuen Mun	4 500	4 400	4 600	5 200	5 000	4 700	4 200	4 600	4 400	-
Tsuen Wan	2 600	2 800	2 400	3 000	2 700	2 400	2 500	2 700	2 400	-
Kwai Tsing	4 000	4 400	4 300	4 800	4 800	4 000	4 100	4 300	4 700	-
Islands	1 500	1 500	1 800	1 800	2 200	1 700	2 100	2 200	2 100	-
All districts	63 300	65 400	67 900	73 500	74 000	62 800	61 400	64 700	63 000	62 800

- Notes
- The projected figures on school-age population **residing in Hong Kong** are compiled with reference to the 2016-based Population Projections released by the Census and Statistics Department in September 2017 and the “Projections of Population Distribution 2019-2028” released by the Planning Department in July 2019. 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.
 - Children aged 12 are considered appropriate for secondary education (i.e. Secondary 1).
 - 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 concerned. 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 enrol for secondary education (i.e. Secondary 1).
 - Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.
 - Projected figures by district for the 2029/30 school year are not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB099

(Question Serial No. 0162)

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 2015/16 to 2019/20 school years and the estimated expenditure for the 2020/21 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 2015/16 to 2019/20 school years;

(c) the number of government and subsidised primary schools that were provided with Student Guidance Officer, Student Guidance Teacher, social worker and Student Guidance Service Grant (including Top-up Grant), and the expenditure incurred each year from the 2015/16 to 2019/20 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, when will the Education Bureau draw up plans to improve, review and expand the abovementioned services, 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, social worker (including Assistant Social Work Officer, School Social Work Service Grant (SSWSG) and Consultation Service Grant (CSG)) or Student Guidance Service Grant, their percentage shares and total expenditure from the 2015/16 to 2020/21 school years are as follows:

Student Guidance Services Provided		2015/16 School Year	2016/17 School Year	2017/18 School Year	2018/19 School Year	2019/20 School Year (Estimate)	2020/21 School Year (Estimate)
Student Guidance Officers	Number of Schools (percentage share)	12 (3%)	10 (2%)	7 (2%)	6 (1%)	5 (1%)	5 (1%)
	Total Expenditure (\$ million)	5.9	6.1	4.4	3.9	3.5 (Estimated Expenditure)	3.5 (Estimated Expenditure)
Student Guidance Teachers	Number of Schools (percentage share)	125 (28%)	121 (27%)	119 (26%)	113 (25%)	105 (23%)	105 (23%)
	Total Expenditure (\$ million)	88.1	90.1	91.0	90.7	97.7 (Estimated Expenditure)	97.7 (Estimated Expenditure)
Student Guidance Service Grant	Number of Schools (percentage share)	317 (70%)	323 (71%)	328 (72%)	114 (25%)	36 (8%)	12 (3%)
	Total Expenditure (\$ million)	157.3	168.3	181.4	65.0	21.4 (Estimated Expenditure)	7.2 (Estimated Expenditure)
Top-up Student Guidance Service Grant	Number of Schools	452 (99%)	454 (100%)	454 (100%)	445 (98%)	439 (96%)	436 (96%)
	Total Expenditure (\$ million)	68.3	71.3	72.9	104.4	114.0 (Estimated Expenditure)	116.7 (Estimated Expenditure)
Social workers* (including Assistant Social Work Officers, SSWSG and CSG)	Number of Schools	-	-	-	223 (49%)	309 (68%)	333 (73%)
	Total Expenditure (\$ million)	-	-	-	172.0	250.7 (Estimated Expenditure)	270.3 (Estimated Expenditure)

* The Government has been progressively implementing the policy of “one school social worker for each school” starting from the 2018/19 school year.

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 under 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 new measure is implemented on the basis of the CSGS to provide schools with more resources so that each public sector primary school is served by at least 1 school-based registered graduate social worker with professional qualifications to further enhance the overall quality of guidance service. 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 CSG to procure consultation, supervision or other support services for school social workers to ensure service quality. Besides, the original Top-up Grant is enhanced so that all public sector primary schools have more resources to enhance school social work and guidance services. For primary schools currently employing Student Guidance Teachers, they can continue with the existing arrangements. In the 2019/20 school year, 309 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 \$487 million. It is expected that 333 public sector primary schools will switch to the new funding mode in the 2020/21 school year and the estimated total expenditure on student guidance service under the old funding mode and the new funding mode is \$495 million.

We will continue to collect data and views by such means as questionnaire surveys, school visits and meetings with the education sector to review the mode of collaboration between student guidance personnel /social workers and Student Guidance Teachers, and will maintain communication with stakeholders and heed their views and suggestions on the best way to provide social work and guidance services for students and render effective support to them.

- End -

CONTROLLING OFFICER'S REPLY

EDB100

(Question Serial No. 0163)

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 school assessment initiatives, 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 following information:

- (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, the total number of students who logged in SA and the total number of primary and secondary schools in the territory;
- (c) Please use Table 1 to provide the respective numbers 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 2020/21;

Table 1

	2015/16	2016/17	2017/18	2018/19	2019/20
P3					
Total no. of students participating in TSA					
Students with SEN (percentage share %)					
NCS students participating in the Chinese assessment (percentage share %)					
Expenditure involved					
P6					
Total no. of students participating in TSA					
Students with SEN (percentage share %)					
NCS students participating in the Chinese assessment (percentage share %)					
Expenditure involved					
S3					
Total no. 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, the total number of members 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 research projects commissioned by the Government from the 2014/15 to 2019/20 school years which used TSA results (including those of P3, P6 and S3 students) provided by the Government or with the Government's authorisation. For each of these projects, please provide the title of the project, name of the person in charge (and his/her title held in the organisation), commencement year, estimated duration, objectives, details and methodology of the project, as well as the amount and uses of public funds involved; and

(g) Does the Bureau plan to canvass the view of stakeholders, including school teachers and parents, on the implementation of P3 TSA? If yes, when will the consultation be carried out? If no, 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) (2017 and before) 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 has conducted Primary 3 TSA as a low-stake assessment on a sampling basis starting from 2018. 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 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		
2015-2018	3 *	290	293	73
2019	Not applicable	85	85	Not applicable

* Since January 2017, the expenditure on the Student Assessment Repository (STAR) platform (formerly known as SA) has been subsumed under the overall expenditure of EDB.

The Pre-Secondary One Hong Kong Attainment Test is mainly managed and administered by the EDB. The relevant manpower resources and staff expenses are subsumed under the overall expenditure of EDB and no breakdown is available.

(b)

From the 2015/16 to 2019/20 (first quarter) 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	2015/16 SA	2016/17		2017/18	2018/19	2019/20
		SA (September to December 2016)	STAR (January to August 2017)	STAR	STAR (September 2018 to August 2019)	STAR (September to December 2019)
No. of primary schools using SA/STAR	105	27	174	172	188	185
Percentage of primary schools using SA/STAR	20%	5%	33%	33%	38%	37%
No. of login records by primary school students	242 894	31 116	222 821	352 583	434 542	170 806
No. of secondary schools using SA/STAR	44	12	57	58	60	67
Percentage of secondary schools using SA/STAR	10%	3%	12%	13%	13%	15%
No. of login records by secondary school students	74 635	7 599	28 719	36 597	45 197	16 111

(c)

From the 2015/16 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	
	2015/16	2016/17
Primary 3		
Total no. of students participating in TSA	5 156	54 506
Students with SEN (percentage share %)	7.6%	9.6%
NCS students participating in the Chinese assessment (percentage share %)	4.5%	2.8%
Expenditure incurred to provide special examination accommodation arrangements for the students#	\$11,000	\$64,000
Primary 6[△]		
Total no. of students participating in TSA	1 952	47 220
Students with SEN (percentage share %)	7.9%	8.7%
NCS students participating in the Chinese assessment (percentage share %)	4.9%	2.8%
Expenditure incurred to provide special examination accommodation arrangements for the students#	\$4,000	\$51,000
Secondary 3		
Total no. of students participating in TSA	55 278	52 707
Students with SEN (percentage share %)	5.3%	6.3%
NCS students participating in the Chinese assessment (percentage share %)	2.4%	2.6%
Expenditure incurred to provide special examination accommodation arrangements for the students#	\$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.

Starting from 2018, the EDB has 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 statistical breakdowns of primary and secondary school students participating in 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, the percentage shares of Primary 6 and Secondary 3 SEN students participating in TSA among the total number of participants in the respective class levels are 7.7% and 6.2% in the 2017/18 school year, and 8.5% and 6.5% in the 2018/19 school year. Meanwhile, 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 class levels are 7.4% and 3.0% in the 2017/18 school year, and 2.8% and 3.0% in the 2018/19 school year.

The expenditure involved in providing special examination accommodation arrangements for students with SEN and NCS students was \$90,000, \$160,000, \$140,000 and \$180,000 in the 2015/16, 2016/17, 2017/18 and 2018/19 school years respectively. The original estimate for expenditure of the 2019/20 TSA was \$85 million, and the estimate for expenditure involved in providing special examination accommodation arrangements was \$190,000. In view of the development of the novel coronavirus epidemic, the EDB has announced that TSA at all class levels would be cancelled in this school year.

(d)

The TSA of the 2020/21 school year will be conducted in the second quarter of 2021. 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 since 2015 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%
21 March 2019	93%	
11 September 2019	96%	

Working Group on Administration and Reporting (Note 1)	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%
27 August 2019	87%	
19 February 2020 & 20 February 2020	68%(Note 2)	

Note 1: 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 TSA. The relevant major measures have been completed and implemented.

Note 2: The meeting was split into 3 sessions over 2 days to reduce the number of attendees per meeting due to the epidemic.

(f)

In the school years from 2014/15 to 2018/19, the EDB commissioned through open tender the Chinese University of Hong Kong to conduct research projects titled “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 research projects would enable schools to gain a deeper understanding of what might affect students’ learning attitude and motivation from multiple perspectives, 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. 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 various types of consultation sessions (including focus groups, seminars and meetings) with most of the school sponsoring bodies, primary schools (including all government, aided and DSS primary schools and some private primary schools), school heads, teachers and parents of Primary 3 students.

Subsequently, the Committee proposed 4 targeted enhancement measures (including 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) and the 2017 BCA Research Study, 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".

2019 was the second year that the Primary 3 TSA was conducted using this approach. The implementation of the assessment was generally smooth and the feedback was trending positive. The EDB and HKEAA will continue to collect the views of the school sector and parents via different channels.

- End -

CONTROLLING OFFICER'S REPLY**EDB101****(Question Serial No. 0165)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding the Study Subsidy Scheme for Designated Professions/Sectors, which is launched by the Government in each academic year to subsidise students in their pursuit of designated self-financing undergraduate and sub-degree programmes:

- (1) Please use the table below to provide information on programmes offered in the academic years from 2016/17 to 2019/20:

Programme	Institution	No. of subsidised places	Actual intake (including subsidised and self-financed places)	Annual tuition fee (before deduction of subsidy)	Annual subsidy amount

Please use the table below to provide information on undergraduate programmes to be offered in the 2020/21 academic year:

Programme	Institution	Estimated no. of subsidised places	Estimated total intake (including subsidised and self-financed places)	Estimated annual tuition fee (before deduction of subsidy)	Estimated annual subsidy amount

Please use the table below to provide information on sub-degree programmes to be offered in the 2020/21 academic year:

Programme	Institution	Estimated no. of subsidised places	Estimated total intake (including subsidised and self-financed 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 intake, 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 2016/17 to 2019/20 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 2020/21 academic year are set out at [Annex 2](#).

The coverage of the SSSDP has been expanded to include designated sub-degree programmes starting from the 2019/20 academic year. Details of the programmes, relevant institutions, the number of subsidised places, actual intake, the average annual tuition fee before deduction of subsidy and the annual subsidy amount under the SSSDP in the 2019/20 academic year are set out at [Annex 3](#).

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 2020/21 academic year are set out at [Annex 4](#).

**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 intake,
average annual tuition fee (before deduction of subsidy) and annual subsidy amount**

Programme	Institution	No. of subsidised places	Actual intake (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
Bachelor of Arts (Honours) in Fashion Design	Technological and Higher Education	60	52	91,245	70,000
Bachelor of Arts (Honours) in Product Design	Institute of Hong Kong, Vocational	60	63	91,245	70,000

Programme	Institution	No. of subsidised places	Actual intake (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	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

** 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 2017/18 academic year)
Designated undergraduate programmes, relevant institutions,
number of subsidised places, actual intake,
average annual tuition fee (before deduction of subsidy) and annual subsidy amount**

Programme	Institution	No. of subsidised places	Actual intake (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
Bachelor of Science (Honours) in Radiation Therapy		12	16	129,030	70,000

Programme	Institution	No. of subsidised places	Actual intake (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	60	56	94,133	70,000
Bachelor of Arts (Honours) in Product Design	Institute of Hong Kong, Vocational Training Council	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 intake,
average annual tuition fee (before deduction of subsidy) and annual subsidy amount**

Programme	Institution	No. of subsidised places*	Actual intake	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		The Open University of	80	43	73,070

Programme	Institution	No. of subsidised places*	Actual intake	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
Writing and Film Arts#	Hong Kong				
Bachelor of Business Administration with Honours in Business Intelligence and Analytics#		50	9	73,070	41,000
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

Programme	Institution	No. of subsidised places*	Actual intake	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
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
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

Programme	Institution	No. of subsidised places*	Actual intake	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)
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
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 admitted in the 2019/20 academic year)
Designated undergraduate programmes, relevant institutions,
number of subsidised places, actual intake,
average annual tuition fee (before deduction of subsidy) and annual subsidy amount**

Programme	Institution	No. of subsidised places*	Actual intake	Average annual tuition fee (before deduction of subsidy) (\$)^	Annual subsidy amount(\$)
Bachelor of Nursing (Honours)	Caritas Institute of Higher Education	360	359	108,850	72,800
Bachelor of Science (Honours) in Digital Entertainment		30	9	76,310	41,700
Bachelor of Science (Honours) in Architecture	Chu Hai College of Higher Education	70	28	71,500	41,700
Bachelor of Science (Honours) in Computer Science		30@	3	71,500	41,700
Bachelor of Arts (Honours) in Applied and Human-Centred Computing	The Hang Seng University of Hong Kong	60	39	86,750	41,700
Bachelor of Business Administration (Honours) in Supply Chain Management		105	121	86,750	41,700
Bachelor of Management Science and Information Management		65	64	86,750	41,700
Bachelor of Science (Honours) in Actuarial Studies and Insurance		35	31	86,750	41,700
Bachelor of Science (Honours) in Data Science and Business Intelligence		70	73	86,750	41,700
Bachelor of Arts with Honours in Creative Writing and Film Arts		The Open University of Hong Kong	80	48	76,115

Programme	Institution	No. of subsidised places*	Actual intake	Average annual tuition fee (before deduction of subsidy) (\$)^	Annual subsidy amount(\$)
Bachelor of Business Administration with Honours in Business Intelligence and Analytics		50	11	86,118	41,700
Bachelor of Business Administration with Honours in Financial Technology and Innovation		80	15	86,118	41,700
Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management		50	15	86,118	41,700
Bachelor of Computing with Honours in Internet Technology		60	22	74,166	41,700
Bachelor of Engineering with Honours in Testing and Certification		100	31	103,962	72,800
Bachelor of Fine Arts with Honours in Animation and Visual Effects		80	62	95,491	72,800
Bachelor of Fine Arts with Honours in Cinematic Design and Photographic Digital Art		80	38	82,365	72,800
Bachelor of International Hospitality and Attractions Management with Honours		80	39	86,118	41,700
Bachelor of Nursing with Honours in General Health Care		325	332	120,481	72,800
Bachelor of Nursing with Honours in		125	108	120,481	72,800

Programme	Institution	No. of subsidised places*	Actual intake	Average annual tuition fee (before deduction of subsidy) (\$)^	Annual subsidy amount(\$)
Mental Health Care					
Bachelor of Sports and Recreation Management with Honours		40	41	86,118	41,700
Bachelor of Health Science (Honours) in Nursing	Tung Wah College	350	318	114,460	72,800
Bachelor of Science (Honours) in Medical Laboratory Science		45	45	130,750	72,800
Bachelor of Science (Honours) in Occupational Therapy		50	50	138,290	72,800
Bachelor of Science (Honours) in Physiotherapy#		50	50	140,675	72,800
Bachelor of Science (Honours) in Radiation Therapy		15	15	138,523	72,800
Bachelor of Arts (Honours) in Fashion Design	Technological and Higher Education Institute of Hong Kong, Vocational Training Council	60	29	101,310	72,800
Bachelor of Arts (Honours) in Product Design		60	14	101,310	72,800
Bachelor of Arts (Honours) in Culinary Arts and Management		60	11	97,845	41,700
Bachelor of Arts (Honours) in Landscape Architecture		45	12	97,845	41,700
Bachelor of Arts (Honours) in Horticulture and Landscape Management		60	14	97,845	41,700
Bachelor of Engineering (Honours) in Building Services Engineering		60	8	101,310	72,800

Programme	Institution	No. of subsidised places*	Actual intake	Average annual tuition fee (before deduction of subsidy) (\$)^	Annual subsidy amount(\$)
Bachelor of Engineering (Honours) in Civil Engineering		90	22	105,930	72,800
Bachelor of Engineering (Honours) in Environmental Engineering and Management		60	14	101,310	72,800
Bachelor of Science (Honours) in Information and Communications Technology		66	17	81,510	41,700
Bachelor of Science (Honours) in Multimedia Technology and Innovation		30	13	97,845	41,700
Bachelor of Science (Honours) in Surveying		60	20	97,845	41,700
Bachelor of Social Sciences (Honours) in Sports and Recreation Management		40	32	105,930	41,700

* Starting from the 2018/19 academic year, all first-year intake places of designated programmes for local students have been included in the SSSDP, and 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 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 Education Bureau was informed by the Chu Hai College of Higher Education in May 2019 that their number of intake had been decreased from 90 to 30.

New programmes offered in the 2019/20 academic year.

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort to be admitted in the 2020/21 academic year)
Designated undergraduate programmes, relevant institutions,
number of subsidised places,
average annual tuition fee (before deduction of subsidy) and
annual subsidy amount**

Programme	Institution	No. of subsidised places*	Average annual tuition fee (before deduction of subsidy) (\$)^	Annual subsidy amount (\$)
Bachelor of Nursing (Honours)	Caritas Institute of Higher Education	360	111,460	74,600
Bachelor of Science (Honours) in Digital Entertainment		30	78,140	42,800
Bachelor of Arts (Hons) in Communication and Crossmedia#	Chu Hai College of Higher Education	30	71,500	42,800
Bachelor of Science (Honours) in Architecture		60	71,500	42,800
Bachelor of Science (Honours) in Computer Science		30	71,500	42,800
Bachelor of Arts (Honours) in Applied and Human-Centred Computing	The Hang Seng University of Hong Kong	60	89,275	42,800
Bachelor of Business Administration (Honours) in Supply Chain Management		105	89,275	42,800
Bachelor of Management Science and Information Management		65	89,275	42,800
Bachelor of Science (Honours) in Actuarial Studies and Insurance		35	89,275	42,800
Bachelor of Science (Honours) in Data Science and Business Intelligence		70	89,275	42,800
Bachelor of Arts with Honours in Creative Writing and Film Arts	The Open University of Hong Kong	80	77,880	42,800

Programme	Institution	No. of subsidised places*	Average annual tuition fee (before deduction of subsidy) (\$)^	Annual subsidy amount (\$)
Bachelor of Business Administration with Honours in Financial Technology and Innovation		80	88,150	42,800
Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management		50	88,150	42,800
Bachelor of Computing with Honours in Internet Technology		60	75,920	42,800
Bachelor of Engineering with Honours in Testing and Certification		100	106,420	74,600
Bachelor of Fine Arts with Honours in Animation and Visual Effects		80	97,760	74,600
Bachelor of Fine Arts with Honours in Imaging Design and Digital Art @		80	83,690	74,600
Bachelor of International Hospitality and Attractions Management with Honours		80	88,150	42,800
Bachelor of Nursing with Honours in General Health Care		325	123,360	74,600
Bachelor of Nursing with Honours in Mental Health Care		125	123,360	74,600
Bachelor of Science with Honours in Testing Science and Certification#		30	80,280	74,600
Bachelor of Sports and Recreation Management with Honours		40	88,150	42,800
Bachelor of Health Science (Honours) in Nursing	Tung Wah College	350	117,900	74,600

Programme	Institution	No. of subsidised places*	Average annual tuition fee (before deduction of subsidy) (\$)^	Annual subsidy amount (\$)
Bachelor of Science (Honours) in Medical Laboratory Science		45	137,275	74,600
Bachelor of Science (Honours) in Occupational Therapy		50	145,200	74,600
Bachelor of Science (Honours) in Physiotherapy		50	147,700	74,600
Bachelor of Science (Honours) in Radiation Therapy		15	141,825	74,600
Bachelor of Arts (Honours) in Fashion Design	Technological and Higher Education Institute of Hong Kong, Vocational Training Council	60	103,785	74,600
Bachelor of Arts (Honours) in Product Design		60	103,785	74,600
Bachelor of Arts (Honours) in Culinary Arts and Management		40	100,155	42,800
Bachelor of Arts (Honours) in Landscape Architecture		45	100,155	42,800
Bachelor of Arts (Honours) in Horticulture and Landscape Management		60	100,155	42,800
Bachelor of Engineering (Honours) in Civil Engineering		90	108,405	74,600
Bachelor of Science (Honours) in Information and Communications Technology		66	83,490	42,800
Bachelor of Science (Honours) in Multimedia Technology and Innovation		30	100,155	42,800
Bachelor of Science (Honours) in Surveying		60	100,155	42,800
Bachelor of Social Sciences (Honours) in Sports and Recreation Management		60	108,405	42,800

- * Starting from the 2018/19 academic year, all first-year intake places of designated programmes for local students have been included in the SSSDP, and 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 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 2020/21 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.
- # New programmes to be offered in the 2020/21 academic year.
- @ The name of the programme will be changed from Bachelor of Fine Arts with Honours in Cinematic Design and Photographic Digital Art to Bachelor of Fine Arts with Honours in Imaging Design and Digital Art in the 2020/21 academic year.

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2019/20 academic year)
Designated sub-degree programmes, relevant institutions,
number of subsidised places, actual intake,
average annual tuition fee (before deduction of subsidy) and
annual subsidy amount**

Programme	Institution	No. of subsidised places*	Actual intake	Average annual tuition fee (before deduction of subsidy) (\$)^	Annual subsidy amount (\$)	
Higher Diploma in Design	Caritas Bianchi College of Careers	100	27	69,230	36,400	
Higher Diploma in Hospitality Management		120	18	62,365	20,850	
Higher Diploma in Pharmaceutical Dispensing		80	71	65,685	36,400	
Higher Diploma in Food Health and Business Management	HKU SPACE Po Leung Kuk Stanley Ho Community College	30	12	57,000	36,400	
Higher Diploma in Health and Social Care		30	30	57,000	36,400	
Higher Diploma in Hotel Management		100	65	57,000	20,850	
Higher Diploma in Medical and Health Products Management		120	117	57,000	36,400	
Higher Diploma in Sport and Recreation Management		120	118	57,000	20,850	
Higher Diploma in Sport Coaching and Sport Performance		160	158	57,000	20,850	
Higher Diploma in Tourism and Events Management		100	68	57,000	20,850	
Higher Diploma in Tourism and Hospitality Management		100	51	57,000	20,850	
Higher Diploma in Computer Studies (Mobile Applications and Game Development)		Hong Kong College of Technology	40	32	54,500	20,850
Higher Diploma in Creative Design and Media (Moving Image/Visual Communication)			40	26	54,500	36,400

Programme	Institution	No. of subsidised places*	Actual intake	Average annual tuition fee (before deduction of subsidy) (\$)^	Annual subsidy amount (\$)
Higher Diploma in Fitness, Coaching and Sports Management		80	32	54,500	20,850
Higher Diploma in Tourism Management (Airline and Cruise Services/Culinary/Hospitality/ Tourism and Event Management)		160	32	54,500	20,850
Higher Diploma in Nursing Studies (General Health Care)	The Open University of Hong Kong (including Li Ka Shing School of Professional and Continuing Education)	23	23	95,540	36,400
Higher Diploma in Nursing Studies (Mental Health Care)		27	24	95,540	36,400
Higher Diploma in Digital Fashion Creation		30	7	59,400	36,400
Higher Diploma in Engineering (Civil Engineering)		30	0	63,400	36,400
Higher Diploma in Health Care		180	254	65,400	36,400
Higher Diploma in Interior Design		30	27	59,400	36,400
Higher Diploma in Popular Music and Music Production		30	30	59,400	36,400
Higher Diploma in Resort and Theme Park Management		30	28	59,400	20,850
Higher Diploma in Tourism and Airline Studies		30	30	59,400	20,850
Higher Diploma in Tourism and Hospitality Studies		30	19	59,400	20,850
Higher Diploma in Health Science		Tung Wah College	50	27	77,650
Higher Diploma in Nursing	150		149	92,200	36,400
Higher Diploma in Hotel and Tourism Management	YMCA College of Careers	30	4	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.

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort to be admitted in the 2020/21 academic year)
Designated sub-degree programmes, relevant institutions,
number of subsidised places,
average annual tuition fee (before deduction of subsidy) and
annual subsidy amount**

Programme	Institution	No. of subsidised places*	Average annual tuition fee (before deduction of subsidy) (\$)^	Annual subsidy amount (\$)	
Higher Diploma in Design	Caritas Bianchi College of Careers	100	70,890	37,300	
Higher Diploma in Health Care #		80	63,500	37,300	
Higher Diploma in Hospitality Management		120	63,860	21,400	
Higher Diploma in Pharmaceutical Dispensing		80	67,260	37,300	
Higher Diploma in Food Health and Business Management	HKU SPACE Po Leung Kuk Stanley Ho Community College	30	58,360	37,300	
Higher Diploma in Health and Social Care		30	58,360	37,300	
Higher Diploma in Hotel Management		100	57,000	21,400	
Higher Diploma in Medical and Health Products Management		120	58,360	37,300	
Higher Diploma in Nutrition and Food Management #		160	58,360	37,300	
Higher Diploma in Sport and Recreation Management		120	57,000	21,400	
Higher Diploma in Sport Coaching and Sport Performance		160	57,000	21,400	
Higher Diploma in Tourism and Events Management		100	57,000	21,400	
Higher Diploma in Tourism and Hospitality Management		100	57,000	21,400	
Higher Diploma in Computer Studies (Mobile Applications and Game Development)		Hong Kong College of Technology	40	55,808	21,400
Higher Diploma in Creative Design and Media (Moving Image/Visual Communication)			40	55,808	37,300
Higher Diploma in Fitness, Coaching and Sports Management	80		55,808	21,400	

Programme	Institution	No. of subsidised places*	Average annual tuition fee (before deduction of subsidy) (\$)^	Annual subsidy amount (\$)
Higher Diploma in Tourism Management (Airline Services/Culinary/Hospitality/Tourism and Event Management)@		160	55,808	21,400
Higher Diploma in Nursing Studies (General Health Care)	The Open University of Hong Kong (including Li Ka Shing School of Professional and Continuing Education)	13	97,830	37,300
Higher Diploma in Nursing Studies (Mental Health Care)		23	97,830	37,300
Higher Diploma in Aviation and Ramp Management #		20	60,800	21,400
Higher Diploma in Digital Fashion Creation		30	60,800	37,300
Higher Diploma in Engineering (Civil Engineering)		30	64,900	37,300
Higher Diploma in Health Care		300	66,950	37,300
Higher Diploma in Interior Design		30	60,800	37,300
Higher Diploma in Popular Music and Music Production		30	60,800	37,300
Higher Diploma in Resort and Theme Park Management		30	60,800	21,400
Higher Diploma in Tourism and Airline Studies		30	60,800	21,400
Higher Diploma in Tourism and Hospitality Studies		30	60,800	21,400
Higher Diploma in Health Science	Tung Wah College	50	79,500	37,300
Higher Diploma in Nursing		150	94,400	37,300
Higher Diploma in Hotel and Tourism Management	YMCA College of Careers	30	54,780	21,400

* 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 to be admitted in the 2020/21 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.

- # New programmes to be offered in the 2020/21 academic year.
- @ The name of the programme will be changed from Higher Diploma in Tourism Management (Airline and Cruise Services/Culinary/Hospitality/Tourism and Event Management) to Higher Diploma in Tourism Management (Airline Services/Culinary/Hospitality/Tourism and Event Management) in the 2020/21 academic year.

- End -

CONTROLLING OFFICER'S REPLY**EDB102****(Question Serial No. 0171)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

With regard to the provision of additional resources for implementing integrated education in mainstream schools, please provide, by district, information on the following for the past 5 years (from the 2015/16 to 2019/20 school years):

(a) the number of primary and secondary schools receiving the Learning Support Grant by using the tables below:

Provision for Learning Support Grant (\$)	No. of primary schools				
	2015/16	2016/17	2017/18	2018/19	2019/20
0 – 110,000					
110,001 – 400,000					
400,001 – 600,000					
600,001 – 800,000					
800,001 – below 1,000,000					
1,000,000 and above					

Provision for Learning Support Grant (\$)	No. of secondary schools				
	2015/16	2016/17	2017/18	2018/19	2019/20
0 – 110,000					
110,001 – 400,000					
400,001 – 600,000					
600,001 – 800,000					
800,001 – below 1,000,000					
1,000,000 and 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 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, the number of schools having made an application to the Education Bureau for such funding, and the number of primary and secondary schools benefiting from the provision.

Asked by: Hon IP Kin-Yuen (LegCo internal reference no.: 15)

Reply:

(a) to (h)

To help public sector ordinary 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), the 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 (SBSTs) and audiologists.

Starting from the 2019/20 school year, the EDB has implemented a series of enhanced measures on IE including restructuring various subvented programmes for IE, multiplying the LSG grant rate for tier-3 support, extending LSG to all public sector ordinary schools, cancelling the IRTP and the IE Programme, upgrading the Special Educational Needs Coordinator (SENCO) post to a promotion rank in public sector ordinary schools with

comparatively large number of students with SEN, and providing regular teaching posts titled as Special Educational Needs Support Teachers. In addition, the EDB has enhanced school-based services including further extending the Enhanced School-based Educational Psychology Service (SBEPS) and creating SBST posts in public sector ordinary schools by phases to implement the Enhanced School-based Speech Therapy Service.

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, and the applications of individual schools when need arises, but these parameters are not related to the districts in which the schools operate. Hence, we are unable to give a breakdown of the provision by district. The respective numbers of public sector ordinary primary and secondary schools receiving LSG within each specified range of provision from the 2015/16 to 2019/20 school years is set out at Appendix 1. The requested statistics on SBEPS, ESTG and additional teachers for supporting academic low achievers are set out at Appendix 2.

As for the 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 the EDB on an application basis to meet the specific needs of individual students with SEN. Hence, not all schools and students with SEN are provided with the same resources and the funding involved can vary among schools and across years. Providing the total expenditure, the number of applications and number of schools receiving these additional resources separately is not meaningful.

Distribution of public sector primary and secondary schools within the range of Learning Support Grant (LSG) allocated from the 2015/16 to 2019/20 school years

Provision of LSG (\$)	Number of primary schools					Number of secondary schools				
	2015/16	2016/17	2017/18 (Note 1)	2018/19 (Note 1)	2019/20 (Notes 1, 2)	2015/16	2016/17	2017/18 (Note 1)	2018/19 (Note 1)	2019/20 (Notes 1, 2)
0 – 110,000	2	2	43	66	2	30	27	18	12	7
110,001 – 400,000	105	103	94	89	4	110	102	74	64	78
400,001 – 600,000	25	25	21	24	42	64	65	82	74	97
600,001 – 800,000	31	29	33	17	54	42	41	47	54	59
800,001 – 1,000,000 ^(Note 3)	38	30	22	21	62	35	28	35	39	29
1,000,001 or above ^(Note 3)	109	125	142	164	291	101	119	129	142	119

Note:

- 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) and the Integrated Education (IE) Programme in the 2017/18 and 2018/19 school years) with additional resources to better cater for the learning, social, emotional and behavioral needs of these students at the Indicated level.
- Starting from the 2019/20 school year, the Education Bureau (EDB) has enhanced measures on supporting public sector ordinary schools, including restructuring various subvented programmes for IE, extending the LSG to all public sector ordinary schools, cancelling the IRTP and the IE Programme, and multiplying the LSG grant rate for tier-3 support. Under the enhanced measures, schools will have additional teaching post(s) titled as Special Educational Needs Support Teachers converted/provided on account of the LSG reaching the specific threshold, thus allowing schools to have a more stable teaching force and additional resources for flexible deployment to support students with special educational needs. In the 2019/20 school year, the EDB created through the above arrangement some 1 000 additional regular teaching posts with 675 schools (including 431 primary schools and 244 secondary schools) getting 1 to 3 such posts.
- To facilitate comparison of this year's figures with those submitted in previous years, the wordings for the header cells of the last two rows on the "Provision of LSG (\$)" column are slightly different from that used in the question.

Table 1

Number of public sector primary and secondary schools receiving School-based Educational Psychology Service from the 2015/16 to 2019/20 school years

	2015/16	2016/17	2017/18	2018/19	2019/20
Primary schools	401	454	454	456	455
Secondary schools	333	391	389	389	389

Table 2

Total expenditure of Enhanced Speech Therapy Grant (ESTG)^(Note 1) and number of public sector primary schools provided with Basic Grant and Top-up Grant from the 2015/16 to 2019/20 school years

	2015/16	2016/17	2017/18	2018/19	2019/20 ^(Note 2)
Number of schools	451	454	453	454	349
Total provision (\$ million)	57.4	59.8	62.8	66.1	52.0

Note:

1. The ESTG is provided to public sector ordinary primary schools enrolled with 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 cases with moderate or severe SLI respectively each year. Public sector primary schools implementing the Enhanced SBSTS are no longer provided with the ESTG. For public sector secondary schools, they can utilize the LSG to support students with SLI.
2. Starting from the 2019/20 school year, SBST posts are created in the public sector ordinary schools by phases for the implementation of the Enhanced SBSTS to provide more stable, sustainable and comprehensive support to students with SLI. Hence, compared with last year, there is a drop in the number of schools provided with the ESTG and the total provision.

Table 3

A. Number of primary schools and additional teachers^(Note) under the Intensive Remedial Teaching Programme (IRTP) from the 2015/16 to 2019/20 school years

	2015/16	2016/17	2017/18	2018/19	2019/20
Number of primary schools	243	242	241	239	Not applicable
Number of additional teachers	388	383	382	380	Not applicable

B. Number of schools, additional teachers and learning support assistants^(Note) under the Integrated Education (IE) Programme from the 2015/16 to 2019/20 school years

	2015/16	2016/17	2017/18	2018/19	2019/20
Number of primary schools	25	25	25	25	Not applicable
Number of additional teachers in primary teachers	21	21	21	21	Not applicable
Number of learning support assistants in primary schools	21	20	20	21	Not applicable
Number of secondary schools	8	8	8	8	Not applicable
Number of additional teachers in secondary schools	8	8	8	8	Not applicable
Number of learning support assistants in secondary schools	8	8	8	8	Not applicable

Note:

1. Starting from the 2019/20 school year, the EDB has extended the LSG to all public sector ordinary schools, IRTP and IE Programme were cancelled.
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 IE. Hence, whether or not 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 2015/16 to 2019/20 school years

	2015/16	2016/17	2017/18	2018/19	2019/20
Number of schools provided with additional teachers to support academic low achievers	257	262	263	263	253
Number of additional teachers provided	564	555	550	559	582

- End -

CONTROLLING OFFICER'S REPLY

EDB103

(Question Serial No. 0172)

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, the number of students at each class level and total number of students, the number of teachers, the unit cost per school place, the class-to-teacher ratio, the teacher-to-student ratio and the unit cost per boarding place by school type and in the territory for the past 5 years (2015/16 to 2019/20 school years) and the coming year (2020/21 school year);
- (b) the establishment and salary scale of all specialists (such as speech therapists) and non-specialists for the past 5 years (2015/16 to 2019/20 school years) and the coming year (2020/21 school year);
- (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 (2015/16 to 2019/20 school years), with a breakdown by type of institutions they enrolled in; and
- (d) the number of students applying for extension of years of study, the number of students approved to extend their years of study, the percentage of "pre-set quota" and the number of additional school places derived from the "pre-set quota" of the respective school types, as well as the ratio of the number of students approved to extend their years of study to the approved number of additional school places of the respective school types for the past 5 years (2015/16 to 2019/20 school years).

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 16)

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 2015/16 to 2019/20 school years are set out at Appendix 1. The estimated number of classes and students in different types of special schools for the 2020/21 school year are tabulated below. As the calculation of 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 2020/21 school year at this stage.

School type	2020/21 school year	
	Estimated no. of classes	Estimated no. of students
Visual Impairment	17	125
Hearing Impairment	11	66
Physical Disability	104	912
Mild Intellectual Disability	235	3 319
Moderate Intellectual Disability	231	2 158
Severe Intellectual Disability	108	741
School for Social Development	95	666
Hospital School	34	329

It is a common practice for special schools to adopt flexible groupings across grade levels and devise individualised education programmes to cater for the special educational needs of the students. Presenting the number 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, school executive officers, 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 2015/16 to 2019/20 school years are set out at Appendix 2 and Appendix 3 respectively. The salary scales of specialist staff and non-specialist staff for the 2019/20 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 2020/21 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. Apart from further studies and vocational training, special school leavers may also receive vocational rehabilitation, day training or residential care services, etc. The number of students in different types of special schools who have completed secondary education and pursued further studies or vocational training, as collected from special schools, from the 2015/16 to 2018/19 school years is set out at Appendix 5 with a breakdown by type of special schools.

It is worth noting that the Education Bureau (EDB), Social Welfare Department, Vocational Training Council and Hong Kong Special Schools Council unanimously agree, upon deliberation, that the pathway classification previously adopted for school leavers should be adjusted to reflect more accurately the pursuance of further studies and vocational training of special school leavers. Starting from the 2018/19 school year, special schools has submitted information to the EDB according to the adjusted pathway classification. Therefore, in Appendix 5, the pathway classification for the 2018/19 school year is different from the one adopted for the school years from 2015/16 to 2017/18. As the 2019/20 school year has not yet come to a close, at this stage we are unable to provide the relevant information on special school leavers in the current school year.

(d)

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 these measures, the EDB provides these schools with additional school places and allows them to devise school-based policies 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 directly to and subsequently approved by the special schools concerned, the EDB does not have the number of students applying for EoS in the above special schools. In the school years from 2015/16 to 2019/20, the percentage of “pre-set quota”, number of additional school places derived from that percentage, number of students approved to extend their years of study and its percentage out of the number of additional school places in special schools are set out at Appendix 6.

**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 2015/16 to 2019/20 School Years**

School Type	2015/16 School Year						
	No. of Approved Classes	No. of Students (as at September 2015)	Teaching Staff Establishment <small>Note 5</small>	Average Unit Cost per School Place	Average Unit Cost per Boarding Place	Class-to-Teacher 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 <small>Note 1</small>	216	3 049	523.7	\$171,500	NA ^{Note 2}	1:2.4	1:5.8
Moderate Intellectual Disability <small>Note 1</small>	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:

- Figures for the 7 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
- Schools for children with mild intellectual disability do not provide boarding service.
- Residential home services provided in schools for social development are subvented by the Social Welfare Department.
- Hospital School only provides educational services to hospitalised students and does not provide boarding services.
- 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 2015/16 to 2019/20 School Years

School Type	2016/17 School Year						
	No. of Approved Classes	No. of Students (as at September 2016)	Teaching Staff Establishment <small>Note 5</small>	Average Unit Cost per School Place	Average Unit Cost per Boarding Place	Class-to-Teacher 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 <small>Note 1</small>	217	3 103	519.4	\$177,000	NA ^{Note 2}	1:2.4	1:6.0
Moderate Intellectual Disability <small>Note 1</small>	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 2015/16 to 2019/20 School Years

School Type	2017/18 School Year						
	No. of Approved Classes	No. of Students (as at September 2017)	Teaching Staff Establishment <small>Note 7</small>	Average Unit Cost per School Place	Average Unit Cost per Boarding Place	Class-to-Teacher 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 <small>Note 2</small>	218	3 154	576.8	\$195,500	NA ^{Note 4}	1:2.6	1:5.5
Moderate Intellectual Disability <small>Notes 2,3</small>	210	1 992	534.5	\$285,500	\$258,500	1:2.5	1:3.7
Severe Intellectual Disability <small>Note 3</small>	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 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.
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 levels.
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 2015/16 to 2019/20 School Years

School Type	2018/19 School Year						
	No. of Approved Classes	No. of Students (as at September 2018)	Teaching Staff Establishment <small>Note 7</small>	Average Unit Cost per School Place	Average Unit Cost per Boarding Place	Class-to-Teacher 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 <small>Note 2</small>	223	3 218	598	\$211,500	NA ^{Note 4}	1:2.7	1:5.4
Moderate Intellectual Disability <small>Notes 2,3</small>	215	2 040	552.7	\$304,500	\$273,000	1:2.6	1:3.7
Severe Intellectual Disability <small>Note 3</small>	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 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 levels.
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 2015/16 to 2019/20 School Years

School Type	2019/20 School Year						
	No. of Approved Classes	No. of Students (as at September 2019)	Teaching Staff Establishment <small>Note 6</small>	Average Unit Cost per School Place	Average Unit Cost per Boarding Place	Class-to-Teacher Ratio	Teacher-to-class Ratio
Visual Impairment	16	119	46.7	\$469,500	\$203,500	1:2.9	1:2.5
Hearing Impairment	11	71	27.5	\$441,000	\$375,500	1:2.5	1:2.6
Physical Disability	103	903	234.1	\$397,500	\$338,000	1:2.3	1:3.9
Mild Intellectual Disability <small>Note 1</small>	227	3 295	623.3	\$242,000	NA ^{Note 3}	1:2.7	1:5.3
Moderate Intellectual Disability <small>Notes 1,2</small>	220	2 103	576.5	\$339,000	\$287,000	1:2.6	1:3.6
Severe Intellectual Disability <small>Note 2</small>	102	712	219.2	\$442,500	\$367,500	1:2.1	1:3.2
School for Social Development	93	647	204.1	\$249,000	NA ^{Note 4}	1:2.2	1:3.2
Hospital School	33	351	65.9	\$242,500	NA ^{Note 5}	1:2.0	1:5.3

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. 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 levels.
3. Schools for children with mild intellectual disability do not provide boarding service.
4. Residential home 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. Teaching staff establishment excludes teachers employed under the following programmes: Supportive Remedial Service, Enhanced Support Service and Resource

Support Programme, Home-bound Teaching Programme in Hospital School and a Pilot Scheme of Special Units in Schools for Social Development to support students with autism spectrum disorders who display severe adjustment problems.

Specialist Staff Establishment of Special Schools from the 2015/16 to 2019/20 School Years

School Type	2015/16 School Year								2016/17 School Year								2017/18 School Year							
	SW	RN	EP Note 4	ST	PT	OT	OTA	Br	SW	RN	EP Note 4	ST	PT	OT	OTA	Br	SW	RN	EP Note 4	ST	PT	OT	OTA	Br
Visual Impairment	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	2	1	0	3	1.5	3.5	3.5	3.5
Hearing Impairment	1.5	-	1	3	-	-	-	-	1.5	-	1	3	-	-	-	-	1.5	-	1	3	-	1	1	-
Physical Disability	14	10	2	23	33.5	33.5	33.5	-	14	10	2	23	33.5	33.5	33.5	-	14	11	3	23	33.5	33.5	33.5	-
Mild Intellectual Disability ^{Note 1}	42.5	13.5	5	45	-	-	-	-	43.5	14.5	5	49	-	-	-	-	44	14.5	5	49	-	17	17	-
Moderate Intellectual Disability ^{Note 1,2}	31	17.5	6	49	-	-	-	-	30	16.5	6	46	-	-	-	-	30.5	17	6.5	48.5	-	19	19	-
Severe Intellectual Disability ^{Note 2}	10	10	1	22	24	24	24	-	10	10	1	22	23.5	23.5	23.5	-	10.5	9.5	1.5	21	24	24	24	-
School for Social Development	15	-	2	-	-	-	-	-	15	-	2	-	-	-	-	-	15	-	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: Brailist

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 levels.
3. Specialist services for Hospital School are provided by the hospitals.
4. EPs are 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 EPs jointly employed with other schools or by the Education Bureau.

Specialist Staff Establishment of Special Schools from the 2015/16 to 2019/20 School Years

School Type	2018/19 School Year								2019/20 School Year							
	SW	RN	EP ^{Note 4}	ST	PT	OT	OTA	Br	SW	RN	EP ^{Note 4}	ST	PT	OT	OTA	Br
Visual Impairment	2.5	3	0	3	1.5	3.5	3.5	3.5	2.5	3	-	3	1.5	3.5	3.5	3.5
Hearing Impairment	1.5	1	1	4	-	1	1	-	1.5	1	1	4	-	1	1	-
Physical Disability	16.5	18	3	23	34	34	34	-	16.5	18	3	23	34	34	34	-
Mild Intellectual Disability ^{Note 1}	52	29	5.5	51	-	17	17	-	53	29	5.5	51	-	17	17	-
Moderate Intellectual Disability ^{Notes 1,2}	36.5	34	6	49.5	-	19	19	-	37.5	34	6	50.5	-	19	19	-
Severe Intellectual Disability ^{Note 2}	12.5	19	1.5	21	24.5	24.5	24.5	-	12.5	19	1.5	21	24.5	24.5	24.5	-
School for Social Development	16.5	-	2	8	-	-	-	-	17.5	-	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: Brailist

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 levels.
3. Specialist services for Hospital School are provided by the hospitals.
4. EPs are 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 EPs jointly employed with other schools or by the Education Bureau.

Non-specialist Staff Establishment of Special Schools from the 2015/16 to 2019/20 School Years

School Type	2015/16 School Year							2016/17 School Year							2017/18 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	3	3	16	-	1	3	-	3	3	16	-	1	3	-	3	3	16	-	1	3	-
Physical Disability	7	13	130	102	-	24	16	7	13	129	101	-	24	16	7	13	130	102	-	25	16
Mild Intellectual Disability <small>Note 1</small>	-	28	126	60.5	12	-	-	-	29	128	61.5	13	-	-	-	29	129	64.5	13	-	-
Moderate Intellectual Disability <small>Notes 1,2</small>	-	27	137	45.5	15	50	-	-	26	139	49	14	53	-	-	27	140	52	14	53	-
Severe Intellectual Disability <small>Note 2</small>	-	11	138	99	-	27	9	-	11	138	98	-	26	9	-	12	139	98	-	26	9
School for Social Development	6	13	52	-	4	5	-	6	13	52	-	4	5	-	7	14	58	-	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
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 levels.

Non-specialist Staff Establishment of Special Schools from the 2015/16 to 2019/20 School Years

School Type	2018/19 School Year							2019/20 School Year							
	LT	CS	JS	TA	WA	DRI	ART	LT	School ExO Note 3	CS	JS	TA	WA	DRI	ART
Visual Impairment	2	3	13	7	1	3	-	2	-	3	13	7	1	3	-
Hearing Impairment	2	2	11	-	1	3	-	2	-	2	11	-	1	3	-
Physical Disability	7	13	130	105	-	25	16	7	1	13	130	105	-	26	15
Mild Intellectual Disability Note 1	-	29	132	69.5	13	-	-	-	2	29	134	76.5	13	-	-
Moderate Intellectual Disability Notes 1,2	-	28	141	56	14	55	-	-	3	29	144	59.5	14	58	-
Severe Intellectual Disability Note 2	-	12	138	98	-	26	9	-	1	12	140	101	-	27	9
School for Social Development	7	14	58	-	5	5	-	8	3	15	64	1	5	5	-
Hospital School	-	2	4	22	-	-	-	-	-	2	4	22	-	-	-

LT: Laboratory Technician, School ExO: School Executive Officer, 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 levels.
3. Starting from the 2019/20 school year, each aided school (including special schools) may, in light of their school-based circumstances and needs, may choose to create a regular “School Executive Officer” (School ExO) post within the approved non-teaching staff establishment, or receive the “School Executive Officer Grant” to recruit at least 1 full-time School ExO or procure school administration-related service from service provider(s). The above table shows the number of schools which opted to create a regular School ExO post.

Salary Scale of Specialist Staff for the 2019/20 School Year

Post		Salary Scale
Educational Psychologist II		\$46,655 – \$73,775
Educational Psychologist I		\$74,515 – \$110,170
Occupational Therapist Assistant		\$20,035 – \$31,750
Occupational Therapist II		\$30,235 – \$48,860
Occupational Therapist I		\$51,095 – \$74,515
Senior Occupational Therapist		\$74,515 – \$89,845
Physiotherapist II		\$30,235 – \$48,860
Physiotherapist I		\$51,095 – \$74,515
Senior Physiotherapist		\$74,515 – \$89,845
Speech Therapist		\$33,350 – \$73,775
Special School Social Worker	Assistant Social Work Officer	\$33,350 – \$73,775
	Senior Social Work Assistant	\$46,655 – \$61,415
Registered Nurse		\$31,750 – \$51,095
Brailist		\$18,795 – \$31,750

Salary Scale of Non-Specialist Staff for the 2019/20 School Year

Post	Salary Scale
Laboratory Technician III	\$14,935 – \$16,945
Laboratory Technician II	\$21,340 – \$42,545
Laboratory Technician I	\$44,555 – \$58,635
School Executive Officer	\$31,750 – \$55,995
Workshop Attendant	\$14,620 – \$17,870
Artisan	\$17,675 – \$21,340
Motor Driver	\$17,675 – \$21,340
Special Driver	\$21,340 – \$24,070
Teacher Assistant	\$13,730 – \$16,175
Clerical Assistant	\$13,735 – \$24,070#
Assistant Clerical Officer	\$15,560 – \$31,750#
Janitor Staff	\$13,730 – \$16,175#

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 AG) and janitor staff posts. The salary scale of these posts in the above table is for the schools' calculation of grant/reference.

**Number of students in special schools who have completed secondary education
and pursued further studies or vocational training
from the 2015/16 to 2018/19 school years**

2015/16 School Year		School Type							Total
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	
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;
VI cum ID: Visual Impairment cum Intellectual Disability;
MoID: Moderate Intellectual Disability;

SSD: Schools for Social Development;
MiID: Mild 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 ordinary schools.

**Number of students in special schools who have completed secondary education
and pursued further studies or vocational training
from the 2015/16 to 2018/19 school years**

2016/17 School Year		School Type							Total
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	
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 ordinary schools.

**Number of students in special schools who have completed secondary education
and pursued further studies or vocational training
from the 2015/16 to 2018/19 school years**

2017/18 School Year		School Type							Total
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	
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 ordinary schools.

**Number of students in special schools who have completed secondary education
and pursued further studies or vocational training
from the 2015/16 to 2018/19 school years**

2018/19 School Year		School Type							Total
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	
Further Studies	Diploma Yi Jin Programme /School of Business and Information Systems	0	5	0	0	0	0	0	5
	Associate Degree Programme	0	3	0	0	0	0	0	3
	Mainland/Overseas Further Studies	0	0	1	0	1	0	0	2
	Local Tertiary Institution	0	0	1	0	0	0	0	1
Vocational Training	Shine Skills Centre	0	20	0	0	92	11	0	123
	The Hong Kong Institute of Vocational Education	0	3	5	0	0	0	0	8
	Youth College	0	1	2	0	1	0	0	4
	Other vocational training programmes	0	0	3	0	0	0	0	3
	The Hong Kong Design Institute	0	2	0	0	0	0	0	2
Total		0	34	12	0	94	11	0	151

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:

- Starting from the 2018/19 school year, the pathway classification for special school leavers has been adjusted to reflect more accurately the pursuance of further studies and vocational training of school leavers. Upon adjustment, the Hong Kong Institute of Vocational Education and Youth College have been reclassified from “further studies” to “vocational training”. Since the Integrated Vocational Training Centre, Integrated Vocational Training Centre (Residential Service), On the Job Training Programme for Young People with Disabilities, “Sunnyway – On the Job Training for Young People with Disabilities”, “Enhancing Employment of People with Disabilities through Small Enterprise” Project, etc. are vocational rehabilitation services by nature, they are no longer included under “further studies” and “vocational training” in the above table. As such, the pathway classification and number of school leavers in the 2018/19 school year above are different from those in the previous 3 school years.

2. 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.
3. Figures for the 5 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
4. Figures for the Hospital School are not included in view of the transitional nature of its education programmes.

**Percentage of “Pre-set quota”,
Number of Additional School Places derived from that Percentage,
Number of Students Approved to Extend their Years of Study and
its Percentage out of the Number of Additional School Places in Special Schools
from the 2015/16 to 2019/20 School Years**

School type	Percentage of “Pre-set quota”	2015/16			2016/17			2017/18			2018/19			2019/20		
		Additional No. of School Places	Approved No. of Students	Ratio (%)	Additional No. of School Places	Approved No. of Students	Ratio (%)	Additional No. of School Places	Approved No. of Students	Ratio (%)	Additional No. of School Places	Approved No. of Students	Ratio (%)	Additional No. of School Places	Approved No. of Students	Ratio (%)
MiID	8%	255	187	73.3	255	193	75.7	255	175	68.6	255	167	65.5	255	173	67.8
MoID	10%	228	183	80.3	228	184	80.7	228	172	75.4	240	151	62.9	240	140	58.3
SID	12%	120	83	69.2	120	94	78.3	120	101	84.2	120	95	79.2	120	89	74.2
VI cum ID	12%	14	14	100	14	14	100	14	14	100	14	14	100	14	14	100
PD	OC: 18% IDC: 12%	175	126	72	175	122	69.7	174	105	60.3	173	106	61.3	173	119	68.8
HI ^{Note}	OC: 18% IDC:12%	40	0	0	40	0	0	40	2	5	20	7	35	20	3	15

Note: 1 school for children with HI has completed mainstreaming in the 2018/19 school year.

MiID: Mild Intellectual Disability

MoID: Moderate Intellectual Disability

SID: Severe Intellectual Disability

VI cum ID: Visual Impairment cum Intellectual Disability

PD: Physical Disability

HI: Hearing Impairment

OC: Ordinary Curriculum

IDC: Intellectual Disability Curriculum

- End -

CONTROLLING OFFICER'S REPLY

EDB104

(Question Serial No. 0173)

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 for the past 5 years (2015/16 to 2019/20 school years) and the coming year (2020/21 school year):

the number of classes in the territory with a breakdown by school type; the number of students in the territory with a breakdown by school type; the number of teachers in the territory with a breakdown by school type; the unit cost of school places in the territory with a breakdown by school type; the class-to-teacher ratio in the territory with a breakdown by school type; and the teacher-to-student ratio in the territory with a breakdown by school type.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 18)

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 2015/16 to 2019/20 school years are set out at Appendix 1. In respect of the 2020/21 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 2020/21 school year and the figures of the school years from 2015/16 to 2019/20 are not directly comparable.

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 2015/16 to 2019/20 School Years

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	Unit Cost (\$)	Class-to-teacher Ratio	Teacher-to-student Ratio
Primary School	Government	864	23 159	1 670	76,638	1:1.9	1:13.9
	Aided	10 138	278 732	20 460	63,449	1:2.0	1:13.6
	DSS	526	15 759	1 300	61,313	1:2.5	1:12.1
Secondary School	Government	703	20 574	1 640	87,400	1:2.3	1:12.6
	Aided	8 624	233 630	20 720	86,686	1:2.4	1:11.3
	Caput	40	1 221	100	80,591	1:2.4	1:12.9
	DSS	1 587	45 601	4 130	71,049	1:2.6	1:11.0

Level	School Type	2019/20 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	859	23 043	1 690	83,890	1:2.0	1:13.6
	Aided	10 184	278 030	20 950	70,800	1:2.1	1:13.3
	DSS	532	15 935	1 300	67,730	1:2.5	1:12.2
Secondary School	Government	705	20 551	1 620	92,990	1:2.3	1:12.7
	Aided	8 615	234 319	20 850	93,940	1:2.4	1:11.2
	Caput	40	1 256	90	88,630	1:2.3	1:13.5
	DSS	1 595	46 049	4 180	78,060	1:2.6	1:11.0

Notes:

- (1) Figures refer to the position as at mid-September of the respective school years.
- (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 2020/21 school year**

Level	School Type	2020/21 School Year (Estimate)				
		No. of Approved Classes ⁽²⁾	No. of Students	No. of Teachers	Unit Cost ⁽³⁾ (\$)	Teacher-to-student Ratio
Primary School	Government	11 059	304 200	22 600	88,760	1:13.4
	Aided				74,270	
	DSS	-	-	-	71,760	-
Secondary School	Government	9 119	264 400	22 600	95,540	1:11.7
	Aided				97,760	
	Caput				94,240	
	DSS	-	-	-	82,130	-

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

EDB105

(Question Serial No. 0174)

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 in the past 5 school years (2015/16 to 2019/20 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 in the past 5 school years (2015/16 to 2019/20 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 in the past 5 school years (2015/16 to 2019/20 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 in the past 5 school years (2015/16 to 2019/20 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 in the past 5 school years (2015/16 to 2019/20 school years):

District	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total

(f) In the past 5 school years (2015/16 to 2019/20 school years), what policies have the Administration introduced to help the student groups mentioned in (b) to (e)? What were the respective amounts of public funds involved?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 19)

Reply:

- (a) The total numbers of students in kindergartens, primary schools and secondary schools by district and sector from the 2015/16 to 2019/20 school years are tabulated at Appendix 1.
- (b) The numbers of cross-boundary students (CBS) in kindergartens (including kindergarten-cum-child care centres), primary and secondary schools by district and sector from the 2015/16 to 2019/20 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 sector from the 2015/16 to 2019/20 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 (DSS) primary and secondary schools by district from the 2015/16 to 2019/20 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 ordinary schools, DSS schools, the English Schools Foundation (ESF) schools, other private international schools, and Private Independent Schools (PIS) from the 2015/16 to 2019/20 school years are set out at Appendix 5.
- (f) *Newly-Arrived Children and CBS*
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 2015/16 to 2019/20 school years is tabulated at Appendix 6. By virtue of their right of abode in Hong Kong, CBS enjoy the same education services as our local students. If CBS are newly-arrived children, they also enjoy the education services mentioned above.

NCS Students

Starting from the 2014/15 school year, the EDB has substantially increased the additional funding to schools, 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 2015/16 to 2019/20 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, on top of regular subvention, the EDB has been providing public sector ordinary schools with additional resources, professional support as well as teacher training. Starting from the 2019/20 school year, the EDB has implemented a series of enhanced measures on integrated education (IE), including restructuring various subvented programmes for IE, multiplying the grant rate of Learning Support Grant (LSG) for tier-3 support, extending the LSG to all public sector ordinary schools, cancelling the Intensive Remedial Teaching Programmes (IRTP) and the IE Programme, upgrading the post of Special Educational Needs Coordinator (SENCO) to a promotion rank and providing regular teaching posts titled as Special Educational Needs Support Teacher in public sector ordinary schools with comparatively large number of students with SEN, and providing the "Grant for Supporting NCS Students with Special Educational Needs (SEN)" to public sector ordinary schools admitting NCS students with SEN. In addition, the EDB has enhanced school-based services including further extending the Enhanced School-based Educational Psychology Service (SBEPS) and creating school-based speech therapist posts in public sector ordinary schools by phases to implement the Enhanced School-based Speech Therapy Service (Enhanced SBSTS). 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 ordinary schools has continued to increase from the 2015/16 to 2019/20 school years. The revised estimated expenditure for the 2019/20 school year is around \$3.1 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. From the 2015/16 to 2019/20 school years, the annual recurrent subvention for this purpose amounts to \$28.3 million.

Number of Students in Kindergartens by District and Type of Kindergartens from the 2015/16 to 2019/20 School Years

District	2015/16			2016/17			2017/18			2018/19			2019/20		
	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	5 124	933	6 057	5 434	745	6 179	5 392	900	6 292	5 324	939	6 263	5 231	972	6 203
Wan Chai	5 921	770	6 691	6 329	796	7 125	6 379	753	7 132	6 308	742	7 050	6 303	747	7 050
Eastern	10 288	2 069	12 357	9 802	2 058	11 860	9 580	2 051	11 631	8 980	2 055	11 035	8 672	2 254	10 926
Southern	3 449	1 371	4 820	3 350	1 298	4 648	3 473	1 280	4 753	3 541	1 111	4 652	3 400	971	4 371
Yau Tsim Mong	4 735	1 734	6 469	4 777	1 722	6 499	4 761	1 904	6 665	4 587	1 967	6 554	4 303	2 026	6 329
Sham Shui Po	9 188	254	9 442	9 400	333	9 733	9 399	341	9 740	9 124	433	9 557	9 363	550	9 913
Kowloon City	13 299	10 304	23 603	13 321	9 733	23 054	13 398	9 396	22 794	13 120	9 038	22 158	13 229	9 150	22 379
Wong Tai Sin	7 560	84	7 644	7 515	93	7 608	7 276	98	7 374	6 954	88	7 042	6 872	76	6 948
Kwun Tong	12 128	241	12 369	12 093	271	12 364	12 091	253	12 344	11 863	320	12 183	11 891	296	12 187
Sai Kung	7 028	2 149	9 177	7 183	1 972	9 155	7 368	1 828	9 196	7 228	1 709	8 937	7 112	1 930	9 042
Sha Tin	11 686	2 774	14 460	11 974	2 739	14 713	12 416	2 635	15 051	11 818	2 460	14 278	11 791	2 376	14 167
Tai Po	5 577	1 288	6 865	5 568	1 214	6 782	5 524	1 214	6 738	5 441	1 088	6 529	5 511	1 038	6 549
North	11 833	1 137	12 970	11 450	733	12 183	10 057	603	10 660	8 667	471	9 138	8 397	470	8 867
Yuen Long	16 145	1 607	17 752	15 898	1 317	17 215	15 432	1 310	16 742	14 675	1 380	16 055	15 004	1 344	16 348
Tuen Mun	12 543	847	13 390	12 264	953	13 217	11 528	941	12 469	11 032	934	11 966	10 897	887	11 784
Tsuen Wan	5 940	993	6 933	6 218	1 004	7 222	6 268	1 005	7 273	6 145	1 002	7 147	6 048	964	7 012
Kwai Tsing	10 274	499	10 773	10 061	502	10 563	9 974	501	10 475	9 569	485	10 054	9 438	503	9 941
Islands	2 867	759	3 626	3 143	769	3 912	3 148	670	3 818	3 161	643	3 804	3 667	614	4 281
All Districts	155 585	29 813	185 398	155 780	28 252	184 032	153 464	27 683	181 147	147 537	26 865	174 402	147 129	27 168	174 297

- Notes: (1) Figures refer to the position as at mid-September of the respective school years.
(2) Figures include nursery, lower and upper classes in kindergarten-cum-child care centres.
(3) School districts are delineated by the District Council districts of the school campuses.

Number of Students in Primary Schools by District and Sector from the 2015/16 to 2019/20 School Years

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 Islands	0	18 742	537	0	0	19 279
	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

2019/20 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	684	7 758	0	2 648	1 250	12 340
Wan Chai	2 464	6 065	0	3 812	1 570	13 911
Eastern	2 200	14 713	1 254	1 088	3 331	22 586
Southern	761	4 365	1 467	3 052	5 255	14 900
Yau Tsim Mong	1 419	11 896	1 285	1 418	0	16 018
Sham Shui Po	2 160	13 490	1 686	4 993	999	23 328
Kowloon City	2 971	17 841	1 744	8 435	3 810	34 801
Wong Tai Sin	549	14 553	0	2 614	0	17 716
Kwun Tong	1 524	23 899	774	731	1 009	27 937
Sai Kung	705	12 588	2 956	203	1 888	18 340
Sha Tin	819	28 147	1 955	1 773	896	33 590
Tai Po	837	14 010	0	525	1 759	17 131
North	770	18 931	0	0	0	19 701
Yuen Long	2 740	29 127	1 513	564	0	33 944
Tuen Mun	662	23 235	783	84	550	25 314
Tsuen Wan	1 778	11 853	0	63	0	13 694
Kwai Tsing	0	18 820	518	0	0	19 338
Islands	0	6 739	0	1 061	839	8 639
All Districts	23 043	278 030	15 935	33 064	23 156	373 228

- Notes: (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Figures include ordinary primary schools, but not special schools. International schools include the ESF Schools.
- (3) School districts are delineated by the District Council districts of the school campuses. Starting from the 2019/20 school year, the districts for schools with decanting campuses are based on the District Council districts of the original campuses.

Number of Students in Secondary Day Schools by District and Sector from the 2015/16 to 2019/20 School Years

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

2019/20 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	829	5 837	0	2 246	0	1 759	10 671
Wan Chai	2 120	7 094	0	1 610	0	1 065	11 889
Eastern	3 056	12 356	0	2 822	1	2 199	20 434
Southern	0	6 570	0	1 907	1 748	5 525	15 750
Yau Tsim Mong	1 308	8 387	485	2 444	100	0	12 724
Sham Shui Po	634	10 928	771	6 661	944	585	20 523
Kowloon City	1 338	20 675	0	4 498	1 220	2 540	30 271
Wong Tai Sin	417	13 908	0	1 307	552	0	16 184
Kwun Tong	1 402	18 154	0	4 921	49	867	25 393
Sai Kung	787	11 002	0	5 361	92	494	17 736
Sha Tin	1 412	23 031	0	4 766	1 698	1 240	32 147
Tai Po	445	11 012	0	1 396	0	211	13 064
North	1 062	13 531	0	1 170	0	365	16 128
Yuen Long	3 221	20 262	0	3 709	66	0	27 258
Tuen Mun	1 420	19 290	0	0	0	732	21 442
Tsuen Wan	839	8 439	0	0	0	0	9 278
Kwai Tsing	0	20 401	0	0	0	0	20 401
Islands	261	3 442	0	1 231	772	395	6 101
All Districts	20 551	234 319	1 256	46 049	7 242	17 977	327 394

- Notes:
- (1) Figures refer to the position as at mid-September of the respective school years.
 - (2) Figures include ordinary secondary day schools, but not special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include the ESF schools.
 - (3) School districts are delineated by the District Council districts of the school campuses. Starting from the 2019/20 school year, the districts for schools with decanting campuses are based on the District Council districts of the original campuses.

Number of Cross-boundary Students in Kindergartens (including Kindergarten-cum-Child Care Centres) by District from the 2015/16 to 2019/20 School Years

District	School Year	Kindergartens (including Kindergarten-cum-Child Care Centres)
North	2015/16	5 431
	2016/17	4 500
	2017/18	2 997
	2018/19	1 675
	2019/20	1 318
Tai Po	2015/16	346
	2016/17	182
	2017/18	94
	2018/19	25
	2019/20	4
Sha Tin	2015/16	62
	2016/17	39
	2017/18	16
	2018/19	3
	2019/20	2
Yuen Long	2015/16	2 547
	2016/17	1 723
	2017/18	802
	2018/19	185
	2019/20	95
Tuen Mun	2015/16	1 856
	2016/17	1 257
	2017/18	624
	2018/19	130
	2019/20	55
Tsuen Wan & Kwai Tsing	2015/16	91
	2016/17	85
	2017/18	40
	2018/19	9
	2019/20	5
Tung Chung	2015/16	73
	2016/17	60
	2017/18	37
	2018/19	4
	2019/20	0
Wong Tai Sin	2015/16	1
	2016/17	0
	2017/18	0
	2018/19	0
	2019/20	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 Sector from the 2015/16 to 2019/20 School Years

District	School Year	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total
North	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
	2019/20	349	6 774	0	0	0	0	7 123
Tai Po	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
	2019/20	422	2 265	0	0	22	1	2 710
Sha Tin	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
	2019/20	2	574	7	0	0	0	583
Yuen Long	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
	2019/20	102	3 786	21	0	42	0	3 951
Tuen Mun	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
	2019/20	51	2 361	38	0	1	2	2 453
Tsuen Wan & Kwai Tsing	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
	2019/20	0	396	0	0	0	0	396
Tung Chung	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
	2019/20	0	442	0	0	0	0	442
Wong Tai Sin	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
	2019/20	0	315	0	0	1	0	316

- 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 Sector from the 2015/16 to 2019/20 School Years

District	School Year	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total
North	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
	2019/20	343	3 409	190	0	0	0	3 942
Tai Po	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
	2019/20	104	1 109	177	0	0	0	1 390
Sha Tin	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
	2019/20	1	181	2	0	0	0	184
Yuen Long	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
	2019/20	147	879	122	0	0	0	1 148
Tuen Mun	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
	2019/20	71	819	0	0	0	2	892
Tsuen Wan & Kwai Tsing	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
	2019/20	0	3	0	0	0	0	3
Tung Chung	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
	2019/20	0	41	0	0	0	0	41
Wong Tai Sin	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
	2019/20	0	0	2	0	0	0	2

- 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 Sector from the 2015/16 to 2019/20 School Years

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	276	1	4	310
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	5 221	3	30	5 740

2019/20 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	All Sectors
Central & Western	9	66	0	2	77
Wan Chai	23	36	0	8	67
Eastern	35	124	1	3	163
Southern	9	46	0	3	58
Yau Tsim Mong	68	240	1	0	309
Sham Shui Po	94	466	1	1	562
Kowloon City	20	239	4	12	275
Wong Tai Sin	30	272	0	2	304
Kwun Tong	43	575	0	0	618
Sai Kung	10	109	0	0	119
Sha Tin	6	331	0	0	337
Tai Po	30	258	0	1	289
North	48	525	0	0	573
Yuen Long	20	545	0	3	568
Tuen Mun	6	306	0	0	312
Tsuen Wan	16	310	0	0	326
Kwai Tsing	0	317	0	0	317
Islands	0	71	0	0	71
All Districts	467	4 836	7	35	5 345

Notes: (1) Figures refer to the position as at September of the respective school years. Such students were newly admitted during the 12-month period from October of the preceding year to September of the specified year.

(2) Figures include ordinary primary schools, but not special schools, the ESF schools and other private international schools.

(3) School districts are delineated by the District Council districts of the school campuses. The districts for schools with decanting campuses are based on the District Council districts of the original campuses.

(4) Figures for the 2019/20 school year are provisional and subject to revision.

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 Sector from the 2015/16 to 2019/20 School Years

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	23	0	196
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	401	3	2 477

2019/20 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	All Sectors
Central & Western	0	27	0	1	0	28
Wan Chai	0	39	0	10	0	49
Eastern	2	75	0	23	0	100
Southern	0	41	0	0	17	58
Yau Tsim Mong	2	98	77	38	0	215
Sham Shui Po	24	78	4	106	0	212
Kowloon City	4	100	0	15	0	119
Wong Tai Sin	50	105	0	0	0	155
Kwun Tong	32	82	0	156	0	270
Sai Kung	0	54	0	10	0	64
Sha Tin	0	130	0	4	0	134
Tai Po	4	122	0	6	0	132
North	80	59	0	4	0	143
Yuen Long	0	141	0	29	0	170
Tuen Mun	0	132	0	0	0	132
Tsuen Wan	0	129	0	0	0	129
Kwai Tsing	0	195	0	0	0	195
Islands	0	33	0	2	0	35
All Districts	198	1 640	81	404	17	2 340

- Notes: (1) Figures refer to the position as at September of the respective school years. Such students were newly admitted during the 12-month period from October of the preceding year and September of the specified year.
- (2) Figures include ordinary secondary day schools, but not special schools, secondary day courses operated by private schools offering tutorial, vocational and adult education courses, the ESF schools and other private international schools.
- (3) School districts are delineated by the District Council districts of the school campuses. The districts for schools with decanting campuses are based on the District Council districts of the original campuses.
- (4) Figures for the 2019/20 school year are provisional and subject to revision.
- # 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 Type of Kindergartens from the 2015/16 to 2019/20 School Years

District	2015/16			2016/17			2017/18			2018/19			2019/20		
	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	671	481	1 152	802	388	1 190	744	411	1 155	801	462	1 263	777	596	1 373
Wan Chai	754	690	1 444	827	652	1 479	800	649	1 449	799	626	1 425	776	632	1 408
Eastern	536	348	884	521	357	878	558	343	901	574	348	922	548	374	922
Southern	785	555	1 340	650	582	1 232	619	634	1 253	912	533	1 445	806	395	1 201
Yau Tsim Mong	653	231	884	663	234	897	689	286	975	716	307	1 023	531	286	817
Sham Shui Po	315	9	324	356	9	365	412	4	416	423	19	442	614	13	627
Kowloon City	647	450	1 097	715	457	1 172	732	445	1 177	678	458	1 136	647	475	1 122
Wong Tai Sin	101	0	101	114	3	117	117	0	117	111	0	111	129	0	129
Kwun Tong	202	28	230	180	31	211	194	21	215	180	20	200	190	23	213
Sai Kung	499	210	709	530	199	729	569	194	763	712	164	876	678	255	933
Sha Tin	452	90	542	494	49	543	382	55	437	503	55	558	393	48	441
Tai Po	174	16	190	82	23	105	104	36	140	151	33	184	157	39	196
North	11	10	21	25	3	28	32	5	37	36	3	39	51	0	51
Yuen Long	599	47	646	629	40	669	669	59	728	693	48	741	785	69	854
Tuen Mun	248	62	310	242	45	287	282	45	327	295	35	330	297	32	329
Tsuen Wan	96	13	109	115	16	131	146	8	154	122	13	135	157	14	171
Kwai Tsing	671	1	672	628	0	628	682	2	684	647	3	650	656	2	658
Islands	765	562	1 327	1 009	570	1 579	1 053	428	1 481	1 043	445	1 488	1 083	428	1 511
All Districts	8 179	3 803	11 982	8 582	3 658	12 240	8 784	3 625	12 409	9 396	3 572	12 968	9 275	3 681	12 956

- Notes:
- (1) Figures refer to the position as at mid-September of the respective school years.
 - (2) Figures include nursery, lower and upper classes in kindergarten-cum-child care centres.
 - (3) School districts are delineated by the District Council districts of the school campuses.
 - (4) For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students.

Number of Non-Chinese Speaking Students in Primary Schools by District and Sector from the 2015/16 to 2019/20 School Years

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

2019/20 School Year

District	Government	Aided	Direct subsidy scheme
Central & Western	0	687	0
Wan Chai	298	791	0
Eastern	32	214	2
Southern	8	31	1
Yau Tsim Mong	347	674	129
Sham Shui Po	735	104	94
Kowloon City	4	198	167
Wong Tai Sin	5	321	0
Kwun Tong	12	788	0
Sai Kung	3	278	6
Sha Tin	1	77	35
Tai Po	5	91	0
North	0	47	0
Yuen Long	10	973	75
Tuen Mun	0	661	38
Tsuen Wan	1	113	0
Kwai Tsing	0	475	460
Islands	0	1 060	0
All Districts	1 461	7 583	1 007

- Notes: (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Figures include public sector and DSS ordinary primary schools, but not special schools.
- (3) School districts are delineated by the District Council districts of the school campuses. Starting from the 2019/20 school year, the districts for schools with decanting campuses are based on the District Council districts of the original campuses.
- (4) For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students.

Number of Non-Chinese Speaking Students in Secondary Day Schools by District and Sector from the 2015/16 to 2019/20 School Years

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

2019/20 School Year

District	Government	Aided	Caput	Direct subsidy scheme
Central & Western	14	184	0	3
Wan Chai	72	590	0	177
Eastern	10	670	0	64
Southern	0	145	0	26
Yau Tsim Mong	389	114	3	198
Sham Shui Po	1	135	0	1 697
Kowloon City	5	175	0	180
Wong Tai Sin	0	82	0	17
Kwun Tong	4	146	0	811
Sai Kung	0	292	0	268
Sha Tin	0	69	0	203
Tai Po	1	13	0	73
North	0	4	0	0
Yuen Long	2	427	0	252
Tuen Mun	9	908	0	0
Tsuen Wan	3	51	0	0
Kwai Tsing	0	247	0	0
Islands	3	254	0	805
All Districts	513	4 506	3	4 774

Notes: (1) Figures refer to the position as at mid-September of the respective school years.

- (2) Figures include public sector and DSS ordinary secondary day schools, but not special schools.
- (3) School districts are delineated by the District Council districts of the school campuses. Starting from the 2019/20 school year, the districts for schools with decanting campuses are based on the District Council districts of the original campuses.
- (4) For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students.

**Number of Students with Special Educational Needs (SEN)* in
Public Sector Ordinary Schools and Direct Subsidy Scheme (DSS) Schools
from the 2015/16 to 2019/20 School Years**

School Year	Public sector ordinary school		DSS school #	
	Primary	Secondary	Primary	Secondary
2015/16	19 830	19 640	Not Applicable	Not Applicable
2016/17	21 860	21 030	Not Applicable	Not Applicable
2017/18	22 980	22 380	Not Applicable	Not Applicable
2018/19	25 010	24 070	Not Applicable	Not Applicable
2019/20	27 320	25 860	420	3 620

Notes: * Since the provision of support services for students with SEN does not depend on the district where they live or study, we do not compile related statistics.

Starting from the 2019/20 school year, the provision of Learning Support Grant (LSG) to DSS schools is based on the number of students with SEN and academic low achievers (applicable to primary schools) enrolled in each school, as well as the DSS LSG unit rate. Hence, DSS schools are required to submit SEN information of the students concerned to the EDB for calculating the allotment of the LSG. Before that, the relevant resources were included in the DSS unit subsidy, and we did not compile the numbers of students concerned.

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 2015/16 to 2019/20 School Years

School Year	ESF		PIS		Other private international school		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
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
2019/20	354	463	230	301	561	403	1 145	1 167

- Notes: (1) Figures refer to the position as at mid-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.

* 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 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.

**Expenditures on the Initiation Programme, the Induction Programme
and the School-based Support Scheme Grant for newly-arrived children
from the 2015/16 to 2019/20 School Years**

School Year		2015/16	2016/17	2017/18	2018/19	2019/20
Expenditure (\$ million)	Initiation Programme	23.9	24.1	27.1	26.2	32.5
	Induction Programme	1.8	2.8	2.6	2.0	2.1
	School-based Support Scheme Grant	24.9	38.1	30.8	26.8	37.1
	Total	50.6	65	60.5	55	71.7

Note: Figures for the 2019/20 school year are provisional and subject to revisions.

**Educational support measures for non-Chinese speaking (NCS) students
from the 2015/16 to 2019/20 school years**

Support measures	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	Actual expenditure in the 2018/19 school year \$ million	Estimated expenditure in the 2019/20 school year \$ million
Starting from the 2014/15 school year, the funding to schools has been increased on a tiered basis according to the number of NCS students admitted and school-based professional support services have 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 learning environment in schools. Schools with a relatively small number of NCS students may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	224.0 Note 1	245.1 Note 1	259.1 Note 1	271.0 Note 1	282.3 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 2015/16 school year \$ million	Actual expenditure in the 2016/17 school year \$ million	Actual expenditure in the 2017/18 school year \$ million	Actual expenditure in the 2018/19 school year \$ million	Estimated expenditure in the 2019/20 school year \$ million
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed under the overall professional development programme of the EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of the EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of the EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of the EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed under the overall professional development programme of the EDB and a breakdown of expenditure by item is not available.

Support measures	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	Actual expenditure in the 2018/19 school year \$ million	Estimated expenditure in the 2019/20 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	3.7	3.9	4.7	3.4	2.9
Summer Bridging Programme for NCS students in primary schools 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.	2.6	2.6	2.3	2.1	2.0
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	4.4	6.7	7.4	6.6	6.8

Support measures	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	Actual expenditure in the 2018/19 school year \$ million	Estimated expenditure in the 2019/20 school year \$ million
<p>Subsidising eligible school candidates entering 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 the examination fee for the Chinese Language subject in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education Examination (HKDSE)</p> <p>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.</p>	2.1	2.6	2.9	4.2 Note 2	5.9 Note 2
<p>Starting from the 2019/20 school year, public sector ordinary primary and secondary schools admitting NCS students with special educational needs (SEN) are provided with the Grant for Supporting NCS Students with SEN under a 3-tier structure.</p>	-	-	-	-	28.1
<p>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.</p>	-	-	-	12.7	12.5

Support measures	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	Actual expenditure in the 2018/19 school year \$ million	Estimated expenditure in the 2019/20 school year \$ million
District-based programmes organised 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	2.4	1.2	1.7	3.7	0.7
<p>Support for kindergartens (KGs) admitting NCS students –</p> <p>(a) University-School Support Programmes (USP) financed by the Education Development Fund:</p> <p>(i) a 3-year project to support KGs to enhance the learning and teaching of Chinese for NCS children from the 2012/13 to 2014/15 school years</p> <p>(ii) 2 projects to facilitate NCS students' transition from KG to primary education from the 2015/16 to 2016/17 school years and from the 2017/18 to 2018/19 school years respectively</p>	-	0.7	-	-	-
	Note 3	Note 3	Note 3	Note 3	-

Support measures	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	Actual expenditure in the 2018/19 school year \$ million	Estimated expenditure in the 2019/20 school year \$ million
(b) In the 2019/20 school year, post-secondary institutions are commissioned to provide school-based support services for KGs admitting NCS students, so as to enhance the professional capacity of teachers in teaching Chinese to NCS students.	-	-	-	-	Note 4
(c) School-based professional support services	Note 1	Note 1	Note 1	Note 1	Note 1
(d) With the implementation of the new KG education policy starting from the 2017/18 school year:					
(i) in the 2017/18 and 2018/19 school years, a grant comparable to the recommended salary of 1 KG teacher was provided to KGs admitting 8 or more NCS students for supporting NCS students.	-	-	54.0	57.1	-
(ii) starting from the 2019/20 school year, the subsidy for KGs admitting NCS students has been enhanced with a 5-tiered subsidy provided based on the number of NCS students admitted, which replaced the flat-rate subsidy for KGs admitting 8 or more NCS students.	-	-	-	-	109.8

Support measures	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	Actual expenditure in the 2018/19 school year \$ million	Estimated expenditure in the 2019/20 school year \$ million
(iii) specific training courses for KG teachers on supporting NCS students	-	-	1.4	2.0 Note 5	2.6 Note 5

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 the EDB and/or different funds, and a breakdown of expenditure by item is not available.
2. With the Government paying the examination fees for school candidates of the 2019 and 2020 HKDSE, the “subsidised examination fee” for eligible NCS students entering for the non-local Chinese Language examinations concerned in the 2018/19 and 2019/20 school years is waived accordingly.
3. Regarding the USP, the actual expenditure was \$2.25 million, \$8.33 million, \$2.88 million and \$5.46 million for the 2015/16, 2016/17, 2017/18 and 2018/19 school years respectively. As the USP was implemented in both KGs and primary schools, a breakdown of expenditure by KG and primary school is not available.
4. As the services are provided in both KGs and primary schools, a breakdown of expenditure by KG and primary school is not available. The estimated expenditure on the services is \$3.35 million for the 2019/20 school year.
5. Starting from the 2018/19 school year, a supply teacher grant is provided to facilitate KGs in arranging for 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

EDB106

(Question Serial No. 0175)

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 from the 2015/16 to 2019/20 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	No. of students subsidised	Percentage among students at the same level of study

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 21)

Reply:

The Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong (NMTSS) has been implemented since the 2017/18 academic year. The number of

students receiving subsidy under the NMTSS is 20 268, 16 647 and 16 032 in the 2017/18, 2018/19, 2019/20 academic years respectively, which account for about 79%, 77% and 74% 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		2019/20 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	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%	142	48%
Centennial College	53	35%	35	37%	20	41%
Chu Hai College of Higher Education	262	46%	113	32%	63	22%
Gratia Christian College	33	42%	37	39%	15	21%
HKCT Institute of Higher Education ²	0	-	0	-	5	- ²
Hong Kong Art School	4	4%	4	4%	8	8%
Hong Kong Institute of Technology	10	21% ³	5	4%	4	4%
Hong Kong Nang Yan College of Higher Education	7	21%	6	8%	3	3%
Hong Kong Shue Yan University	3 278	85%	2 914	81%	2 381	75%
SCAD Foundation (Hong Kong) Limited	34	6%	32	5%	40	6%
The Hang Seng University of Hong Kong	3 630	89%	2 775	87%	2 860	87%
The Open University of Hong Kong (Including Li Ka Shing School of Professional and Continuing Education (LiPACE))	4 262	78%	2 436	69%	1 901	56%
Tung Wah College	714	75%	169	61%	146	69%

Institutions	2017/18 Academic Year		2018/19 Academic Year		2019/20 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	Number of students receiving subsidy	Percentage share in the number of students pursuing the self-financing programmes concerned ¹
UOW College Hong Kong	Not a participant of the NMTSS				49	92%
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	1 188	87% ³	440	90% ³	332	74%
Yew Chung College of Early Childhood Education	Not a participant of the NMTSS		8	67%	25	83%
Total	14 071	N.A.⁴	9 135	N.A.⁴	7 994	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. The number of students does not include those enrolling in subsidised places under the Study Subsidy Scheme for Designated Professions/Sectors.
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. 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 shares of these two types of programmes.
5. Since the HKCT Institute of Higher Education did not provide the total number of students pursuing the self-financing programmes concerned (see Note 2), we are not able to calculate the total percentage of students receiving subsidy out of the number of students pursuing the self-financing programmes concerned.

(2) Self-financing Top-up Degree Programmes

Institutions	2017/18 Academic Year		2018/19 Academic Year		2019/20 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	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%	118	63%
Centennial College	32	52%	39	93%	13	68%
Chu Hai College of Higher Education	90	46%	90	53%	92	54%
Gratia Christian College	0	-	1	100%	23	61%
HKCT Institute of Higher Education ²	8	- ²	17	- ²	14	- ²
Hong Kong Art School	Eligible top-up degree programme is not offered					
Hong Kong Institute of Technology	67	21% ³	67	26%	59	24%
Hong Kong Nang Yan College of Higher Education	12	86%	7	100%	0	0%
Hong Kong Shue Yan University	324	96%	536	97%	686	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%	1 288	90%
The Open University of Hong Kong (Including Li Ka Shing School of Professional and Continuing Education (LiPACE)) ⁴	1 769	77%	2 249	81%	2 253	77%
Tung Wah College	324	78%	361	89%	360	87%
UOW College Hong Kong	Not a participant of the NMTSS				158	84%
Vocational Training Council - School for Higher and Professional Education (SHAPE)	2 057 ⁴	95%	2 196 ⁴	97%	1 881	100% ⁵

Institutions	2017/18 Academic Year		2018/19 Academic Year		2019/20 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	Number of students receiving subsidy	Percentage share in the number of students pursuing the self-financing programmes concerned ¹
Vocational Training Council - Technological and Higher Education Institute of Hong Kong ³	816	87% ³	1 004	90% ³	1 060	92%
Yew Chung College of Early Childhood Education	Not a participant of the NMTSS		18	90%	33	97%
Total	6 197	N.A.⁶	7 512	N.A.⁶	8 038	N.A.⁷

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. For SHAPE, the actual percentage of the number of students receiving subsidy out of the number of students pursuing self-financing programmes concerned in the 2019/20 academic year is 99.6%. The figure is rounded to an integer (i.e. 100%).
6. 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 shares of these two types of programmes.
7. Since the HKCT Institute of Higher Education did not provide the total number of students pursuing the self-financing programmes concerned, we are not able to calculate the total percentage of students receiving subsidy out of the number of students pursuing the self-financing programmes concerned.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0176)

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 2019-20, 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 education-related resource packages and assessment banks in the 2020-21 financial year;
 - (ii) the number of sets of learning and teaching resources the EDB plans to develop, as well as the names of these resources and the level of students for which they are developed; and
 - (iii) the specific plans the EDB has to promote Basic Law education.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 22)

Reply:

(a) to (b)(i)(ii)

To strengthen the implementation of Basic Law education (BLE), the Education Bureau (EDB) has been continuously adopting a wide array of measures, which include developing learning and teaching (L&T) resources, providing 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 making plans for and taking forward BLE more effectively.

With respect to the development of L&T resources, the EDB has in the 2016-17 to 2019-20 financial years provided secondary schools with various sets of L&T resources, including “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). The 2 assessment banks have been developed for years and will continue to be available for schools’ use. The EDB staff will regularly review and update the content of these assessment banks, with regard to the latest developments in the implementation of the Basic Law. Expenditures related to the 2 assessment banks only involve daily website management. All the L&T resources mentioned above remain relevant. In the 2020-21 financial year, the EDB will continue to develop the advanced version of the “Basic Law Knowledge Enrichment Online Course for Secondary School Teachers”.

At the primary level, the EDB has in the 2016-17 to 2020-21 financial years provided 3 sets of L&T Resource CD ROMs 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 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 [^]
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 [^]
Web on Assessment for BLE (Junior Secondary) (for teachers)	Not Applicable [^]
L&T Resource CD ROMs for Primary General Studies (History and Culture Series): Understanding Chinese History and Culture through Monuments in Hong Kong	0.05
L&T Resource CD ROMs 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)	1.20 ⁺⁺
L&T Resource CD ROMs for Primary General Studies (History and Culture Series): Engineering in China	0.09 [#]
Advanced Basic Law Knowledge Enrichment Online Course for Secondary School Teachers	0.54 ⁺⁺

- ^ Total expenditures on L&T resources, which are incurred in different financial years (2015-16, 2016-17, 2017-18, 2018-19, 2019-20 and 2020-21).
- # Actual expenditure revised from last year's estimates
- ++ Revised from last year's estimates
- 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, do not cover 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 tasks.

(b)(iii)

In the light of the needs of 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 student activities such as Basic Law quizzes and suitable exchange programmes and visits.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0180)

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 (2015/16 to 2019/20 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 (2015/16 to 2019/20 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 (2015/16 to 2019/20 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 (2015/16 to 2019/20 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 (2015/16 to 2019/20 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 (2015/16 to 2019/20 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.: 27)

Reply:

(1) Regarding the number of Hong Kong students pursuing studies on the Mainland, we do not maintain such records. Nevertheless, according to the information provided by the Ministry of Education (MoE) of the People's Republic of China, the number of Hong Kong students studying undergraduate and postgraduate programmes in Mainland higher education institutions was 16 228 as at January 2020.

(2) MoE 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 78, 84, 90, 102 and 112 in the 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20 academic years respectively, and lists of such institutions are available on 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.

(3) The number of students enrolling in the Admission Scheme in the 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20 academic years was 2 988, 2 689, 2 568, 3 216 and 3 511 respectively whereas the number of students admitted to Mainland higher education institutions under the Admission Scheme was 1 444, 1 391, 1 295, 1 556 and 1 784 respectively. As regards the number of Hong Kong students admitted by individual Mainland higher education institutions participating in the Admission Scheme, the relevant information provided by the institutions for the 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20 academic years is set out in the "Handbook on the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions" for the 2016/17, 2017/18, 2018/19, 2019/20 and 2020/21 academic years, which can be downloaded from the website of the Education Bureau at www.edb.gov.hk/expo15, www.edb.gov.hk/expo16, www.edb.gov.hk/expo17, www.edb.gov.hk/expo18 and www.edb.gov.hk/admissionscheme20 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 levels. The relevant manpower and expenditure have been subsumed under the overall establishment and expenditure of EDB and these personnel concurrently discharge other duties, hence a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0181)

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, with a breakdown by institution, the number of applicants and the respective number of students receiving full-rate and half-rate subsidies under the MUSSS in the past 5 years (2015/16 to 2019/20 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 (2015/16 to 2019/20 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.: 28)

Reply:

(1) The Mainland University Study Subsidy Scheme (MUSSS) was launched in July 2014. To better support Hong Kong students in pursuing studies in the Mainland, the MUSSS has been expanded since the 2016/17 academic year and a “non-means-tested subsidy” has been introduced under the MUSSS starting from the 2017/18 academic year. For the 2019/20 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 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20 academic years, the number of students receiving the full-rate and half-rate subsidies in the 2015/16 and 2016/17 academic years, and the number of students receiving full-rate “means-tested subsidy”, half-rate “means-tested subsidy” and “non-means-tested subsidy” in the 2017/18, 2018/19 and 2019/20 (as at 29 February 2020) 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) 38 cases of attrition among the students receiving the subsidy under the MUSSS have been reported so far in the 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20 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.

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	No. of applicants (including new applications and renewals)	No. of students receiving full-rate subsidy	No. 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 which did not participate in the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions in the 2015/16 academic year.

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	No. of applicants (including new applications and renewals)	No. of students receiving full-rate subsidy	No. 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.

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	No. of applicants (including new applications and renewals)	No. of students receiving full-rate “means-tested” subsidy	No. of students receiving half-rate “means-tested” subsidy	No. 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 of 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.

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

Mainland higher education institutions	No. of applicants (including new applications and renewals)	No. of students receiving full-rate “means-tested” subsidy	No. of students receiving half-rate “means-tested” subsidy	No. 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	242	135	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	4	1
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	8	6	13

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	10	5	5
Wuhan University	54	15	8	29
Wuhan University of Technology	1	1	0	0
Southern Medical University	20	13	3	4
Nanjing University	14	3	1	10
Nanjing University of Chinese Medicine	80	45	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	2	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	293	189	61	6
Jimei University	7	4	2	0
Yunnan University	3	3	0	0
Yunnan Normal University	1	0	0	0
Xiamen University	49	23	6	17
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	1102	717	250	74
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	121
The Guangzhou Academy of Fine Arts	13	6	2	3
Guangzhou Medical University	4	0	1	2
Guangxi University	1	1	0	0
Guangxi University Chinese Medicine	56	33	9	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	3403	1872	667	608

* Institution which is not one of the designated Mainland institutions in the 2018/19 academic year.

Mainland University Study Subsidy Scheme

**Breakdown of the number of applicants and the number of students receiving subsidies
by institution in the 2019/20 academic year
(As at 29 February 2020)**

Mainland higher education institutions	No. of applicants (including new applications and renewals)	No. of students receiving full-rate “means-tested” subsidy	No. of students receiving half-rate “means-tested” subsidy	No. of students receiving “non-means-tested” subsidy
China Three Gorges University	1	1	0	0
Shanghai University of Traditional Chinese Medicine	29	16	3	7
Shanghai International Studies University	20	6	2	10
Shanghai Jiao Tong University	11	4	2	5
Shanghai Normal University	4	1	1	2
Shanghai University of Finance and Economics	5	1	0	4
Shanghai University of Sport	1	0	0	0
Shandong University	37	23	4	6
Sun Yat-sen University	263	137	41	56
Central Academy of Fine Arts	3	1	1	0
Central Conservatory of Music	2	1	1	0
Central University of Finance and Economics	8	3	1	4
The Central Academy of Drama	1	1	0	0
Central South University	4	0	1	1
Zhongnan University of Economics and Law	16	5	3	2
Renmin University of China	11	5	1	4
China University of Geosciences (Wuhan)	1	1	0	0
China University of Political Science and Law	59	26	7	22
China Academy of Art	1	1	0	0
Communication University of China	10	3	3	4
Tianjin University	7	3	0	2
Tianjin University of Traditional Chinese Medicine	3	0	0	1
Tianjin University of Sport*	1	0	0	0
Peking University	49	11	6	30
Beijing University of Chinese Medicine	145	61	25	46
Beijing University of Chemical Technology	1	1	0	0

Beijing Foreign Studies University	2	1	0	1
Beijing Institute of Fashion Technology	15	11	1	1
Beijing Forestry University	1	1	0	0
Beijing Normal University	22	5	5	10
Beijing Normal University - Hong Kong Baptist University United International College	4	0	0	0
Beijing Normal University, Zhuhai	20	15	2	1
Beijing Institute of Technology	4	1	0	3
Beijing University of Posts and Telecommunications	8	2	0	5
Beijing Language and Culture University	16	3	2	9
Beijing Sport University	12	8	2	0
Sichuan University	41	14	7	15
Sichuan Normal University	7	2	0	1
Jilin University	2	1	0	0
Tongji University	15	6	4	3
Chengdu University of Traditional Chinese Medicine	20	8	6	2
Shantou University	9	5	2	1
Jiangxi University of Traditional Chinese Medicine	9	5	0	0
Northwest University	4	3	0	0
Xian Jiaotong University	4	1	1	2
Southwest University	7	6	0	0
Southwest University of Political Science and Law	6	3	0	2
Southwestern University of Finance and Economics	4	1	1	2
Northeastern University	1	1	0	0
Dongbei University of Finance & Economics	2	0	0	1
Southeast University	6	3	1	2
Donghua University	22	10	6	4
Wuhan University	49	11	8	26
Wuhan University of Technology	4	3	1	0
Southern Medical University	19	13	2	4
Nanjing University	9	3	1	5
Nanjing University of Chinese Medicine	76	50	16	5
Nanjing Normal University	26	10	8	5
Nanchang University	4	3	1	0
Nankai University	21	6	1	14
Xinghai Conservatory of Music	11	4	2	2
Chongqing University	17	9	1	2
Zhejiang University	5	2	1	2
Zhejiang Chinese Medical University	2	1	1	0
Zhejiang Normal University	8	5	2	0
Zhejiang Sci-Tech University	15	8	2	4

Communication University of Zhejiang*	1	0	0	0
Hainan University	2	1	0	0
Shenzhen University	19	8	2	5
Tsinghua University	36	9	3	18
Fudan University	18	5	1	10
Hubei University	1	0	0	0
Hubei University of Chinese Medicine	1	1	0	0
Hunan University	2	1	1	0
Hunan Normal University	15	9	4	1
Huazhong University of Science & Technology	1	0	0	1
Central China Normal University	15	7	1	4
East China University of Political Science and Law	16	5	1	8
East China Normal University	21	8	5	7
East China University of Science and Technology	11	5	2	2
South China Normal University	14	9	2	1
South China University of Technology	12	7	0	4
Huaqiao University	366	221	65	3
Jimei University	5	4	1	0
Yunnan University	3	2	0	0
Xiamen University	47	18	7	18
Ningbo University	4	3	0	1
University of International Business and Economics	10	2	3	5
Jinan University	1167	701	227	99
Fuzhou University	8	5	1	0
Fujian University of Traditional Chinese Medicine	7	2	3	1
Fujian Normal University	9	4	4	0
Shaoguan University	3	2	0	0
Guangzhou University	5	5	0	0
Guangzhou University of Chinese Medicine	344	145	62	106
The Guangzhou Academy of Fine Arts	17	9	3	3
Guangzhou Medical University	3	0	2	1
Guangxi University	1	1	0	0
Guangxi University Chinese Medicine	51	31	6	1
Guangdong University of Technology	1	1	0	0
Guangdong University of Foreign Studies	7	2	2	2
Guangdong University of Finance	7	5	1	0
Guangdong University of Finance and Economics	3	3	0	0
Zhengzhou University	4	3	1	0
Information not provided	1	0	0	0
Total	3 480	1 800	599	641

* Institution which is not one of the designated Mainland institutions in the 2019/20 academic year.

Mainland University Study Subsidy Scheme

Breakdown of the number of applicants by discipline

Discipline	Number of applicants (including new applications and renewals)				
	2015/16 academic year	2016/17 academic year	2017/18 academic year	2018/19 academic year	2019/20 academic year
Architecture	7	45	61	63	51
Arts	94	312	400	393	423
Business, Economics and Finance	110	583	776	769	794
Chinese Medicine	162	689	1 053	971	834
Communications and Journalism	26	157	171	279	331
Dentistry, Medicine and Veterinary Medicine	35	136	202	227	258
Design	21	63	90	110	107
Education	9	35	64	68	76
Engineering	16	79	58	54	64
Law	39	89	136	116	112
Performing Arts	9	13	30	28	35
Politics and Public Administration	10	25	50	42	53
Science	19	68	76	56	69
Tourism	9	57	94	84	87
Others	14	74	192	143	186
Total:	580	2 425	3 453	3 403	3 480

- End -

CONTROLLING OFFICER'S REPLY

EDB110

(Question Serial No. 0182)

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 (2015/16 to 2019/20 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 (2015/16 to 2019/20 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 (2015/16 to 2019/20 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.: 29)

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 the Ministry of Education (MoE) of the People's Republic of China have 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 the latest development on further studies in the Mainland. However, the Mainland Higher Education Expo 2019 was suspended and eventually cancelled in light of the recent social situation and the novel coronavirus epidemic. Information about the Mainland Higher Education Expos from 2015 to 2018 is as follows:

Date	Venue	Theme	Approximate no. of visitors
7 & 8 November 2015	KITEC [^]	Details and arrangements of the Admission Scheme and the latest development on further studies in the Mainland.	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 Expo. The actual expenditure involved in organising the Expos from 2015 to 2018 is as follows:

Financial year	Actual expenditure (\$ million)
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 levels. 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. 0185)

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 (HKCAAVQ), the Quality Assurance Council (QAC) and the Joint Quality Review Committee (JQRC) in the past 5 years (2015-16 to 2019-20)? What are their respective estimates for 2020-21?
- (2) How many programmes were assessed by the HKCAAVQ, QAC and JQRC respectively in the past 5 years (2015-16 to 2019-20)? How many programmes were found not up to standard?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 32)

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. To implement the recommendations in the review report of the Task Force on Review of Self-financing Post-secondary Education in 2018, the CSPE was revamped in November 2019, with the appointment of new members (including two non-local members). In 2019-20, the expenditure of the CSPE, which was around \$190,000, was used to cover the air passage, accommodation, as well as per-diem allowance of non-local members. We estimate that the expenditure of the CSPE in 2020-21 will be around \$750,000, of which around \$400,000 will be used to cover expenditures relating to non-local members' air passage, accommodation, as well as per-diem allowance. Moreover, following the practice of the University Grants Committee (UGC), we propose to provide honoraria to non-official local members and non-local members as a token of recognition of their contributions to the work of the CSPE. We plan to consult the Legislative Council Panel on Education on the proposal to provide honoraria to members of the CSPE, and the related expenditure is

estimated at around \$350,000 for 2020-21. The Education Bureau (EDB) provides secretariat support to the 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 under the Hong Kong Qualifications Framework except for the UGC-funded universities with self-accrediting status. The HKCAAVQ is a self-financed body and does not receive recurrent subvention from the Government.

As a statutory body, the HKCAAVQ's annual report is tabled at the Legislative Council every year in accordance with the HKCAAVQ Ordinance. The actual expenditure of the HKCAAVQ in the past 5 years from 2015-16 to 2019-20 (as at end-February 2020) and the estimated expenditure for 2020-21 are as follows –

2015-16	2016-17	2017-18	2018-19	2019-20 (As at end-February 2020)	2020-21 (Estimate)
(\$ million)					
89.4	88.7	83.1	84.2	76.8	100.1

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 2015-16 to 2019-20 and the estimated expenditure for 2020-21 are as follows –

2015-16	2016-17	2017-18	2018-19	2019-20 (As at end-February 2020)	2020-21 (Estimate)
(\$ million)					
1.4	1.0	1.1	1.7	0.4	0.8

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 conducted 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 resulted in higher expenditure for 2018-19. The QAC commenced the preparation work for the third round of quality audits in 2019-20. Besides, 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 \$88,850 to \$104,250 for non-local QAC members and \$48,950 to \$57,830 for non-local Audit Panel members over the period from 2015-16 to 2019-20.

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 the JQRC and has no information about its annual expenditure.

- (2) The HKCAAVQ is empowered under the HKCAAVQ Ordinance to conduct accreditation for academic and vocational programmes. In the past 5 years from 2015-16 to 2019-20 (as at end-February 2020), the number of programmes accredited/re-accredited, as well as those not approved by the HKCAAVQ are as follows:—

Number of Programmes	Financial Year				
	2015-16	2016-17	2017-18	2018-19	2019-20 (As at end-February 2020)
Accredited/ Re-accredited Note	280	235	329	403	196
Not approved ^{Note}	2	0	0	0	0

The 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 was 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 the HKCAAVQ.

On the other hand, the former JQRC endorsed self-financing sub-degree programmes of UGC-funded universities for the purpose of registration on the 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, since the former JQRC ceased operation in 2016, the number of self-financing sub-degree programmes endorsed/re-endorsed as well as those not endorsed/not re-endorsed since 2015-16 are not available.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0186)

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 financial position in respect of the Hong Kong Examinations and Assessment Authority's conduct of the Territory-wide System Assessment (TSA) and Basic Competency Assessment (BCA), please provide the following information:

- (1) The cost per subject entry in each of the past 5 years, broken down by items of expenditure;
- (2) The number of students taking the TSA/BCA in each of the past 5 years, broken down by class level; and the cost incurred by special examination arrangements provided for candidates with special educational needs; and
- (3) The estimated expenditure for the TSA scheduled this year; and the number of students expected to take the assessment.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 33)

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) (2017 and before) 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. The expenditure incurred in the past 5 years is tabulated as follows:

Contract year	Expenditure (\$ million)		Total expenditure (\$ million)	Average annual expenditure (\$ million)
	SA	TSA and related study under the project		
2015-2018	3*	290	293	73
2019	Not applicable	85	85	Not applicable

*Note: Since January 2017, the expenditure on Student Assessment Repository (STAR) platform (formerly SA) has been subsumed under the overall expenditure of EDB.

(2) and (3)

According to the information provided by the HKEAA, the number of students participating in TSA in the 2015/16 to 2018/19 school years is tabulated as follows:

School year/class 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
2017/18 school year	See below for details	About 2 500 [△]	About 50 000

△ 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.

Starting from 2018, 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”. 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 related breakdown of primary and secondary students participating in TSA. In line with the policy intent of the assessment arrangements, the HKEAA will also no longer disclose the relevant information.

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, 2017/18 and 2018/19 school years was about \$90,000, \$160,000, \$140,000 and \$180,000 respectively. For the 2019/20 school year, the original estimated expenditure for TSA is \$85 million whereas the estimated expenditure for providing special examination arrangements is

\$190,000. In view of the latest situation of COVID-19, the EDB has announced that TSA of all related class levels would be suspended in the current school year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0187)

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) 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 the 2015/16 school year;

(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 participating primary and secondary schools, and the average amount of grant received by each primary and secondary school in the 2018/19 and 2019/20 school years; and

(c) Please provide a list of local schools participating in the Pilot Scheme, the names of their Mainland sister schools, and the respective number of local schools that have formed 0, 1, 2 and 3 or more sister schools with their counterparts in the Mainland.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 34)

Reply:

(a) and (b)

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 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 Government has regularised the Pilot Scheme with effect from the 2018/19 school year. The number of participating schools and the amount of grant disbursed are set out by school year below:

School year	Secondary school	Primary school	Special school	Total no. of schools	Amount of grant for each school per school year (\$)
2015/16	150	139	13	302	120,000
2016/17	223	228	20	471	120,000
2017/18	250	260	25	535	120,000
2018/19	296	312	26	634	150,000
2019/20 (as at March 2020)	305	329	28	662	154,950

(c) For the 2019/20 school year, according to the information submitted by the 662 schools that have applied for the Grant for the Sister School Scheme (as at March 2020), the number of local schools that have formed 1, 2 and 3 or more sister schools with their Mainland counterparts are 194, 207 and 261 respectively. 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. 0188)

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 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 the school for children with hearing impairment from the 2017/18 school year; the expenditures involved in the school years from 2017/18 to 2019/20, and the estimated expenditures for the 2020/21 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 implementation details of the above measure in 2019/20, including the number of applicant schools, the number of schools granted approval in the first stage, the number of clusters formed by schools, the number of SBSTs employed by these clusters, the average length of experience and average monthly salary of the SBSTs employed, the number of vacant SBST posts under the existing measure, the pay scale of SBSTs and the estimated expenditures for the 2020/21 school year; and

(iii) with certain special schools indicating difficulties in recruiting school-based occupational therapists and speech therapists owing to shortage of specialists, the number of schools that have been unable to recruit occupational therapists and speech therapists since the 2018/19 school year by school type, and the number of special schools that have been unable to recruit occupational therapists 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.: 36)

Reply:

(i) and (iii)

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, 2018/19 and 2019/20 school years, a total of 34 special schools benefited from the measure annually. The number of beneficiaries in the 2020/21 is estimated to be similar. The expenditures for this measure in the 2017/18 and 2018/19 school years were around \$21 million and \$27 million respectively, and the estimated annual expenditure in the 2019/20 and 2020/21 school years will be around \$33 million.

According to the information collected by the EDB, in the 2019/20 school year, among these 34 special schools, 32 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 2 schools have neither recruited any OT nor applied for the cash grant.

As for speech therapists (STs), in the 2019/20 school year, all 59 special schools with ST posts have employed STs or frozen (all or part of) the ST post vacancies to obtain a cash grant for recruiting temporary staff or procuring related services.

To improve manpower supply of OTs, 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.

(ii) Starting from the 2019/20 school year, the EDB implements the “Enhanced School-based Speech Therapy Service” (Enhanced SBSTS) by creating school-based speech therapist (SBST) posts in the public sector ordinary schools by phases. The EDB forms 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 clusters are formed by 2 schools, and a small number of clusters are formed by 3 schools. A school in each cluster is the base school. The permanent posts of SBST are created in the base schools.

In the 2018/19 school year, a total of 443 public sector ordinary primary and secondary schools informed the EDB in writing of their intention to implement the Enhanced SBSTS in the 2019/20 school year. In the 2019/20 school year, the EDB created 118 SBST posts in 223 ordinary primary and secondary schools. Among them, 174 schools constituting 92 clusters have employed 93 SBSTs, and there are still 25 SBST vacant posts. The EDB continues to provide schools that have not yet employed their SBSTs with additional grants for procurement of service to support the students with SLI in schools.

Regarding the length of experience of the SBSTs employed in the 2019/20 school year, it ranged from fresh graduates joining the career to having more than 10 years of relevant work experience. The SBSTs are remunerated at Master Pay Scale Points 16 to 33. The estimated expenditure for implementing the Enhanced SBSTS in the 2020/21 school year will be around \$140 million.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0189)

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? Please provide, by year, the number of schools failing to recruit regular graduate teachers and 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? Please give the overall number for the territory together with a breakdown by district.
- (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.: 37)

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 are 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 and considered filling the regular teaching post vacancies with existing contract teachers where appropriate, 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 510 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 2020/21 school year.

(3) The teaching post quota provided to schools participating in the VOCSS has all been withdrawn in the 2019/20 school year according to the provisions under the scheme. Schools can use the additional regular teaching posts created by the increase in T/C ratio to absorb their surplus teachers. 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

EDB116

(Question Serial No. 0190)

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:

Regarding education for non-Chinese speaking (NCS) students, please provide information in the past 5 years (from the 2015/16 to 2019/20 school years)

- (a) the number of NCS students with a breakdown by stage, grade level, type and ethnicity of the students;

Table 1: Kindergarten

	2015/16...		
	K1	K2	K3
Indonesian			
Filipino			
Indian			
Pakistani			
Nepalese			
Japanese			
Thai			
Korean			
Other Asian			
White			
Mixed			
Others			
Total			

Table 2: Primary school

	2015/16...					
	P1	P2	P3	P4	P5	P6
Indonesian						
Filipino						
Indian						
Pakistani						
Nepalese						
Japanese						
Thai						
Korean						
Other Asian						
White						
Mixed						
Others						
Total						

Table 3: Secondary school

	2015/16...					
	S1	S2	S3	S4	S5	S6
Indonesian						
Filipino						
Indian						
Pakistani						
Nepalese						
Japanese						
Thai						
Korean						
Other Asian						
White						
Mixed						
Others						
Total						

Table 4: Special school

	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					
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;

	2015/16...			
Number of NCS students	Kindergarten	Primary school	Secondary school	Special school
under 10				
10-30				
30-50				
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 participating in 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 entering 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 since the 2015/16 school year.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 38)

Reply:

- (a) According to the information collected through the annual Enrolment Survey, the number of non-Chinese speaking (NCS) ethnic minority students studying at different grade levels in public sector primary and secondary schools, Direct Subsidy Scheme (DSS) primary and secondary schools and special schools from the 2015/16 to 2019/20 school years, disaggregated by the ethnicities specified in the question, 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 2015/16 to 2019/20 school years is tabulated at Annex D.
- (b) The number of kindergartens, public sector primary and secondary schools, DSS primary and secondary schools, and special schools admitting 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 2015/16 to 2019/20 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 NCS students learn and integrate into the community. 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 NCS students’ learning of the Chinese language. Starting from the 2014/15 school year, the funding 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 2015/16 to 2019/20 school years are tabulated below:

School year	Number of participating NCS students	Number of centres
2015/16	974	22
2016/17	1 057	22
2017/18	724	19
2018/19	811	20
2019/20 (Note)	757	19

Note: Figures as at January 2020.

- (e) The number of schools admitting NCS students and provided with the Language Learning Support Services from the 2015/16 to 2019/20 school years is as follows:

School year	Number of participating schools	Number of participating NCS students
2015/16 (Note)	26	2 240
2016/17 (Note)	27	1 940
2017/18 (Note)	25	1 422
2018/19 (Note)	27	1 563
2019/20 (Note)	25	1 686

Note:

Starting 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 were also supported through the Professional Development Schools Scheme, University-School Support Programmes, School Support Partners (Seconded Teacher) Scheme, etc. funded by the Education Development Fund. In the 2015/16, 2016/17, 2017/18 and 2018/19 school years, 97, 93, 78 and 70 schools admitting NCS students received professional support services respectively, benefitting about 8 150, 9 390, 7 120 and 5 640 NCS students in the respective school years. The Education Development Fund ceased to operate at the end of the 2018/19 school year. EDB has commissioned post-secondary institutions to provide school-based support services for schools admitting NCS students in the 3 school years from 2019/20 to 2021/22. The support services for the 2019/20 school year have been launched, providing support to 28 primary 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.

- (f) One of the objectives of providing the school-based curriculum development support services is to help schools cater for learner diversity from the curriculum perspective. The services are school-based and contextualised according to school circumstances to benefit all students, including but not limited to NCS students, in the participating schools. From the 2015/16 to 2019/20 school years, about 152 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 the Summer Bridging Programme for NCS students, the number of participating NCS students, and the expenditure from the 2015/16 to 2019/20 school years are tabulated below:

Initiation Programme

School year	Number of participating schools	Number of participating newly-arrived NCS students	Expenditure (\$ million)
2015/16	3	167	5.42
2016/17	3	171	5.65
2017/18	3	152	6.00
2018/19	3	118	6.24
2019/20 (estimated)	3	126	6.49

Induction Programme

School year	Number of participating NGOs	Number of participating newly-arrived NCS students	Expenditure (\$)
2015/16	1	10	21,000
2016/17	1	11	22,000
2017/18	(Note)	(Note)	(Note)
2018/19	(Note)	(Note)	(Note)
2019/20 (estimated)	1	10	24,000

Note: No newly-arrived NCS children enrolled in the Induction Programme in the 2017/18 and 2018/19 school years.

Summer Bridging Programme

School year	Number of participating schools	Number of participating NCS students	Expenditure (\$ million)
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
2019/20 (Note)	29	1 140	2.0

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 which in turn will strengthen their support for their children. In 2015, 2016, 2017, 2018 and 2019, the number of participating parents of NCS students is about 240, 190, 150, 140 and 90 respectively.

- (h) The Pilot Scheme on Workplace Chinese Language Programme for NCS Students comprised 12 courses pegged with Qualifications Framework Levels 1 to 3. These courses were provided by phases from the 2011/12 to 2014/15 school years. The

Pilot Scheme ended in the 2014/15 school year and hence no relevant data for the 2015/16 to 2019/20 school years is available.

- (i) Since the 2012/13 school year, EDB has, in collaboration with NGOs, organised district-based programmes for NCS children aged 3 to 9 in localities with a greater concentration of NCS students, 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 2015/16 to 2019/20 school years are tabulated below:

School year	Organiser(s) of district-based programmes	Name of programme	Number of participating NCS students
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
2019/20	Dawn Foundation Limited	Project on Supporting NCS Children in Learning Chinese	around 200

- (j) Eligible school candidates entering 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 the examination fee for the Chinese Language subject 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 entering 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 entering for the IGCSE, GCE AS-Level and GCE A-Level (Chinese) examinations from the 2012/13 school year onwards. The number of NCS students subsidised to enter for relevant examinations and granted full or half fee remission of the “subsidised examination fee” under the EFRS from the 2015/16 to 2019/20 school years is tabulated below:

School year	Number of NCS students subsidised	Number of NCS students granted full fee remission	Number of NCS students granted half fee remission
2015/16	1 536	140	114
2016/17	1 747	164	123
2017/18	1 950	209	146
2018/19	1 544	Note	
2019/20	2 108	Note	

Note:

With the Government paying the examination fees for school candidates of the 2019 and 2020 HKDSE, the “subsidised examination fee” for eligible NCS students entering for the aforementioned non-local Chinese Language examinations in the 2018/19 and 2019/20 school years is waived accordingly. Hence, needy students are not required to apply for examination fee remission in the 2018/19 and 2019/20 school years.

- (k) Starting from the 2014/15 school year, EDB has substantially increased the additional funding to schools, 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. The “Learning Framework” was introduced in the 2014/15 school year. Relevant training commenced in the same year and there were nearly 1 800 counts on teacher participation within the school year. From September 2015 to February 2020, there were a total of 354 primary schools and 261 secondary schools that had sent their teachers (around 2 670 counts on participation) 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 learning and teaching of the 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 3 000 teachers attended the workshops from the 2015/16 to 2019/20 school years. The annual expenditure is about \$300,000 to \$500,000.

In addition, to enhance pedagogical effectiveness in supporting NCS students' learning of the Chinese language, content on 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 manpower resources and expenses are subsumed under the overall expenditure and/or different funds of EDB.

**Number of non-Chinese speaking ethnic minority students
studying at different grade levels in primary schools by ethnicity
from the 2015/16 to 2019/20 school years**

P1	2015/16	2016/17	2017/18	2018/19	2019/20
Indonesian	27	25	27	37	44
Filipino	206	214	191	201	219
Indian	162	134	152	193	208
Pakistani	485	473	514	493	480
Nepalese	332	324	322	312	324
Japanese	22	25	20	30	16
Thai	23	18	24	24	27
Korean	10	6	17	18	15
Other Asian	35	26	25	39	44
White	95	134	116	114	112
Others	80	73	91	95	106
Total	1 477	1 452	1 499	1 556	1 595

P2	2015/16	2016/17	2017/18	2018/19	2019/20
Indonesian	20	27	29	31	36
Filipino	222	211	232	198	208
Indian	145	169	145	153	200
Pakistani	545	507	514	549	507
Nepalese	295	341	321	321	310
Japanese	21	27	26	20	31
Thai	28	27	26	28	30
Korean	11	14	7	14	20
Other Asian	41	40	28	28	43
White	102	112	137	112	113
Others	65	75	75	99	86
Total	1 495	1 550	1 540	1 553	1 584

Annex A (cont'd)

P3	2015/16	2016/17	2017/18	2018/19	2019/20
Indonesian	21	26	26	30	33
Filipino	222	220	215	235	212
Indian	156	149	177	155	170
Pakistani	513	557	521	538	567
Nepalese	269	296	343	319	320
Japanese	17	18	25	24	18
Thai	26	29	32	26	32
Korean	6	14	10	7	14
Other Asian	59	45	42	29	31
White	114	101	112	120	107
Others	65	63	76	64	91
Total	1 468	1 518	1 579	1 547	1 595

P4	2015/16	2016/17	2017/18	2018/19	2019/20
Indonesian	15	21	29	28	30
Filipino	226	230	230	211	242
Indian	168	166	152	173	173
Pakistani	518	542	571	526	551
Nepalese	222	272	298	346	320
Japanese	16	15	14	22	25
Thai	22	30	29	31	27
Korean	6	9	15	11	10
Other Asian	28	58	45	44	35
White	78	104	91	92	115
Others	55	57	64	74	67
Total	1 354	1 504	1 538	1 558	1 595

P5	2015/16	2016/17	2017/18	2018/19	2019/20
Indonesian	18	14	19	28	28
Filipino	214	221	238	229	214
Indian	176	177	164	159	183
Pakistani	502	536	553	570	535
Nepalese	210	227	268	292	340
Japanese	13	16	15	13	24
Thai	36	23	33	30	33
Korean	4	6	11	13	11
Other Asian	36	27	56	42	43
White	56	66	88	81	84
Others	58	54	53	57	70
Total	1 323	1 367	1 498	1 514	1 565

P6	2015/16	2016/17	2017/18	2018/19	2019/20
Indonesian	14	15	12	20	27
Filipino	200	213	222	236	228
Indian	137	175	175	155	159
Pakistani	458	506	536	552	562
Nepalese	244	211	224	262	279
Japanese	6	12	16	14	14
Thai	23	34	27	37	28
Korean	7	4	6	10	13
Other Asian	31	31	28	49	40
White	51	50	56	72	76
Others	50	52	53	54	55
Total	1 221	1 303	1 355	1 461	1 481

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include public sector primary schools and Direct Subsidy Scheme primary schools, but not 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-race students may report their ethnicity as “Others” or the ethnicity group deemed the most appropriate by their parents/guardians/the students.

**Number of non-Chinese speaking ethnic minority students
studying at different grade levels in secondary schools by ethnicity
from the 2015/16 to 2019/20 school years**

S1	2015/16	2016/17	2017/18	2018/19	2019/20
Indonesian	14	16	14	16	20
Filipino	273	239	249	228	265
Indian	218	199	228	237	241
Pakistani	599	521	591	608	629
Nepalese	249	262	230	232	272
Japanese	6	17	19	20	19
Thai	33	36	38	28	44
Korean	8	16	14	13	19
Other Asian	65	52	64	61	51
White	52	55	56	40	55
Others	91	88	123	129	119
Total	1 608	1 501	1 626	1 612	1 734

S2	2015/16	2016/17	2017/18	2018/19	2019/20
Indonesian	12	15	21	15	17
Filipino	275	284	234	240	231
Indian	221	210	209	229	227
Pakistani	528	546	515	576	582
Nepalese	242	243	258	218	230
Japanese	10	7	13	18	19
Thai	19	31	42	35	27
Korean	11	9	13	16	10
Other Asian	30	54	42	48	49
White	33	44	45	42	33
Others	60	80	89	111	113
Total	1 441	1 523	1 481	1 548	1 538

S3	2015/16	2016/17	2017/18	2018/19	2019/20
Indonesian	12	11	16	23	16
Filipino	259	277	294	241	242
Indian	184	221	215	217	229
Pakistani	484	509	590	501	562
Nepalese	199	238	245	261	208
Japanese	10	9	9	16	15
Thai	15	21	25	38	38
Korean	9	9	9	12	17
Other Asian	34	29	43	28	52
White	42	33	36	48	42
Others	75	64	87	96	115
Total	1 323	1 421	1 569	1 481	1 536

S4	2015/16	2016/17	2017/18	2018/19	2019/20
Indonesian	8	12	12	16	20
Filipino	254	251	282	295	257
Indian	223	182	222	216	213
Pakistani	489	465	506	586	501
Nepalese	235	213	248	241	262
Japanese	12	9	8	7	17
Thai	29	12	17	24	29
Korean	5	9	10	5	14
Other Asian	25	37	35	47	33
White	48	36	33	39	56
Others	82	87	68	90	99
Total	1 410	1 313	1 441	1 566	1 501

S5	2015/16	2016/17	2017/18	2018/19	2019/20
Indonesian	9	7	13	13	17
Filipino	221	243	233	260	251
Indian	196	204	168	210	199
Pakistani	401	460	416	458	541
Nepalese	209	210	182	217	213
Japanese	10	9	7	9	5
Thai	8	26	13	19	22
Korean	5	7	10	9	4
Other Asian	20	22	36	25	41
White	22	29	24	23	27
Others	48	65	71	53	77
Total	1 149	1 282	1 173	1 296	1 397

S6	2015/16	2016/17	2017/18	2018/19	2019/20
Indonesian	2	11	6	11	11
Filipino	228	214	237	223	248
Indian	181	185	198	158	205
Pakistani	347	389	440	396	434
Nepalese	191	198	195	168	198
Japanese	9	8	10	6	8
Thai	11	8	23	10	19
Korean	12	5	5	10	9
Other Asian	31	19	20	30	25
White	21	20	24	21	21
Others	34	37	59	64	53
Total	1 067	1 094	1 217	1 097	1 231

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include public sector secondary schools and Direct Subsidy Scheme (DSS) secondary schools (among which 1 DSS secondary school offering only non-local curriculum is excluded for not having provided information on ethnicity of non-Chinese speaking students), but not 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-race students may report their ethnicity as "Others" or the ethnicity group deemed the most appropriate by their parents/guardians/the students.

**Number of non-Chinese speaking ethnic minority students
studying in special schools by ethnicity
from the 2015/16 to 2019/20 school years**

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

2019/20	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	9	2
Filipino	2	3	3	60	3
Indian	0	0	2	24	0
Pakistani	2	7	23	119	2
Nepalese	0	1	4	65	3
Japanese	0	0	0	7	0
Thai	0	0	0	4	0
Korean	0	0	1	3	0
Other Asian	0	0	0	13	0
White	3	0	1	12	1
Others	0	1	5	15	3
Total	7	12	39	331	14

Notes:

1. Figures refer to the position as at mid-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-race students may report their ethnicity as “Others” or the ethnicity group deemed the most appropriate by their parents/guardians/the students.

**Number of ethnic minority students
studying at different grade levels in kindergartens by ethnicity
from the 2015/16 to 2019/20 school years**

K1	2015/16	2016/17	2017/18	2018/19	2019/20
Indonesian	25	39	49	38	68
Filipino	182	199	222	198	218
Indian	444	463	452	451	510
Pakistani	488	468	446	452	509
Nepalese	306	334	315	339	308
Japanese	312	282	268	268	232
Thai	21	34	47	37	36
Korean	116	105	110	120	101
Other Asian	151	125	139	130	146
White	1 271	1 189	1 198	1 202	1 058
Others	547	592	550	620	654
Total	3 863	3 830	3 796	3 855	3 840

K2	2015/16	2016/17	2017/18	2018/19	2019/20
Indonesian	47	33	41	51	37
Filipino	223	191	233	206	224
Indian	432	473	487	448	495
Pakistani	513	539	507	468	507
Nepalese	335	316	342	334	343
Japanese	238	260	239	224	219
Thai	39	35	39	46	42
Korean	99	149	123	126	119
Other Asian	142	126	152	126	139
White	1 273	1 258	1 203	1 237	1 067
Others	527	604	600	695	638
Total	3 868	3 984	3 966	3 961	3 830

K3	2015/16	2016/17	2017/18	2018/19	2019/20
Indonesian	25	31	42	45	52
Filipino	221	194	203	223	220
Indian	266	306	339	381	361
Pakistani	502	508	519	493	496
Nepalese	325	328	319	320	318
Japanese	206	196	220	185	191
Thai	20	38	36	36	47
Korean	46	56	71	73	45
Other Asian	93	87	115	97	116
White	676	804	778	867	685
Others	370	346	369	386	418
Total	2 750	2 894	3 011	3 106	2 949

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include K1, K2 and K3 classes of kindergarten-cum-child care centres. Figures include both local and non-local kindergartens.
3. Figures include ethnic minority students who use Chinese as the spoken language at home.
4. Mixed-race students may report their ethnicity as “Others” or the ethnicity group deemed the most appropriate by their parents/guardians/the students.

**Number of kindergartens, public sector primary and secondary schools,
Direct Subsidy Scheme primary and secondary schools, and special schools
admitting 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 2015/16 to 2019/20 school years**

Number of NCS Students	2015/16			
	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
Number of NCS Students	2016/17			
	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
Number of NCS Students	2017/18			
	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
Number of NCS Students	2018/19			
	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
Number of NCS Students	2019/20			
	Kindergarten	Primary	Secondary	Special
Less than 10	364	195	185	33
10 – 30	160	78	67	19
31 – 50	39	19	11	0
51 – 75	23	9	12	0
76 – 90	6	1	3	0
91 or above	36	29	24	0

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures for kindergartens include K1, K2 and K3 classes of kindergarten-cum-child care centres. Figures include both local and non-local kindergartens.
3. Figures for primary and secondary schools include public sector schools and Direct Subsidy Scheme schools, but not special schools.
4. Figures include those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
5. Hospital school is not included in special schools due to the transitional nature of the education service provided.

- End -

CONTROLLING OFFICER'S REPLY

EDB117

(Question Serial No. 0191)

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 (2015/16 to 2019/20 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;

(e) the expenditure involved in the EDB's arrangements for payment of the examination fees for school candidates sitting for the 2019 HKDSE; and

(f) the percentage share of the number of students with SEN who attended the HKDSE and were provided with the special examination arrangements in the total number of candidates, and the total number of candidates of each year.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 39)

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 2015/16 to 2019/20, set out by type of SEN and special examination arrangements is at Appendix.

(b) From the 2015/16 to 2018/19 school years, about 470, 470, 610 and 660 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 continue their studies in local private schools, attend full-time or part-time courses run by the Vocational Training Council, join apprenticeship schemes or receive pre-employment vocational training, 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. In recent years, we note an increase in the number of students with SEN who left school after completing S4 or S5. 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 not practically 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 type of SEN is only available since the 2015 HKDSE Examination and is set out as follows:

Year of Examination	Physical Disabilities	Visual Disabilities	Aural Disabilities	Oral Disabilities	Specific Learning Disabilities	Other Disabilities	Total
2015	0	0	0	1	0	2	3
2016	1	0	2	2	8	16	29
2017	3	1	0	0	7	10	21
2018	2	0	2	1	7	14	26
2019	0	0	0	1	15	34	50

(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)
2015/16	12.1
2016/17	14.6
2017/18	14.7
2018/19	16.7
2019/20	19.4*

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 2019 and January 2020.

(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 \$850,000 for this purpose from the 2015/16 to 2019/20 school years.

Under the existing arrangement for the Territory-wide System Assessment (TSA), schools may select special examination support arrangements for students with SEN according to their actual needs. Schools may adopt their internal assessment modes or methods in selecting special examination support arrangements for these students, including 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-side printing, coloured question papers (e.g. ivory or green) as well as A3 question-answer booklets. These students may use screen readers and other answering methods (e.g. typing answers on a 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 EDB does not maintain separate breakdowns of expenditure on special examination support arrangements for different groups of students. According to the information provided by the HKEAA, the expenditure on the provision of special examination support arrangements for students with SEN and non-Chinese speaking students sitting for TSA in the 2015/16, 2016/17, 2017/18 and 2018/19 school years was \$90,000, \$160,000, \$140,000 and \$180,000 respectively.

In view of the development of the novel coronavirus epidemic, the EDB announced on 25 February 2020 that TSA at all levels would be suspended for the 2019/20 school year.

(e) The expenditure on payment of examination fees for school candidates sitting for the 2019 HKDSE Examination is around \$146.72 million.

(f) The number of students with SEN who attended the HKDSE and were provided with special examination arrangements, their percentage out of the total number of candidates, and the total number of candidates in the past 5 school years from 2015/16 to 2019/20 are as follows:-

Year of examination	No. of students provided with special examination arrangements(A)	Total no. of candidates (B)	A as a percentage of B
2016	2 047	68 128	3.0%
2017	2 442	61 624	4.0%
2018	2 666	59 000	4.5%
2019	3 084	56 159	5.5%
2020*	3 129	52 549	6.0%

* Figures as at March 2020

Number of students applying for special examination arrangements in the Hong Kong Diploma of Secondary Education Examination (HKDSE)
from the **2015/16 to 2019/20 school years#**

(by SEN type)

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
2019	99	48	219	215	1 318	1 185	3 084
2020*	89	45	192	239	1 335	1 229	3 129

Number of students applying for special examination arrangements in the Hong Kong Diploma of Secondary Education Examination (HKDSE) from the **2015/16 to 2019/20 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
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	3 044^	2 456	3	91	5	176	81	3	12	224	225
2020*	3 077^	2 523	3	81	1	152	101	1	16	272	244

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 2020

^ Including both written and oral examinations

- End -

CONTROLLING OFFICER'S REPLY

EDB118

(Question Serial No. 0192)

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 5 academic years (2015/16 to 2019/20):
 - (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 loan amount and repayment date for each approved loan under the Start-up Loan Scheme in the past 5 academic years (2015/16 to 2019/20).
- (3) Will the Education Bureau provide any one-off financial or policy support for self-financing institutions in the 2020/21 academic year? If yes, what are the details and the amount of funding available under each funding scheme? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 40)

Reply:

- (1)(a) Under the Land Grant Scheme (LGS), 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 2015/16 to 2019/20 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, re-provision existing premises operating in sub-optimal environment, and/or provide or enhance teaching and other ancillary facilities. The loan disbursement from the 2015/16 to 2019/20 academic years is as follows –

Academic year	Amount of Loans Disbursed under the SLS (\$ million)
2015/16	295.3
2016/17	93
2017/18	187.5
2018/19	313.1
2019/20	- (Estimate)
Total	888.9

- (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) The SPEF was set up in 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. The 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 the QESS.

The amount of scholarships and awards given out under the SPSS and grants approved under the QESS from the 2015/16 to 2019/20 academic years are set out as follows –

Academic Year	Amount of Scholarships and Awards Given Out under the SPSS (\$ million)	Amount of Grants Approved under the QESS (\$ million)
2015/16	76.8	47.6
2016/17	79.9	22.6
2017/18	83.4	26.8
2018/19	83.6	24.0
2019/20	Applications are being processed	Applications are 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 the 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 the 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 the QFSS or the QF Fund from 2015-16 to 2019-20 is as follows –

Financial Year	Amount of Subsidies Disbursed under the QFSS or the QF Fund (\$ million)
2015-16	40.0
2016-17	50.5
2017-18	42.6
2018-19	51.1
2019-20 (as at end of February 2020)	37.7
Total	221.9

- (1)(f) The Government has launched 8 rounds of Matching Grant Scheme since 2003 to help the higher education sector diversify its funding sources. The Seventh Matching Grant Scheme was launched for a period of 2 years from August 2017 to July 2019 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)). It has provided a total of nearly \$500 million of matching grants to 12 qualified institutions.
- (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 2015/16 to 2019/20 academic years is as follows –

Academic Year	Amount Awarded (\$ million)
2015/16	86.3
2016/17	82.9
2017/18	53.8
2018/19	37.7
2019/20	74.1
Total ^{Note}	334.9

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 amount of assistance disbursed under the two schemes from the 2015/16 to 2019/20 academic years is as follows –

	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
FASP					
Amount of grants disbursed (\$ million)	1,106	1,049	877	795	563
Amount of loans disbursed (\$ million)	180	180	168	144	96
Total amount of assistance disbursed (\$ million)#	1,286	1,229	1,045	940	659
NLSPS					
Amount of loans disbursed (\$ million)	792	828	702	682	520
Total (\$ million)#	2,078	2,057	1,747	1,621	1,179

* As at 31 January 2020.

Figures may not add up to the corresponding total due to rounding.

The Government launched the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) and the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong (NMTSS) in the 2015/16 and 2017/18 academic years respectively to subsidise students pursuing full-time locally-accredited self-financing undergraduate programmes. Starting from the 2019/20 academic year, the coverage of the SSSDP has been expanded to subsidise students enrolling in designated full-time locally-accredited self-financing

sub-degree programmes in selected disciplines. The amount of subsidies disbursed under the 2 schemes from the 2015/16 to 2019/20 academic years is as follows –

Academic Year	Amount of Subsidies (\$ million)
SSSDP - Self-financing Undergraduate Programmes	
2015/16	60.0
2016/17	122.5
2017/18	185.9
2018/19	462.2
2019/20 (as at February 2020)	504.6
SSSDP- Self-financing Sub-degree Programmes	
2019/20 (as at February 2020)	73.3
NMTSS	
2017/18	606.0
2018/19	497.4
2019/20 (as at February 2020)	498.8

- (2) From the 2015/16 to 2019/20 academic years, a total of 11 start-up loan applications were received under the SLS. Among them, 10 applications were not processed further as the institutions concerned were not successfully granted the land sites or vacant Government premises under the LGS for the construction or renovation projects to be financed; or the applications were withdrawn by the institutions concerned. At last, one application was approved with a total loan amount of \$400 million. The details of the approved loan are set out below –

Academic Year	Successful Applicant	Loan Amount (\$ million)	Date of Final Loan Repayment ^{Note}
2015/16	The Open University of Hong Kong	400	Subject to the date of the final drawdown
Total		400	

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 published its review report in December 2018, with recommendations including that the Government should provide self-financing post-secondary institutions with more financial support of a non-recurrent nature to help them develop their distinct character and niche areas, and launch quality programmes which will better respond to our community needs. The Education Bureau agrees with the Task Force's comments and proposes to introduce the Enhancement and Start-up Grant Scheme for Self-financing Post-secondary Education with a total commitment of \$1.26 billion. The initiative seeks to provide financial support for self-financing institutions interested in offering selected sub-degree or undergraduate programmes that meet market needs but require high start-up costs, so as to help such

programmes take off and to alleviate students' financial burden due to tuition fees. We will consult the Legislative Council Panel on Education on the details of the Scheme.

- End -

CONTROLLING OFFICER'S REPLY

EDB119

(Question Serial No. 0193)

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 2016-17 to 2020-21.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 41)

Reply:

The respective financial provisions under the General Revenue Account and unit costs are set out in the **Annex**.

	Financial Provision					Unit Cost				
	2016-17	2017-18	2018-19	2019-20	2020-21	2016-17	2017-18	2018-19	2019-20	2020-21
	Actual	Actual	Actual	Revised Estimate	Estimate	Actual	Actual	Actual	Revised Estimate	Estimate
	\$ million	\$ million	\$ million	\$ million	\$ million	\$	\$	\$	\$	\$
Kindergartens and Kindergarten-cum-child care centres under the Pre-primary Education Voucher Scheme ¹	3,194	1,127	21	4	-	N/A	N/A	N/A	N/A	N/A
Kindergartens and Kindergarten-cum-child care centres under the Kindergarten Education Scheme ²	211	3,903	6,041	6,282	6,381	N/A	N/A	45,082	47,610	49,100
Government primary schools ³	1,167	1,255	1,395	1,538	1,612	66,631	70,129	76,638	83,890	88,760
Aided primary schools	14,565	15,715	17,274	19,602	20,625	57,417	59,763	63,449	70,800	74,270
English Schools Foundation Junior Schools	109	92	75	58	42	21,494	22,249	23,471	25,640	30,850
Primary schools under the Direct Subsidy Scheme	845	908	963	1,089	1,147	54,850	58,287	61,313	67,730	71,760
Government secondary schools ³	1,564	1,605	1,690	1,800	1,854	78,872	82,132	87,400	92,990	95,540
Aided secondary schools	20,798	21,354	22,434	24,023	25,016	75,360	80,457	86,686	93,940	97,760
Caput schools	96	97	100	109	116	72,910	76,037	80,591	88,630	94,240
English Schools Foundation Secondary Schools	172	172	172	174	173	29,187	29,219	29,273	29,560	29,420
Secondary schools under the Direct Subsidy Scheme	2,992	3,129	3,247	3,598	3,815	63,534	67,694	71,049	78,060	82,130
Aided special schools	2,293	2,463	2,684	3,004	3,342	259,728	277,256	298,981	330,070	356,660
Vocational Training Council ⁴	2,456	2,523	2,665	2,837	2,896	87,800	92,600	98,400	102,100	102,400
University Grants Committee-funded Universities (including the Education University of Hong Kong) ⁵	18,495	18,882	19,678	20,900	21,462	248,345	250,531	257,996	269,190	320,940

There is no direct government funding allocated to 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 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. The PEVS was gradually replaced by the Kindergarten Education Scheme (KG Scheme) starting from the 2017/18 school year. With effect from the 2019/20 school year, there were no eligible classes or eligible students under the PEVS any more.
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 at higher technician, technician and craft levels offered by the Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Youth College and other training institutes of the 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:

	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Revised Estimate	2020-21 Estimate
	\$ million	\$ million	\$ million	\$ million	\$ million
City University of Hong Kong	2,409	2,421	2,538	2,694	2,767
Hong Kong Baptist University	1,171	1,209	1,250	1,326	1,355
Lingnan University	430	422	439	459	466
The Chinese University of Hong Kong	4,151	4,192	4,350	4,621	4,730
The Education University of Hong Kong	847	880	906	973	992
The Hong Kong Polytechnic University	2,968	3,097	3,247	3,449	3,528
The Hong Kong University of Science and Technology	2,245	2,311	2,453	2,580	2,661
The University of Hong Kong	4,275	4,349	4,495	4,797	4,963
Total*	18,495	18,882	19,678	20,900	21,462

* *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.

As universities may over-enrol under the mechanism, the unit cost for the years 2016/17 to 2019/20 is calculated based on the actual student number with over-enrolment. The unit cost for 2020/21 estimate is calculated based on the approved student number targets and does not assume over-enrolment, hence higher unit cost in 2020/21.

- End -

CONTROLLING OFFICER'S REPLY

EDB120

(Question Serial No. 0194)

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, rental subsidy, etc.);
- (2) the number of 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 in the 3 school years from 2017/18 to 2019/20 (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 2019/20 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 3 school years from 2017/18 to 2019/20 (please provide the overall ratio and list by school district); and 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.: 134)

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) and (8)
From the 2017/18 to 2019/20 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 policy which was implemented in the 2017/18 school year, the Education Bureau has reviewed 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 2019/20 school year, a total of 132 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 99 and 33. 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)	(\$ million)	(\$ million)	(\$ million)	(\$ million)
	(Actual)	(Actual)	(Actual)	(Actual)	(Actual)
PEVS (Note 1)	2,535.7	2,957.2	3,194.0	1,126.9	21.0
KG Scheme (Note 2)	N.A.	N.A.	210.8	3,903.5	6,041.3
The Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS)	539.9	529	592.5	378.9	286.0
Refund of rent, rates and government rent (Note 3)	238	256.3	276.0	128.8	7.1
Principal and teacher training (Note 4)	3.7	1.5	1.7	2.7	4.5

Note 1: The expenditures in 2017-18 reflect the expenditure on PEVS before the implementation of the KG Scheme (i.e. from April 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 between 2014-15 and 2017-18 reflect the expenditure on the rent reimbursed to non-profit-making (NPM) KGs under the Non-profit-making Kindergarten Rent Reimbursement Scheme before the implementation of the KG Scheme in the 2017/18 school year (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.

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) (Notes 1&3)	No. of School Places (Notes 1&2)	No. of KGs with WD Classes (excluding FACs) (Notes 1&3)	No. of School Places (Notes 1&2)	No. of KGs with WD Classes (excluding FACs) (Notes 1&3)	No. of School Places (Notes 1&2)	No. of KGs with WD Classes (excluding FACs) (Notes 1&3)	No. of School Places (Notes 1&2)	No. of KGs with WD Classes (excluding FACs) (Notes 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 years.

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 years.

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 years.

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 years.

Note 2: Accommodation in vacant classrooms not counted.

Number of school places provided by Scheme-KGs offering HD, WD and LWD services, percentage share of these school places
and the relevant rate of increase/decrease (by District Council district)
from the 2017/18 to 2019/20 school years

School Year	2017/18			2018/19			2019/20		
District	HD School Places (percentage share in the total number of school places)	WD School Places (excluding FACs) (percentage share in the total number of school places)	LWD School Places (i.e. FACs) (percentage share in the total number of school places)	HD School Places (percentage share in the total number of school places) [Rate of increase/decrease over last year]	WD School Places (excluding FACs) (percentage share in the total number of school places) [Rate of increase/decrease over last year]	LWD School Places (i.e. FACs) (percentage share in the total number of school places) [Rate of increase/decrease over last year]	HD School Places (percentage share in the total number of school places) [Rate of increase/decrease over last year]	WD School Places (excluding FACs) (percentage share in the total number of school places) [Rate of increase/decrease over last year]	LWD School Places (i.e. FACs) (percentage share in the total number of school places) [Rate of increase/decrease over last year]
Central & Western	3 922 (75.6%)	414 (8.0%)	852 (16.4%)	3 894 (75.7%) [-0.7%]	409 (7.9%) [-1.2%]	842 (16.4%) [-1.2%]	3 926 (75.7%) [0.8%]	410 (7.9%) [0.2%]	847 (16.3%) [0.6%]
Wan Chai	2 225 (71.5%)	324 (10.4%)	565 (18.1%)	2 236 (71.4%) [0.5%]	319 (10.2%) [-1.5%]	576 (18.4%) [1.9%]	2 216 (71.0%) [-0.9%]	328 (10.5%) [2.8%]	579 (18.5%) [0.5%]
Eastern	6 316 (66.5%)	1 719 (18.1%)	1 456 (15.3%)	5 716 (62.8%) [-9.5%]	1 932 (21.2%) [12.4%]	1 450 (15.9%) [-0.4%]	5 431 (61.3%) [-5.0%]	1 993 (22.5%) [3.2%]	1 435 (16.2%) [-1.0%]
Southern	1 784 (58.8%)	494 (16.3%)	757 (24.9%)	1 652 (55.7%) [-7.4%]	567 (19.1%) [14.8%]	748 (25.2%) [-1.2%]	1 533 (52.8%) [-7.2%]	635 (21.9%) [12.0%]	733 (25.3%) [-2.0%]
Sham Shui Po	7 559 (72.2%)	1 440 (13.7%)	1 477 (14.1%)	6 995 (70.7%) [-7.5%]	1 425 (14.4%) [-1.0%]	1 476 (14.9%) [-0.1%]	7 132 (70.6%) [2.0%]	1 492 (14.8%) [4.7%]	1 484 (14.7%) [0.5%]

School Year	2017/18			2018/19			2019/20		
District	HD School Places (percentage share in the total number of school places)	WD School Places (excluding FACs) (percentage share in the total number of school places)	LWD School Places (i.e. FACs) (percentage share in the total number of school places)	HD School Places (percentage share in the total number of school places) [Rate of increase/decrease over last year]	WD School Places (excluding FACs) (percentage share in the total number of school places) [Rate of increase/decrease over last year]	LWD School Places (i.e. FACs) (percentage share in the total number of school places) [Rate of increase/decrease over last year]	HD School Places (percentage share in the total number of school places) [Rate of increase/decrease over last year]	WD School Places (excluding FACs) (percentage share in the total number of school places) [Rate of increase/decrease over last year]	LWD School Places (i.e. FACs) (percentage share in the total number of school places) [Rate of increase/decrease over last year]
Yau Tsim Mong	3 348 (64.7%)	391 (7.6%)	1 439 (27.8%)	3 162 (63.4%) [-5.6%]	394 (7.9%) [0.8%]	1 432 (28.7%) [-0.5%]	2 915 (62.0%) [-7.8%]	351 (7.5%) [-10.9%]	1 439 (30.6%) [0.5%]
Kowloon City	8 460 (74.5%)	1 295 (11.4%)	1 604 (14.1%)	8 273 (74.6%) [-2.2%]	1 236 (11.1%) [-4.6%]	1 578 (14.2%) [-1.6%]	8 309 (73.4%) [0.4%]	1 433 (12.7%) [15.9%]	1 585 (14.0%) [0.4%]
Wong Tai Sin	4 333 (55.4%)	1 846 (23.6%)	1 642 (21.0%)	4 092 (53.9%) [-5.6%]	1 867 (24.6%) [1.1%]	1 632 (21.5%) [-0.6%]	3 762 (50.9%) [-8.1%]	1 982 (26.8%) [6.2%]	1 653 (22.3%) [1.3%]
Kwun Tong	9 184 (65.8%)	2 384 (17.1%)	2 394 (17.1%)	9 012 (64.2%) [-1.9%]	2 613 (18.6%) [9.6%]	2 422 (17.2%) [1.2%]	8 674 (62.2%) [-3.8%]	2 874 (20.6%) [10.0%]	2 397 (17.2%) [-1.0%]
Tsuen Wan	5 308 (73.8%)	751 (10.4%)	1 132 (15.7%)	5 100 (72.6%) [-3.9%]	807 (11.5%) [7.5%]	1 122 (16.0%) [-0.9%]	5 009 (72.0%) [-1.8%]	822 (11.8%) [1.9%]	1 127 (16.2%) [0.4%]
Tuen Mun	8 467 (67.0%)	2 569 (20.3%)	1 604 (12.7%)	7 904 (65.4%) [-6.6%]	2 599 (21.5%) [1.2%]	1 584 (13.1%) [-1.2%]	8 006 (66.2%) [1.3%]	2 514 (20.8%) [-3.3%]	1 579 (13.1%) [-0.3%]
Yuen Long	12 663 (74.7%)	2 435 (14.4%)	1 844 (10.9%)	11 810 (72.4%) [-6.7%]	2 666 (16.3%) [9.5%]	1 832 (11.2%) [-0.7%]	11 729 (71.7%) [-0.7%]	2 751 (16.8%) [3.2%]	1 868 (11.4%) [2.0%]
North	8 457	1 466	973	7 043	1 841	953	6 472	1 992	982

School Year	2017/18			2018/19			2019/20		
District	HD School Places (percentage share in the total number of school places)	WD School Places (excluding FACs) (percentage share in the total number of school places)	LWD School Places (i.e. FACs) (percentage share in the total number of school places)	HD School Places (percentage share in the total number of school places) [Rate of increase/decrease over last year]	WD School Places (excluding FACs) (percentage share in the total number of school places) [Rate of increase/decrease over last year]	LWD School Places (i.e. FACs) (percentage share in the total number of school places) [Rate of increase/decrease over last year]	HD School Places (percentage share in the total number of school places) [Rate of increase/decrease over last year]	WD School Places (excluding FACs) (percentage share in the total number of school places) [Rate of increase/decrease over last year]	LWD School Places (i.e. FACs) (percentage share in the total number of school places) [Rate of increase/decrease over last year]
	(77.6%)	(13.5%)	(8.9%)	(71.6%) [-16.7%]	(18.7%) [25.6%]	(9.7%) [-2.1%]	(68.5%) [-8.1%]	(21.1%) [8.2%]	(10.4%) [3.0%]
Tai Po	3 564 (65.8%)	959 (17.7%)	893 (16.5%)	3 450 (64.6%) [-3.2%]	1 003 (18.8%) [4.6%]	889 (16.6%) [-0.4%]	3 459 (64.4%) [0.3%]	1 003 (18.7%) [0.0%]	907 (16.9%) [2.0%]
Sha Tin	9 512 (71.6%)	1 768 (13.3%)	2 012 (15.1%)	9 197 (70.5%) [-3.3%]	1 863 (14.3%) [5.4%]	1 989 (15.2%) [-1.1%]	8 853 (68.5%) [-3.7%]	2 099 (16.2%) [12.7%]	1 981 (15.3%) [-0.4%]
Sai Kung	4 886 (62.9%)	1 752 (22.6%)	1 127 (14.5%)	4 870 (63.2%) [-0.3%]	1 730 (22.4%) [-1.3%]	1 111 (14.4%) [-1.4%]	4 671 (61.8%) [-4.1%]	1 762 (23.3%) [1.8%]	1 120 (14.8%) [0.8%]
Islands	1 804 (57.5%)	897 (28.6%)	434 (13.8%)	1 844 (58.1%) [2.2%]	902 (28.4%) [0.6%]	428 (13.5%) [-1.4%]	2 057 (58.4%) [11.6%]	994 (28.2%) [10.2%]	469 (13.3%) [9.6%]
Kwai Tsing	7 290 (65.8%)	1 992 (18.0%)	1 795 (16.2%)	6 907 (63.8%) [-5.3%]	2 118 (19.6%) [6.3%]	1 801 (16.6%) [0.3%]	6 724 (62.5%) [-2.6%]	2 205 (20.5%) [4.1%]	1 821 (16.9%) [1.1%]
All Districts	109 082 (69.0%)	24 896 (15.8%)	24 000 (15.2%)	103 157 (67.3%) [-5.4%]	26 291 (17.1%) [5.6%]	23 865 (15.6%) [-0.6%]	100 878 (66.1%) [-2.2%]	27 640 (18.1%) [5.1%]	24 006 (15.7%) [0.6%]

Note 1: Position as at mid-September of the respective school years.

Note 2: Figures include nursery, lower and upper classes in kindergarten-cum-child care centres.

Note 3: Figures on school places exclude vacant classrooms and vacant child care centre portions.

Note 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.

Note 5: Figures include all Scheme-KGs in the respective school years, regardless of whether these KGs joined the KG Scheme in the preceding school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB121

(Question Serial No. 0195)

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 2015/16 to 2019/20 school years:

- (1) the respective numbers of whole-day (WD), half-day (HD) and long whole-day (LWD) kindergarten students receiving subsidy under the Pre-primary Education Voucher Scheme (PEVS) or the Free Quality Kindergarten Education Scheme (KG Scheme), and the respective numbers of WD, HD and LWD 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 numbers of HD kindergarten students receiving subsidy under PEVS or the KG Scheme who need to pay school fees on top of the subsidy and their percentage share, with a breakdown by the amount of school fees paid (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 numbers of WD kindergarten students receiving subsidy under PEVS or the KG Scheme who need to pay school fees on top of the subsidy and their percentage share, with a breakdown by the amount of school fees paid (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 numbers of LWD kindergarten students receiving subsidy under PEVS or the KG Scheme who need to pay school fees on top of the subsidy and their percentage share, with a breakdown by the amount of school fees paid (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 provided by the Government for the PEVS and the KG Scheme, and other expenditures on early childhood education (including the

Kindergarten and Child Care Centre Fee Remission Scheme, principal and teacher training, subsidies on rent, rates and government rent, etc.) from the 2015/16 to 2019/20 school years.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 135)

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 2015-16 to 2019-20 is tabulated at Appendix 2.

(1) The numbers of whole-day (WD), half-day (HD) and long whole-day (LWD) (Note 1) KG students under the PEVS from the 2015/16 to 2016/17 school years and the KG Scheme from the 2017/18 to 2019/20 school years are tabulated below:

	2015/16 school year			2016/17 school year			2017/18 school year			2018/19 school year			2019/20 school year (provisional)		
	HD	WD	LWD	HD	WD	LWD	HD	WD	LWD	HD	WD	LWD	HD	WD	LWD
(i) No. of students under the PEVS/KG Scheme	95 548	22 134	21 518	95 781	22 484	21 648	91 044	23 823	23 074	84 423	24 958	22 656	83 228	26 285	22 607
(ii) No. of students who need to pay school fees on top of the subsidy	80 462	22 089	21 494	82 531	22 470	21 626	8 530	20 752	20 235	8 875	21 945	20 907	9 029	23 534	21 243
(iii) No. of students who need to pay school fees on top of full fee remission (Note 2)	73 886	32 311		75 379	32 856		8 119	31 122		8 557	33 557		8 546	35 553	
(iv) Percentage (%) of (iii) over (i)	77.3%	74.0%		78.7%	74.4%		8.9%	66.4%		10.1%	70.5%		10.3%	72.7%	
(v) Average annual school fees on top of the subsidy (Note 3)	\$4,875	\$18,111	\$19,270	\$5,651	\$20,075	\$22,683	\$3,000	\$8,100	\$11,100	\$3,700	\$8,700	\$11,600	\$4,000	\$8,900	\$12,300

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 LWD classes, we do not have a breakdown of the numbers of WD and LWD students.
- (3) The average annual school fees are calculated based on the number of students in item (ii) of the table.

(2) The numbers of **HD** KG students under the PEVS from the 2015/16 to 2016/17 school years and the KG Scheme from the 2017/18 to 2019/20 school years who need to pay school fees are tabulated below:

Range of annual school fees on top of the subsidy	2015/16 school year		2016/17 school year		2017/18 school year		2018/19 school year		2019/20 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	993	1.23	163	0.20	109	1.28	100	1.13	98	1.09
\$100 – below \$400	2 784	3.46	1 541	1.87	82	0.96	60	0.68	142	1.57
\$400 – below \$700	3 684	4.58	970	1.18	921	10.80	0	0	0	0
\$700 – below \$1,000	2 139	2.66	3 447	4.18	229	2.68	99	1.12	112	1.24
\$1,000 – below \$1,300	2 714	3.37	2 150	2.61	428	5.02	279	3.14	311	3.44
\$1,300 – below \$1,600	3 988	4.96	1 920	2.33	596	6.99	702	7.91	588	6.51
\$1,600 or above	64 160	79.74	72 340	87.65	6 165	72.27	7 635	86.03	7778	86.14

Notes:

1. The numbers of students shown above include 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 numbers of **WD** KG students under the PEVS from the 2015/16 to 2016/17 school years and the KG Scheme from the 2017/18 to 2019/20 school years who need to pay school fees are tabulated below:

Range of annual school fees on top of the subsidy	2015/16 school year		2016/17 school year		2017/18 school year		2018/19 school year		2019/20 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	230	1.11	197	0.90	98	0.42
\$500 – below \$1,000	0	0.00	133	0.59	245	1.18	48	0.22	48	0.20
\$1,000 – below \$2,000	120	0.54	28	0.12	1 282	6.18	847	3.86	919	3.90
\$2,000 – below \$3,000	65	0.29	0	0.00	1 197	5.77	1 489	6.79	1 827	7.76
\$3,000 – below \$4,000	21	0.10	8	0.04	1 547	7.45	1 158	5.28	1 044	4.44
\$4,000 or above	21 883	99.07	22 301	99.25	16 251	78.31	18 206	82.96	19 598	83.28

Notes:

1. The numbers of students shown above include 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 numbers of **LWD** KG students under the PEVS from the 2015/16 to 2016/17 school years and the KG Scheme from the 2017/18 to 2019/20 school years who need to pay school fees are tabulated below:

Range of annual school fees on top of the subsidy	2015/16 school year		2016/17 school year		2017/18 school year		2018/19 school year		2019/20 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	0.00	0	0.00
\$500 – below \$1,000	0	0.00	0	0.00	136	0.67	186	0.89	184	0.87
\$1,000 – below \$2,000	20	0.09	3	0.01	258	1.28	357	1.71	559	2.63
\$2,000 – below \$3,000	60	0.28	0	0.00	246	1.22	67	0.32	220	1.04
\$3,000 – below \$4,000	147	0.68	114	0.53	705	3.48	688	3.29	549	2.58
\$4,000 or above	21 267	98.94	21 509	99.46	18 890	93.35	19 609	93.79	19 731	92.88

Notes:

1. The numbers of students shown above include 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 2015-16 to 2019-20 is as follows:

	2015-16	2016-17	2017-18	2018-19	2019-20
	(\$ million)	(\$ million)	(\$ million)	(\$ million)	(\$ million)
	(Actual)	(Actual)	(Actual)	(Actual)	(Revised Estimate)
(i) PEVS (Note 1)	2,957.2	3,194.0	1,126.9	21.0	4.4
(ii) KG Scheme (Note 2)	N.A.	210.8	3,903.5	6,041.3	6,281.9
(iii) KCFRS	529.0	592.5	378.9	286.0	271.0
(iv) Refund of rent, rates and government rent (Note 3)	256.3	276.0	128.8	7.1	6.0
(v) Principal and teacher training (Note 4)	1.5	1.7	2.7	4.5	4.1

Note 1: The expenditures in 2017-18 reflect the expenditure on PEVS before the implementation of the KG Scheme (i.e. from April to August 2017), and the expenditure 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 between 2015-16 and 2017-18 reflect the expenditure on the rent reimbursed to non-profit-making (NPM) KGs under the Non-profit-making Kindergarten Rent Reimbursement Scheme before the implementation of the KG Scheme in the 2017/18 school year (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 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 needed 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

EDB122

(Question Serial No. 2566)

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 2015/16 to 2019/20 academic years, how many non-local programmes were registered or exempted from registration under the Non-local Higher and Professional Education (Regulation) Ordinance (the Ordinance)? How many institutions and countries were involved?
- (2) From the 2015/16 to 2019/20 academic years, how many non-local programmes had their registration or exemption from registration cancelled under the Ordinance? How many institutions and countries were involved ?
- (3) From the 2015/16 to 2019/20 academic years, how many complaints were received by the Education Bureau concerning the Ordinance? How many of the complaints were substantiated? What follow-up actions were taken?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 43)

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 2015/16 to 2019/20 academic years are set out below:

	Academic year									
	2015/16		2016/17		2017/18		2018/19		2019/20 ^{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)	444	701	451	692	440	714	478	672	436 ^{Note 1}	678 ^{Note 1}
Number of non-local institutions ^{Note 2}	114	92	118	83	117	86	118	76	113	76
Number of countries/regions	12	6	13	6	13	7	13	7	13	7

Note 1: Information as at 29 February 2020.

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 2 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 2015/16 to 2019/20 academic years were 183, 177, 184, 174 and 169 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 2015/16 to 2019/20 academic years are set out below:

	Academic year									
	2015/16		2016/17		2017/18		2018/19		2019/20 ^{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}	53	58	49	47	50	19	26	94	53	6
Number of non-local institutions	30	19	25	20	31	9	18	26	22	1
Number of countries/regions	5	3	7	4	5	3	7	4	5	1

Note 1: Information as at 29 February 2020.

Note 2: In the 2016/17, 2017/18, 2018/19 and 2019/20 academic years, the Education Bureau (EDB) proposed to cancel the registration of 2, 7, 5 and 5 programmes respectively. The respective reasons were:

- (i) the non-local institutions were no longer recognized 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;

(v) the operators failed to send to the Registrar the annual returns of the programmes as required by the Ordinance;

(vi) the standard of the programme was not recognized by the non-local institution as being at a level comparable with a programme conducted in the country where the non-local institution mainly operated which led to the same qualification; and

(vii) the operator failed to pay to the Registrar a sum of money equal to the expenses incurred by the Registrar in obtaining advice as was reasonably required to enable him to verify the content of any annual return of the programme.

Apart from the 19 cases where cancellation of programme registration was proposed by the EDB, 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									
	2015/16		2016/17		2017/18		2018/19		2019/20 ^{Note 1}	
Number of complaints received	4		1		2		2		1	
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
	1	C	1	D	1	B	2	B	1	A
	2	D			1	C				
	1	E								

Note 1: Information as at 29 February 2020.

Note 2: Explanations to the classifications are as follows:

- A: The complaint is being preliminarily processed.
- 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. 2567)

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:

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-2019? 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-2019? 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.: 44)

Reply:

As at 31 December 2019, there were 116 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 2019, there were 117 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

EDB124

(Question Serial No. 2568)

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 between the 2015/16 and 2019/20 school years, please provide the following information:

- (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, as well as the amount of subsidies disbursed, the number of beneficiaries, and the average amount of subsidy per student per annum under each programme.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 46)

Reply:

(1) and (2)

We have no information on the number of schools which have enhanced their WiFi infrastructure using their own funds. The Education Bureau has completed the establishment of WiFi campus for about 1 000 public sector schools in Hong Kong, including 100 schools under the "Support Scheme for e-Learning in Schools" or WiFi-100 project launched in early 2014, and 886 schools under the WiFi-900 project of the Fourth Strategy on Information Technology in Education (ITE4) launched in August 2015. The breakdown on these 986 schools by school type is as follows:

School type	No. and percentage of schools with enhanced WiFi infrastructure	Total no. of schools
Government primary	34 (100%)	34
Government secondary	31 (100%)	31
Aided primary	442 (100%)	442
Aided secondary	419 (100%)	419
Aided special	60 (100%)	60
Total	986 (100%)	986

Note: Aided schools also include local schools under the Direct Subsidy Scheme and Caput Schools.

We have been providing all public sector schools with an annual recurrent Composite Information Technology Grant at amounts ranging from \$209,367 to \$720,089, 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 2015/16 to 2019/20 school years are tabulated below:

	2015/16 school year	2016/17 school year	2017/18 school year	2018/19 school year	2019/20 school year (as at 31 January 2020)
(i) Disbursed by the SWD					
No. of beneficiary families	45 305	41 954	39 134	37 094	33 794
Amount of subsidies (\$million)	58.7	58.5	54.7	55.5	50.7
(ii) Disbursed by the SFO					
No. of beneficiary families	147 647	133 711	130 409	131 779	132 359
Amount of subsidies (\$million)	155.0	152.0	148.1	158.9	159.2
(iii) Total					
Total no. of beneficiary families	192 952	175 665	169 543	168 873	166 153
Total amount of subsidies (\$million)	213.7	210.5	202.8	214.4	209.9

- End -

CONTROLLING OFFICER'S REPLY

EDB125

(Question Serial No. 2569)

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 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 (CBS), the number of CBS and the number of school coaches that carry CBS 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;

(2) the number of accidents and casualties involving students and those providing school coach services at or near school campuses in each of the past 5 school years; and

(3) whether the Administration has put in place measures to safeguard road safety of school coaches; if yes, of the details and expenditures involved; if no, of the reasons.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 47)

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 2015/16 to 2019/20 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)	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
	2019/20	80	4 735	1 418	13	6 246	50	NA	50
Lok Ma Chau Control Point (LMC CP)	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
	2019/20	47	1 344	264	0	1 655	26	NA	26
Man Kam To Control Point (MKT CP)	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
	2019/20	127	1 659	211	1	1 998	37	NA	37
Sha Tau Kok Control Point (STK CP)	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
	2019/20	82	737	245	1	1 065	16	NA	16
Hong Kong-Zhuhai-Macao Bridge (HZMB) Hong Kong Port	2015/16	NA	NA	NA	NA	NA	NA	NA	NA
	2016/17	NA	NA	NA	NA	NA	NA	NA	NA
	2017/18	NA	NA	NA	NA	NA	NA	NA	NA
	2018/19	NA	NA	NA	NA	NA	NA	NA	NA
	2019/20	0	79	18	0	97	3	NA	3
Lok Ma Chau Spur Line Control Point (LMCSL CP)	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
	2019/20	708	5 807	2 572	70	9 157	46	NA	46
Lo Wu Control	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

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
Point (LW CP)	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
	2019/20	435	3 503	2 848	50	6 836	34	NA	34
Hung Hom Control Point	2015/16	0	0	0	0	0	NA	NA	NA
	2016/17	0	0	0	0	0	NA	NA	NA
	2017/18	0	0	0	0	0	NA	NA	NA
	2018/19	0	0	0	0	0	NA	NA	NA
	2019/20	0	0	1	0	1	NA	NA	NA

- 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 HZMB Hong Kong Port came into operation in October 2018. As indicated by the annual survey of the 2019/20 school year, there are CBS travelling across the boundary for schooling via 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 as well as the HZMB Hong Kong Port 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 2015/16 to 2019/20 school years is as follows:

Control Point (CP)	Class Level	Number of CBS					
		2015/16	2016/17	2017/18	2018/19	2019/20	
Shenzhen Bay Control Point	K1	1 025	152	40	37	24	
	K2	1 321	1 010	150	42	23	
	K3	1 252	1 279	960	144	33	
	P1	1 268	1 341	1 071	768	160	
	P2	1 144	1 173	1 153	1 001	690	
	P3	803	1 100	1 077	1 090	928	
	P4	521	785	1 050	1 051	1 012	
	P5	197	493	737	1 025	1 000	
	P6	80	210	475	772	955	
	S1	44	77	181	464	680	
	S2	43	49	75	185	426	
	S3	31	34	49	71	169	
	S4	29	37	35	48	69	
	S5	24	22	26	34	45	
	S6	18	21	19	25	32	
	Total		7 800	7 783	7 098	6 757	6 246
	Lok Ma Chau Control Point	K1	145	39	38	11	9
K2		241	177	62	23	11	
K3		153	224	275	30	27	
P1		353	446	532	227	57	
P2		304	279	426	398	217	
P3		125	221	327	316	389	
P4		67	91	250	266	286	
P5		26	39	92	204	240	
P6		24	12	31	94	155	
S1		29	34	54	66	92	
S2		28	24	27	39	65	
S3		27	25	33	44	41	
S4		21	22	41	28	30	
S5		13	14	11	17	22	
S6		17	18	17	11	14	
Total			1 573	1 665	2 216	1 774	1 655
Man Kam To Control Point		K1	166	77	59	33	48
	K2	180	218	85	60	34	
	K3	136	215	198	82	45	
	P1	431	516	609	405	109	
	P2	363	462	493	587	314	
	P3	263	368	419	471	453	
	P4	145	226	291	367	361	
	P5	38	101	112	216	261	
	P6	20	45	56	88	162	
S1	23	28	36	52	73		

Control Point (CP)	Class Level	Number of CBS				
		2015/16	2016/17	2017/18	2018/19	2019/20
	S2	22	22	23	34	49
	S3	14	24	21	23	33
	S4	17	16	31	23	23
	S5	4	15	13	20	23
	S6	4	5	11	11	10
	Total	1 826	2 338	2 457	2 472	1 998
	Sha Tau Kok Control Point	K1	142	88	37	40
K2		150	148	82	34	38
K3		153	166	118	91	33
P1		147	146	165	103	63
P2		152	139	151	164	107
P3		152	149	140	149	156
P4		117	137	134	129	158
P5		103	112	144	136	118
P6		83	104	110	122	135
S1		46	34	47	63	75
S2		31	20	31	43	66
S3		20	19	28	28	42
S4		20	16	14	23	24
S5		23	11	19	16	23
S6		35	15	9	20	16
Total		1 374	1 304	1 229	1 161	1 065
Hong Kong-Zhuhai-Macao Bridge (HZMB) Hong Kong Port		K1	NA	NA	NA	NA
	K2	NA	NA	NA	NA	0
	K3	NA	NA	NA	NA	0
	P1	NA	NA	NA	NA	14
	P2	NA	NA	NA	NA	28
	P3	NA	NA	NA	NA	11
	P4	NA	NA	NA	NA	13
	P5	NA	NA	NA	NA	10
	P6	NA	NA	NA	NA	3
	S1	NA	NA	NA	NA	15
	S2	NA	NA	NA	NA	3
	S3	NA	NA	NA	NA	0
	S4	NA	NA	NA	NA	0
	S5	NA	NA	NA	NA	0
	S6	NA	NA	NA	NA	0
	Total	NA	NA	NA	NA	97
	Lok Ma Chau Spur Line Control Point	K1	1 108	289	234	209
K2		1 391	1 077	325	265	223
K3		1 297	1 411	1 034	405	271
P1		1 226	1 268	1 125	987	429
P2		1 108	1 190	1 164	1 188	1 015
P3		962	1 100	1 052	1 253	1 151
P4		725	977	975	1 094	1 264
P5		508	705	870	960	1 050

Control Point (CP)	Class Level	Number of CBS				
		2015/16	2016/17	2017/18	2018/19	2019/20
	P6	349	465	651	866	957
	S1	261	319	426	692	872
	S2	229	241	295	447	665
	S3	190	219	221	285	427
	S4	176	174	193	209	265
	S5	130	157	163	188	189
	S6	92	101	126	145	165
	Total	9 752	9 693	8 854	9 193	9 157
	Lo Wu Control Point	K1	422	155	148	108
K2		597	492	217	176	117
K3		528	629	548	241	179
P1		448	493	497	520	282
P2		464	466	472	528	550
P3		575	522	488	593	634
P4		566	620	572	577	626
P5		390	555	734	721	727
P6		320	402	570	752	724
S1		306	347	495	703	896
S2		317	298	347	478	699
S3		261	294	287	340	474
S4		250	249	266	245	317
S5		165	208	220	257	233
S6		172	146	194	190	239
Total		5 781	5 876	6 055	6 429	6 836
Hung Hom Control Point		K1	0	0	0	0
	K2	0	0	0	0	0
	K3	0	0	0	0	0
	P1	0	0	0	0	0
	P2	0	0	0	0	0
	P3	0	0	0	0	0
	P4	0	0	0	0	0
	P5	0	0	0	0	0
	P6	0	0	0	0	0
	S1	0	0	0	0	0
	S2	0	0	0	0	1
	S3	0	0	0	0	0
	S4	0	0	0	0	0
	S5	0	0	0	0	0
	S6	0	0	0	0	0
	Total	0	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.

- (3) The HZMB Hong Kong Port came into operation in October 2018. As indicated by the annual survey of the 2019/20 school year, there are CBS travelling across the boundary for schooling via 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 CPs 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 2015/16 to 2019/20 school years is as follows:

Control Point (CP)	District	Number of CBS				
		2015/16	2016/17	2017/18	2018/19	2019/20
Shenzhen Bay Control Point	North	6	22	24	34	31
	Tai Po	9	6	6	10	0
	Sha Tin	1	0	3	5	0
	Yuen Long	3 620	3 644	3 369	3 105	2 928
	Tuen Mun	4 139	4 046	3 630	3 547	3 245
	Tsuen Wan	7	20	17	22	13
	Kwai Tsing	0	15	16	15	14
	Tung Chung	0	0	7	0	1
	Wong Tai Sin	18	30	26	19	14
	Total	7 800	7 783	7 098	6 757	6 246
Lok Ma Chau Control Point	North	609	390	525	295	307
	Tai Po	24	38	40	78	59
	Sha Tin	118	186	215	240	215
	Yuen Long	495	529	597	489	376
	Tuen Mun	57	40	61	58	59
	Tsuen Wan	0	1	1	2	1
	Kwai Tsing	132	187	277	248	193
	Tung Chung	138	237	325	197	294
	Wong Tai Sin	0	57	175	167	151
	Total	1 573	1 665	2 216	1 774	1 655
Man Kam To Control Point	North	1 064	1 283	1 280	1 143	1 115
	Tai Po	647	754	755	755	556
	Sha Tin	43	56	45	40	42
	Yuen Long	53	69	52	46	4
	Tuen Mun	19	35	0	0	3
	Tsuen Wan	0	6	18	17	12
	Kwai Tsing	0	64	143	147	110
	Tung Chung	0	23	87	244	91
	Wong Tai Sin	0	48	77	80	65
	Total	1 826	2 338	2 457	2 472	1 998
Sha Tau Kok Control Point	North	1 300	1 204	1 067	1 005	923
	Tai Po	28	18	19	19	24
	Sha Tin	3	3	40	37	31
	Yuen Long	1	1	1	1	0
	Tuen Mun	0	0	0	0	0
	Tsuen Wan	0	0	0	0	0

Control Point (CP)	District	Number of CBS				
		2015/16	2016/17	2017/18	2018/19	2019/20
	Kwai Tsing	0	0	0	5	6
	Tung Chung	0	0	0	0	0
	Wong Tai Sin	42	78	102	94	81
	Total	1 374	1 304	1 229	1 161	1 065
Hong Kong-Zhuhai-Macao Bridge (HZMB) Hong Kong Port	North	NA	NA	NA	NA	0
	Tai Po	NA	NA	NA	NA	0
	Sha Tin	NA	NA	NA	NA	0
	Yuen Long	NA	NA	NA	NA	0
	Tuen Mun	NA	NA	NA	NA	0
	Tsuen Wan	NA	NA	NA	NA	0
	Kwai Tsing	NA	NA	NA	NA	0
	Tung Chung	NA	NA	NA	NA	97
	Wong Tai Sin	NA	NA	NA	NA	0
	Total	NA	NA	NA	NA	97
Lok Ma Chau Spur Line Control Point	North	5 783	5 656	4 955	5 022	5 003
	Tai Po	1 324	1 540	1 672	1 765	1 807
	Sha Tin	362	303	260	312	363
	Yuen Long	2 150	2 085	1 891	1 974	1 850
	Tuen Mun	58	50	45	59	79
	Tsuen Wan	0	6	11	12	10
	Kwai Tsing	0	1	19	47	42
	Tung Chung	0	0	0	0	0
	Wong Tai Sin	75	52	1	2	3
Total	9 752	9 693	8 854	9 193	9 157	
Lo Wu Control Point	North	4 903	4 852	4 775	4 882	5 003
	Tai Po	761	885	1 097	1 365	1 658
	Sha Tin	92	108	139	136	118
	Yuen Long	14	19	26	33	36
	Tuen Mun	7	6	11	7	14
	Tsuen Wan	0	0	0	0	1
	Kwai Tsing	0	0	4	2	2
	Tung Chung	0	0	0	1	0
	Wong Tai Sin	4	6	3	3	4
	Total	5 781	5 876	6 055	6 429	6 836
Hung Hom Control Point	North	0	0	0	0	1
	Tai Po	0	0	0	0	0
	Sha Tin	0	0	0	0	0
	Yuen Long	0	0	0	0	0

Control Point (CP)	District	Number of CBS				
		2015/16	2016/17	2017/18	2018/19	2019/20
	Tuen Mun	0	0	0	0	0
	Tsuen Wan	0	0	0	0	0
	Kwai Tsing	0	0	0	0	0
	Tung Chung	0	0	0	0	0
	Wong Tai Sin	0	0	0	0	0
	Total	0	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.
- (3) The HZMB Hong Kong Port came into operation in October 2018. As indicated by the annual survey of the 2019/20 school year, there are CBS travelling across the boundary for schooling via the HZMB Hong Kong Port.
- (4) As school coaches are allowed to carry CBS of different districts at the same time, the number of local/cross-boundary school coaches using various land-based boundary CPs with a breakdown by district is not available.

(2) As the Education Bureau (EDB) does not collect information on accidents involving school coaches, statistics on accidents and casualties involving students and those providing school coach services at or near school campuses are not available.

(3) The Government attaches great importance to the safety of student service vehicles. The EDB and the Transport Department (TD) have all along been proactively disseminating relevant messages on safety to schools, parents, students, operators, drivers and escorts, and reminding them of the rules they should follow in providing related services. Schools should set up a "School Bus Service Committee" to properly monitor the school bus services. Such a committee should draw up guidelines for various stakeholders with reference to the "Guidelines for Ensuring Safety of Pupils on School Transport Vehicles" issued by the TD, and ensure that the guidelines are adhered to. In addition, the TD meets representatives of school transport trade regularly, thereby exchanging views on the regulatory measures and operation of student service vehicles and calling upon the sector to adhere to the safety guidelines. During the past decade, the TD has organised, in collaboration with the Hong Kong Police Force, seminars on safe driving of school service vehicles to enhance operators' awareness about safety and further their understanding of vehicle examinations and safety guidelines. The EDB will keep reminding schools to comply with the pertinent guidelines and take proactive measures to safeguard students' safety. No separate provision for the relevant work has been earmarked and the expenditure involved has been subsumed under the overall expenditure of the EDB.

- End -

CONTROLLING OFFICER'S REPLY

EDB126

(Question Serial No. 3250)

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 2019/20 school years; and
- (2) Please provide, by school type, district and grade, the number of CBS and their respective percentages out of the total number of school places from the 2015/16 to 2019/20 school years.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 48)

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 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 who intend to commute daily to schools in Hong Kong are not required to choose any school net as the applicant children's POA School Net for participation in Part B of the Central Allocation stage. Instead, applicant children who intend to commute daily to schools in Hong Kong are provided with a separate Choice of Schools List for the Central Allocation.

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 2019 (for admission to P1 in the school years from 2015/16 to 2019/20) is at Annex A. The number of CBS allocated a P1 place under the Central Allocation of POA 2015 to 2019 is 2 714, 2 877, 3 251, 2 213 and 799 respectively. With the implementation of the zero-quota policy for doubly non-permanent resident pregnant women in early 2013, there is a substantial drop in the figures of POA 2019 as compared with that of POA 2018.

- (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 2019/20 school years are tabulated at Annexes B, C and D.

**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.

**Number of P1 places for CBS by district
according to Choice of Schools List for Central Allocation under POA 2019
(for admission to P1 in the 2019/20 school year)**

District of school net	Number of P1 places
Tuen Mun	248
Yuen Long	151
North	249
Tai Po	81
Tung Chung	51
Total	780

Notes:

- (1) Figures refer to the position as at January 2019 when the 2019 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 2019.
- (2) With the implementation of the zero-quota policy for doubly non-permanent resident pregnant women in 2013, the number of CBS participating in POA has decreased significantly since the 2019/20 school year. Hence, school nets close to boundary control points can provide sufficient school places to meet the demand.

**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 2019/20 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%)

(v) School Year: 2019/20

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	399 (11.9%)	401 (12.0%)	518 (14.8%)	1 318 (12.9%)
Tai Po	2 (0.1%)	1 (0.0%)	1 (0.0%)	4 (0.1%)
Sha Tin	1 (0.0%)	0 (0.0%)	1 (0.0%)	2 (0.0%)
Yuen Long	24 (0.4%)	29 (0.5%)	42 (0.7%)	95 (0.5%)
Tuen Mun	19 (0.4%)	15 (0.3%)	21 (0.5%)	55 (0.4%)
Tsuen Wan	0 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)
Kwai Tsing	0 (0.0%)	0 (0.0%)	4 (0.1%)	4 (0.0%)
Tung Chung	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%)

- 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 2019/20 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%)

(v) School Year: 2019/20

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	654 (23.2%)	1 290 (37.5%)	1 457 (42.2%)	1 382 (41.7%)	1 222 (39.4%)	1 118 (35.9%)	7 123 (37.0%)
Tai Po	169 (6.1%)	484 (14.9%)	538 (17.4%)	586 (19.7%)	507 (18.7%)	426 (15.6%)	2 710 (15.5%)
Sha Tin	18 (0.3%)	44 (0.7%)	99 (1.7%)	126 (2.4%)	137 (2.6%)	159 (3.1%)	583 (1.7%)
Yuen Long	154 (2.9%)	521 (8.7%)	770 (12.8%)	813 (13.9%)	844 (15.1%)	849 (14.9%)	3 951 (11.4%)
Tuen Mun	88 (2.2%)	363 (8.2%)	416 (9.5%)	529 (12.8%)	555 (13.7%)	502 (11.6%)	2 453 (9.7%)
Tsuen Wan	0 (0.0%)	3 (0.1%)	14 (0.6%)	13 (0.6%)	4 (0.2%)	1 (0.0%)	35 (0.3%)
Kwai Tsing	5 (0.2%)	76 (2.2%)	167 (4.8%)	77 (2.3%)	30 (0.9%)	6 (0.2%)	361 (1.8%)
Tung Chung	21 (2.3%)	120 (11.2%)	162 (17.2%)	85 (10.6%)	46 (6.3%)	8 (1.5%)	442 (8.8%)
Wong Tai Sin	5 (0.2%)	20 (0.7%)	99 (3.1%)	109 (3.5%)	61 (2.0%)	22 (0.8%)	316 (1.7%)

- 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 2019/20 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%)

(v) School Year: 2019/20

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	1 245 (36.4%)	934 (28.8%)	635 (23.7%)	463 (17.0%)	347 (12.9%)	318 (11.5%)	3 942 (22.5%)
Tai Po	491 (17.0%)	386 (14.4%)	245 (9.7%)	117 (4.8%)	83 (3.5%)	68 (2.8%)	1 390 (9.1%)
Sha Tin	63 (1.0%)	50 (0.8%)	27 (0.5%)	15 (0.2%)	15 (0.2%)	14 (0.2%)	184 (0.5%)
Yuen Long	467 (8.6%)	328 (6.4%)	158 (3.1%)	89 (1.8%)	56 (1.1%)	50 (0.9%)	1 148 (3.7%)
Tuen Mun	409 (9.0%)	263 (6.1%)	117 (2.7%)	44 (1.1%)	33 (0.8%)	26 (0.6%)	892 (3.4%)
Tsuen Wan	1 (0.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)
Kwai Tsing	1 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.0%)
Tung Chung	24 (2.9%)	13 (1.6%)	3 (0.4%)	0 (0.0%)	1 (0.1%)	0 (0.0%)	41 (0.8%)
Wong Tai Sin	2 (0.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (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 operated by private schools offering tutorial, vocational and adult education courses.

- End -

CONTROLLING OFFICER'S REPLY**EDB127****(Question Serial No. 3281)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (000) Operational expensesProgramme: (3) Primary Education, (4) Secondary Education, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

(1) Using the table below, 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”:

Type of jobs	15/16	16/17	17/18	18/19	19/20
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) Using the table below, 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”:

Type of jobs	15/16	16/17	17/18	18/19	19/20
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 since 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.: 50)

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 Type of jobs	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)	2019-20 (up to 30 June 2019)
Teaching Assistant	278	315	332	349	366
Project Manager/ Project Coordinator/ Project Officer/ Project Administrative Manager/ Project Administrative Officer/ Project Development Officer/ Deputy Project Director/ Project Assistant/ Project Management Officer	46	63	71	96	98
General Clerk/ Project Assistant/ General Assistant	79	81	85	91	85
Information Technology/ Technical Support Staff	48	56	62	86	99
Executive Manager/ Administrative Assistant/ Administrative Management Officer	37	39	47	41	35
Educational Psychologist/ Audiologist	14	12	16	35	40
Others (e.g. Student Affairs Assistant and Research Officer)	116	86	55	50	60

(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 \ Type of jobs	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)	2019-20 (up to 30 June 2019)
General Worker	256	256	270	222	213
Semi-skilled/ Skilled Worker	86	92	100	89	94
General Clerk	81	91	88	73	79
Teaching Assistant	30	10	12	9	6
Others	41	25	25	24	23

(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 \ Type of jobs	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)	2019-20 (up to 30 June 2019)
Project Officer	9	9	19	12	10
Advisory Teacher	4	3	0	2	2

(4) As at 30 June 2019, 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.

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CONTROLLING OFFICER'S REPLY

EDB128

(Question Serial No. 3283)

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 that the Education Bureau has taken out for primary and secondary schools and the expenditures involved; numbers of schools, teachers and students covered by the insurance; as well as numbers of claims made and indemnified from the 2016/17 to 2020/21 school years;

(2) Of all the claims made and indemnified, please set out the numbers of cases involving professional liability and deaths respectively; and

(3) Upon the implementation of free kindergarten education, is there funding earmarked for kindergartens to take out the necessary insurance? 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.: 53)

Reply:

(1) and (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, 2017/18 to 2018/19 and 2019/20 to 2020/21 school years are \$146.1 million, \$129 million and

\$165.7 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 2016/17 to 2019/20 school years (as at November 2019), the total number of reported cases and indemnified cases for all types of insurance under the BIP are 8 300 and 3 800 respectively. Among them, there are 15 cases involving deaths. Information for the 2020/21 school year is not yet available.

(3) Under the kindergarten (KG) education policy, the EDB provides direct subsidy to KGs joining the 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

EDB129

(Question Serial No. 3286)

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 2015/16 to 2019/20 school years, with a breakdown by school level and SEN type.

(b) Please provide the number of primary and secondary schools under each existing subvention mode (including Learning Support Grant, Intensive Remedial Teaching Programme and Mixed Mode) from the 2015/16 to 2019/20 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 2015/16 to 2019/20 school years; please also advise of the number of additional teachers employed with the above subvention by schools in groups (i) to (iv).

(d) Upon implementation of the enhanced Learning Support Grant, how many primary schools are unable to utilise the grant received to have the same number of teaching posts converted under the Intensive Remedial Teaching Programme? Please provide the respective number of schools in which the number of teaching posts is reduced by 1, 2, and 3 or above. What measures have been taken by these schools to retain the original teachers?

(e) How many schools have to cut the number of senior teachers due to the reduction of classes under the new measure? How many of these schools have made an offset arrangement by upgrading the Special Educational Needs Coordinator post to a promotion rank?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 23)

Reply:

(a)

The number of students with special educational needs (SEN) studying in public sector ordinary primary and secondary schools by school level and SEN type from the 2015/16 to 2019/20 school years is set out at Appendix 1.

(b)

To help public sector ordinary schools cater for students with SEN, the Education Bureau (EDB), on top of regular subvention, has been providing schools with additional resources, professional support and teacher training. In the 2018/19 school year and before, ordinary schools were provided with additional resources under various funding modes to support students with SEN. For instance, some schools opted for the Learning Support Grant (LSG), some primary schools implemented the Intensive Remedial Teaching Programme (IRTP), some schools implemented the Integrated Education (IE) Programme, and some primary schools adopted a Mixed Mode of implementing IRTP while receiving the LSG. Starting from the 2019/20 school year, the EDB extended the LSG to all public sector ordinary schools to replace IRTP and IE Programme (please refer to the paragraphs below for details). The number of public sector ordinary primary and secondary schools adopting the LSG, IRTP and Mixed Mode from the 2015/16 to 2019/20 school years is set out at Appendix 2.

In the 2018/19 school year and before, ordinary schools were provided with additional resources under various funding modes to support students with SEN. For instance, some schools opted for the LSG, some schools implemented the IE Programme, some primary schools implemented IRTP, and some primary schools adopted a Mixed Mode of implementing IRTP while receiving the LSG. As schools were provided with additional resources under different modes (i.e. some were provided with additional grants, some were provided with additional teaching post(s)), schools would adopt diversified strategies to support their students with SEN according to school-based circumstances. Different criteria under these funding modes are adopted in providing additional resources for schools. For example, schools implementing IE Programme or IRTP were provided with additional teaching manpower but the LSG was not provided for flexible deployment in catering for each student with SEN. Besides, there was a basic provision under the LSG in the past, i.e. schools with 1 to 6 student(s) requiring tier-3 support were all provided with the same amount of basic provision. In view of the above factors, the schools concerned might not report to the EDB the tier of support required by each of their students and the number of all students receiving tier-3 support. Indeed, 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 ordinary primary and secondary schools eligible for LSG by number of students with SEN requiring tier-2 and tier-3 support from the 2015/16 to 2018/19 school years is set out at Appendix 3 and Appendix 4 respectively.

The EDB has implemented a series of enhanced measures (including the enhanced LSG) starting from the 2019/20 school year: (i) restructuring various subvented programmes for IE and extending the LSG to all public sector ordinary schools to replace IRTP and the IE Programme; (ii) increasing the LSG unit grant rate for tier-3 support to four times the rate for tier-2 support; (iii) converting/providing additional regular teaching post(s) titled as Special Educational Needs Support Teacher if the total amount of the LSG received by the schools reaches the specific threshold. With the implementation of the above enhanced LSG, the amount of the LSG received by each public sector ordinary school is calculated based on the number of their students with SEN requiring tier-2 and tier-3 support and the tier of support these students require. Schools are provided with additional resources under the same mode, which allows a more comprehensive and consistent approach in reporting the tier of support required by students with SEN, and enables the EDB to collect complete data on the tier of support these students require from schools. The number of students with various types of SEN requiring tier-2 and tier-3 support in public sector ordinary primary and secondary schools in the 2019/20 school year is tabulated below:

2019/20 school year	No. of students requiring tier-2 support	No. of students requiring tier-3 support
Primary school	27 959	2 094
Secondary school	21 502	1 552

Note: These figures cannot be directly compared with those of the 2018/19 school year and before.

Besides, the statistics on the number of students with SEN studying in public sector ordinary primary and secondary schools set out at Appendix 1 were compiled from records of the Special Education Management Information System (SEMIS) of the EDB in the beginning of the 2019/20 school year. For the figures of the students with SEN shown in the table above, with students' types of SEN and the tier of support they require being scrutinised and submitted by schools to the EDB via SEMIS in the first term of the 2019/20 school year, they were examined and compiled by the EDB at the end of the first term of the same school year. As such, these 2 sets of figures are different.

The expenditure, on top of regular subvention, on additional support and services provided for students with SEN in public sector ordinary schools from the 2015/16 to 2019/20 school year is set out at Appendix 5.

(c)

To enhance the support for schools having admitted a 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.

All along, 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 in each school year. We do not compile statistics on situation of schools with LSG exceeding the ceiling. Besides, starting from the 2019/20 school year, under the enhanced LSG, to strengthen the support for schools having admitted comparatively large number of students with SEN, these schools will have additional regular teaching post(s) converted/provided if the total amount of LSG the schools received reaches the specific threshold. Therefore, we can only give the number of public sector ordinary primary and secondary schools that are provided with LSG under \$0.6 million and \$0.6 million or above from the 2015/16 to 2019/20 school years at Appendix 6.

The number of additional teachers provided for public sector ordinary primary schools adopting IRTP, Mixed Mode and Migration Mode from the 2015/16 to 2018/19 school years is set out at Appendix 7. Public sector ordinary schools under the 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. Under the enhanced measure for the LSG, a total of some 1 000 additional regular teaching posts are created in the public sector ordinary schools in the 2019/20 school year.

(d)

Under the enhanced LSG, all public sector ordinary schools are provided with the corresponding LSG and additional graduate posts in the establishment according to the number of students with SEN and the tier of support the students require. The EDB has put in place a special arrangement for retaining all IRTP and IE Programme teachers in the establishment so that they are not affected. Specifically, in the 2019/20 school year, if the additional teaching post(s) to be created through conversion or provision under the LSG is/are insufficient to retain all the IRTP or IE Programme teachers, schools with teaching post vacancies in the establishment, including frozen teaching post vacancies in the approved establishment or vacancies arising from wastage (such as retirement, resignation of serving teachers) or increase in the number of classes, should make rectification as soon as possible. This is a long-established practice. If schools do not have any teaching post vacancies, part of the LSG can be converted into additional regular teaching post(s) for retaining these teachers in the establishment. In other words, all the schools concerned can retain IRTP or IE Programme teachers in the school establishment.

(e)

Among the 239 public sector ordinary primary schools operating IRTP in the 2018/19 school year, 65 of which the number of senior teachers in the approved establishment is affected due to the closure of IRTP in the 2019/20 school year. Since all the schools concerned have the Special Educational Needs Coordinator post upgraded to a promotion rank in the 2019/20 school year, no schools will have the number of senior teachers at substantive rank higher than the number of the approved entitlement due to the closure of IRTP.

Number of students with special educational needs (SEN) studying in public sector ordinary primary and secondary schools by school level and SEN type from the 2015/16 to 2019/20 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
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
2019/20	Primary	11 200	810	6 400	5 500	110	30	390	2 810	70
	Secondary	11 480	790	4 410	7 660	140	60	310	510	500

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 ordinary 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 ordinary 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 ordinary primary and secondary schools
adopting Learning Support Grant, Intensive Remedial Teaching Programme and Mixed Mode (including Migration Mode)
from the 2015/16 to 2019/20 school years**

School year	Learning Support Grant		Intensive Remedial Teaching Programme		Mixed Mode (including Migration Mode)	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
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
2019/20	455	389	Not applicable	Not applicable	Not applicable	Not applicable

Note:
Starting from the 2019/20 school year, the Learning Support Grant (LSG) has been extended to all public sector ordinary primary and secondary schools to replace the Intensive Remedial Teaching Programme (IRTP) and the Integrated Education Programme. Therefore, no data on the number of schools adopting IRTP and Mixed Mode (schools implementing an IRTP while receiving LSG) in that school year is available.

Distribution of public sector ordinary primary and secondary schools eligible for Learning Support Grant by number of students with special educational needs (SEN) requiring tier-2 support from the 2015/16 to 2018/19 school years

No. of students with SEN requiring tier-2 support	No. of schools ^{Notes}							
	2015/16		2016/17		2017/18		2018/19	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	0	2	1	2	9	1	0	1
1-10	15	81	11	57	41	50	13	39
11-20	26	72	26	77	23	67	18	54
21-30	35	49	26	56	19	57	20	64
31-40	55	27	47	27	47	34	31	36
41-50	63	22	62	26	57	30	72	34
51-60	51	25	62	19	65	21	80	21
61-70	33	21	37	25	41	21	53	25
71-80	19	25	22	25	28	14	46	19
81-90	7	17	9	15	10	23	27	15
91-100	4	13	8	18	8	18	13	15
Over 100	2	28	3	35	7	49	8	62

Notes:

- 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.
- Before the 2019/20 school year, ordinary schools were provided with additional resources with reference to different criteria and principles under various funding modes to support students with SEN. Those schools opting to implement IE

Programme or IRTP (i.e. not opting for LSG) might not report to the Education Bureau (EDB) the tier of support required by each of their students and the number of all students receiving tier-3 support. Starting from the 2019/20 school year, the amount of LSG received by each public sector ordinary school under the enhanced LSG measure is calculated based on the number of their students with SEN requiring tier-2 and tier-3 support and the tier of support these students require. Schools are provided with additional resources under the same mode, which allows a more comprehensive and consistent approach in reporting the tier of support required by students with SEN, and the EDB collects complete data on the tier of support these students require from schools.

Distribution of public sector ordinary primary and secondary schools eligible for Learning Support Grant by number of students with special educational needs (SEN) requiring tier-3 support from the 2015/16 to 2018/19 school years

No. of students with SEN requiring tier-3 support	No. of schools ^{Notes}							
	2015/16		2016/17		2017/18		2018/19	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	42	77	39	72	66	60	32	50
1-5	253	294	259	295	270	309	283	299
6-10	10	6	11	8	12	9	41	21
11-15	1	3	1	4	3	1	11	11
16-20	1	0	2	1	1	3	6	0
Over 20	3	2	2	2	3	3	8	4

Notes:

- 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.
- Before the 2019/20 school year, ordinary schools were provided with additional resources with reference to different criteria and principles under various funding modes to support students with SEN. Those schools opting to implement IE Programme or IRTP (i.e. not opting for LSG) might not report to the Education Bureau (EDB) the tier of support required by each of their students and the number of all students receiving tier-3 support. Starting from the 2019/20 school year, the amount of LSG received by each public sector ordinary school under the enhanced LSG measure is calculated based on the number of their students with SEN requiring tier-2 and tier-3 support and the tier

of support these students require. Schools are provided with additional resources under the same mode, which allows a more comprehensive and consistent approach in reporting the tier of support required by students with SEN, and the EDB collects complete data on the tier of support these students require from schools.

**Expenditure on additional support and services provided for
students with special educational needs in public sector ordinary schools
from the 2015/16 to 2019/20 school years
(on top of regular subvention)**

School year	Expenditure (\$ million)
2015/16	1,310
2016/17	1,392
2017/18	1,638
2018/19	1,977
2019/20 (Revised estimate)	3,116

**Number of public sector ordinary primary and secondary schools
adopting Learning Support Grant, Mixed Mode and Migration Mode
within the range of Learning Support Grant allotment
from the 2015/16 to 2019/20 school years**

School year			Provision of Learning Support Grant (LSG) ^(Note 1)	
			Number of schools	Under \$0.6 million
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 (Note 2)	Secondary school	LSG	174	211 [41]
	Primary school	LSG	62	192 [30]
		Mixed Mode	90	Not applicable
		Migration Mode	0	11
2018/19 (Note 2)	Secondary school	LSG	150	235 [58]
	Primary school	LSG	85	197 [51]
		Mixed Mode	86	Not applicable
		Migration Mode	0	13
2019/20 (Note 3)	Secondary school	LSG	180	209 [Not applicable]
	Primary school	LSG	48	407 [Not applicable]

Notes:

1. From the 2015/16 to 2018/19 school years, the ceiling of LSG is \$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 covers schools operating Intensive Remedial Teaching Programme (IRTP) and Integrated Education (IE) Programme and having students with mental illness for whom LSG has been provided.
3. Starting from the 2019/20 school year, the Education Bureau (EDB) has enhanced measures on supporting public sector ordinary schools, including restructuring various subvented programmes for IE, extending the LSG to all public sector ordinary schools, cancelling the IRTP and the IE Programme, and multiplying the LSG unit grant rate for tier-3 support. Under the enhanced measures, schools will have additional regular teaching post(s) titled as Special Educational Needs Support Teacher converted/provided on account of the LSG reaching the specific threshold, thus allowing schools to have a more stable teaching force and additional resources for flexible deployment to support students with special educational needs.

Number of additional teachers provided for public sector ordinary primary schools adopting Intensive Remedial Teaching Programme, Mixed Mode and Migration Mode from the 2015/16 to 2018/19 school years

	2015/16	2016/17	2017/18	2018/19
Number of additional teachers	388	383	382	380

- End -

CONTROLLING OFFICER'S REPLY

EDB130

(Question Serial No. 3287)

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 and the total of the number of classes from Primary 1 to 6 and Secondary 1 to 6, number of school places and number of 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 the territory from the 2015/16 to 2019/20 school years.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 58)

Reply:

The numbers of operating classes, places and students at each grade level of primary schools and secondary schools by district and school type from the 2015/16 to 2019/20 school years are set out at Appendix 1.

The numbers of approved classes, places and students of each type of aided special schools (primary section and secondary section) in Hong Kong from the 2015/16 to 2019/20 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 6 and Secondary 1 to 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 2015/16 to 2019/20 school years

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

Appendix 1 (cont'd)

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

Appendix 1 (cont'd)

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

Appendix 1 (cont'd)

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

Appendix 1 (cont'd)

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

Appendix 1 (cont'd)

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

Appendix 1 (cont'd)

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

Appendix 1 (cont'd)

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

Appendix 1 (cont'd)

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

Appendix 1 (cont'd)

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

Appendix 1 (cont'd)

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

Appendix 1 (cont'd)

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

Appendix 1 (cont'd)

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

Appendix 1 (cont'd)

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

Appendix 1 (cont'd)

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

Appendix 1 (cont'd)

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

Appendix 1 (cont'd)

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

Appendix 1 (cont'd)

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

Appendix 1 (cont'd)

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

Appendix 1 (cont'd)

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

Appendix 1 (cont'd)

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

Appendix 1 (cont'd)

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

Appendix 1 (cont'd)

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

Appendix 1 (cont'd)

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

Appendix 1 (cont'd)

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

2019/20 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	1 278	0	0	0	17	633	498	6	164	147	74	2 182	2 033
	P2	4	120	122	47	1 410	1 391	0	0	0	17	612	490	10	272	231	78	2 414	2 234
	P3	4	110	113	49	1 325	1 337	0	0	0	16	583	465	10	272	231	79	2 290	2 146
	P4	4	110	111	49	1 325	1 295	0	0	0	15	541	415	10	264	245	78	2 240	2 066
	P5	4	110	112	47	1 275	1 237	0	0	0	13	507	400	8	228	197	72	2 120	1 946
	P6	4	110	116	46	1 250	1 220	0	0	0	14	536	380	8	228	199	72	2 124	1 915
	All Grades	24	670	684	285	7 860	7 758	0	0	0	92	3 412	2 648	52	1 428	1 250	453	13 370	12 340
Wan Chai	P1	16	400	388	37	1 010	1 006	0	0	0	22	856	677	12	330	298	87	2 596	2 369
	P2	18	450	427	38	1 035	1 042	0	0	0	25	957	721	12	330	309	93	2 772	2 499
	P3	18	450	430	38	1 035	1 043	0	0	0	23	897	669	12	330	321	91	2 712	2 463
	P4	15	375	390	38	1 035	1 009	0	0	0	20	756	581	9	260	217	82	2 426	2 197
	P5	17	425	407	37	1 010	1 000	0	0	0	19	721	602	9	260	216	82	2 416	2 225
	P6	17	425	422	36	985	965	0	0	0	18	749	562	9	260	209	80	2 419	2 158
	All Grades	101	2 525	2 464	224	6 110	6 065	0	0	0	127	4 936	3 812	63	1 770	1 570	515	15 341	13 911
Eastern	P1	14	375	345	88	2 452	2 371	7	227	216	6	237	196	26	693	630	141	3 984	3 758
	P2	14	390	369	93	2 754	2 652	7	227	217	5	225	177	21	550	513	140	4 146	3 928
	P3	14	375	371	92	2 495	2 469	7	227	214	6	237	190	20	535	474	139	3 869	3 718
	P4	14	375	367	91	2 470	2 434	7	227	213	5	225	179	23	610	569	140	3 907	3 762
	P5	14	375	376	88	2 395	2 389	7	227	198	5	199	153	24	634	595	138	3 830	3 711
	P6	14	375	372	89	2 420	2 398	7	227	196	8	273	193	22	582	550	140	3 877	3 709
	All Grades	84	2 265	2 200	541	14 986	14 713	42	1 362	1 254	35	1 396	1 088	136	3 604	3 331	838	23 613	22 586

Appendix 1 (cont'd)

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	31	820	701	9	252	252	24	657	561	53	1 187	1 124	122	3 041	2 763
	P2	6	150	140	32	845	755	9	252	252	24	631	578	37	907	854	108	2 785	2 579
	P3	5	125	120	32	845	758	9	252	251	25	670	587	36	872	829	107	2 764	2 545
	P4	5	125	131	30	795	674	9	252	252	22	550	522	36	897	835	102	2 619	2 414
	P5	5	125	119	31	820	733	8	239	236	22	546	511	33	823	812	99	2 553	2 411
	P6	5	125	126	30	795	744	8	239	224	13	340	293	34	848	801	90	2 347	2 188
	All Grades	31	775	761	186	4 920	4 365	52	1 486	1 467	130	3 394	3 052	229	5 534	5 255	628	16 109	14 900
Yau Tsim Mong	P1	9	237	199	69	1 898	1 933	10	295	292	14	438	320	0	0	0	102	2 868	2 744
	P2	10	312	233	70	2 173	2 138	10	295	288	13	405	303	0	0	0	103	3 185	2 962
	P3	10	250	233	71	1 950	1 988	9	269	261	10	294	243	0	0	0	100	2 763	2 725
	P4	10	250	241	70	1 925	1 985	5	165	155	6	208	193	0	0	0	91	2 548	2 574
	P5	10	250	248	68	1 875	1 892	5	165	142	7	222	195	0	0	0	90	2 512	2 477
	P6	11	275	265	70	1 925	1 960	5	165	147	6	190	164	0	0	0	92	2 555	2 536
	All Grades	60	1 574	1 419	418	11 746	11 896	44	1 354	1 285	56	1 757	1 418	0	0	0	578	16 431	16 018
Sham Shui Po	P1	13	364	332	75	2 184	2 213	10	289	286	31	1 141	954	10	246	220	139	4 224	4 005
	P2	13	416	364	73	2 336	2 364	10	293	286	30	1 098	895	7	175	178	133	4 318	4 087
	P3	13	429	371	73	2 409	2 360	9	293	285	28	981	847	7	175	175	130	4 287	4 038
	P4	13	325	343	75	2 085	2 183	9	297	283	29	1 017	837	6	150	150	132	3 874	3 796
	P5	14	350	375	75	2 085	2 171	10	297	274	28	1 031	798	6	150	130	133	3 913	3 748
	P6	14	350	375	76	2 115	2 199	10	297	272	24	924	662	6	150	146	130	3 836	3 654
	All Grades	80	2 234	2 160	447	13 214	13 490	58	1 766	1 686	170	6 192	4 993	42	1 046	999	797	24 452	23 328

Appendix 1 (cont'd)

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	475	501	103	2 865	2 872	9	282	284	49	1 944	1 511	28	751	731	207	6 317	5 899
	P2	18	530	551	103	3 094	3 075	9	282	292	49	1 940	1 564	26	717	649	205	6 563	6 131
	P3	18	485	509	103	2 934	3 004	9	282	291	49	1 889	1 485	26	711	629	205	6 301	5 918
	P4	18	450	468	102	2 780	2 921	9	282	296	45	1 669	1 324	23	627	618	197	5 808	5 627
	P5	18	450	474	105	2 855	2 960	9	282	293	43	1 558	1 310	23	623	595	198	5 768	5 632
	P6	18	450	468	110	2 950	3 009	9	282	288	42	1 486	1 241	22	592	588	201	5 760	5 594
	All Grades	108	2 840	2 971	626	17 478	17 841	54	1 692	1 744	277	10 486	8 435	148	4 021	3 810	1 213	36 517	34 801
Wong Tai Sin	P1	4	75	65	95	2 350	2 179	0	0	0	14	493	428	0	0	0	113	2 918	2 672
	P2	4	100	93	98	2 470	2 434	0	0	0	14	496	456	0	0	0	116	3 066	2 983
	P3	4	100	95	103	2 620	2 572	0	0	0	14	493	440	0	0	0	121	3 213	3 107
	P4	4	100	95	100	2 545	2 523	0	0	0	14	501	454	0	0	0	118	3 146	3 072
	P5	4	100	100	97	2 470	2 501	0	0	0	14	501	419	0	0	0	115	3 071	3 020
	P6	4	100	101	91	2 270	2 344	0	0	0	14	488	417	0	0	0	109	2 858	2 862
	All Grades	24	575	549	584	14 725	14 553	0	0	0	84	2 972	2 614	0	0	0	692	18 272	17 716
Kwun Tong	P1	9	252	246	136	3 856	3 744	5	132	132	4	175	135	5	118	113	159	4 533	4 370
	P2	9	270	275	147	4 205	4 219	5	132	132	4	175	123	9	214	210	174	4 996	4 959
	P3	9	225	236	151	3 970	4 104	5	132	131	4	172	130	8	190	188	177	4 689	4 789
	P4	9	225	240	140	3 660	3 804	5	132	125	4	178	117	7	166	168	165	4 361	4 454
	P5	9	225	242	143	3 735	3 895	5	132	131	4	171	121	7	166	163	168	4 429	4 552
	P6	9	270	285	139	4 080	4 133	5	132	123	4	175	105	7	166	167	164	4 823	4 813
	All Grades	54	1 467	1 524	856	23 506	23 899	30	792	774	24	1 046	731	43	1 020	1 009	1 007	27 831	27 937

Appendix 1 (cont'd)

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	121	92	2 275	2 097	15	495	479	3	99	24	19	438	417	134	3 432	3 138
	P2	5	125	126	95	2 375	2 284	15	483	476	3	103	34	14	353	346	132	3 439	3 266
	P3	5	125	116	93	2 300	2 174	15	483	486	3	103	41	14	353	337	130	3 364	3 154
	P4	5	125	110	86	2 150	2 003	19	587	569	3	101	38	11	283	270	124	3 246	2 990
	P5	5	125	112	85	2 100	1 981	13	389	380	3	98	31	10	263	260	116	2 975	2 764
	P6	5	125	120	85	2 125	2 049	19	587	566	3	98	35	10	263	258	122	3 198	3 028
	All Grades	30	750	705	536	13 325	12 588	96	3 024	2 956	18	602	203	78	1 953	1 888	758	19 654	18 340
Sha Tin	P1	5	145	152	158	4 740	4 508	10	330	326	13	313	310	5	150	147	191	5 678	5 443
	P2	5	155	160	168	5 239	5 147	10	330	328	12	298	292	5	150	149	200	6 172	6 076
	P3	5	125	135	171	4 943	5 030	10	330	329	12	298	297	5	150	150	203	5 846	5 941
	P4	4	100	107	166	4 365	4 540	10	330	330	12	302	294	5	150	150	197	5 247	5 421
	P5	5	125	133	164	4 320	4 483	10	330	328	12	302	289	5	150	150	196	5 227	5 383
	P6	5	125	132	162	4 270	4 439	10	330	314	12	306	291	5	150	150	194	5 181	5 326
	All Grades	29	775	819	989	27 877	28 147	60	1 980	1 955	73	1 819	1 773	30	900	896	1 181	33 351	33 590
Tai Po	P1	5	125	95	79	2 045	2 083	0	0	0	4	122	114	17	459	356	105	2 751	2 648
	P2	5	150	143	84	2 520	2 542	0	0	0	5	148	122	15	430	324	109	3 248	3 131
	P3	4	132	133	74	2 442	2 466	0	0	0	5	153	115	12	363	312	95	3 090	3 026
	P4	5	160	165	73	2 336	2 390	0	0	0	4	112	95	12	363	278	94	2 971	2 928
	P5	5	150	150	74	2 190	2 243	0	0	0	2	58	39	11	318	250	92	2 716	2 682
	P6	5	150	151	74	2 220	2 286	0	0	0	2	60	40	10	293	239	91	2 723	2 716
	All Grades	29	867	837	458	13 753	14 010	0	0	0	22	653	525	77	2 226	1 759	586	17 499	17 131

Appendix 1 (cont'd)

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	73	102	2 745	2 760	0	0	0	0	0	0	0	0	0	105	2 820	2 833
	P2	8	224	199	112	3 212	3 298	0	0	0	0	0	0	0	0	0	120	3 436	3 497
	P3	7	196	188	109	3 255	3 344	0	0	0	0	0	0	0	0	0	116	3 451	3 532
	P4	5	140	134	106	3 171	3 269	0	0	0	0	0	0	0	0	0	111	3 311	3 403
	P5	4	100	100	111	3 005	3 112	0	0	0	0	0	0	0	0	0	115	3 105	3 212
	P6	3	75	76	112	3 040	3 148	0	0	0	0	0	0	0	0	0	115	3 115	3 224
	All Grades	30	810	770	652	18 428	18 931	0	0	0	0	0	0	0	0	0	682	19 238	19 701
Yuen Long	P1	14	390	408	171	4 510	4 368	9	265	261	6	220	108	0	0	0	200	5 385	5 145
	P2	16	476	492	182	5 011	5 005	9	265	264	6	220	119	0	0	0	213	5 972	5 880
	P3	16	483	496	181	5 035	5 037	9	265	262	6	225	123	0	0	0	212	6 008	5 918
	P4	15	430	434	186	4 922	4 859	9	265	237	6	236	141	0	0	0	216	5 853	5 671
	P5	15	425	457	184	4 845	4 835	9	265	234	2	60	36	0	0	0	210	5 595	5 562
	P6	15	430	453	188	4 954	5 023	9	265	255	2	60	37	0	0	0	214	5 709	5 768
	All Grades	91	2 634	2 740	1 092	29 277	29 127	54	1 590	1 513	28	1 021	564	0	0	0	1 265	34 522	33 944
Tuen Mun	P1	4	100	108	141	3 590	3 574	4	132	132	1	45	16	4	88	87	154	3 955	3 917
	P2	4	112	111	145	4 042	4 016	4	132	132	1	45	12	4	88	93	158	4 419	4 364
	P3	4	100	112	149	4 015	4 086	4	132	131	1	45	19	4	96	96	162	4 388	4 444
	P4	4	100	111	149	3 770	3 871	4	132	132	1	45	16	4	96	96	162	4 143	4 226
	P5	4	100	110	147	3 715	3 877	4	132	128	1	45	10	3	72	74	159	4 064	4 199
	P6	4	100	110	154	3 920	3 811	4	132	128	1	30	11	6	144	104	169	4 326	4 164
	All Grades	24	612	662	885	23 052	23 235	24	792	783	6	255	84	25	584	550	964	25 295	25 314

Appendix 1 (cont'd)

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	312	67	1 950	1 919	0	0	0	1	30	8	0	0	0	78	2 280	2 239
	P2	10	300	315	71	2 090	2 083	0	0	0	1	30	14	0	0	0	82	2 420	2 412
	P3	10	300	311	71	2 085	2 077	0	0	0	1	30	10	0	0	0	82	2 415	2 398
	P4	10	275	281	70	1 905	1 927	0	0	0	1	30	10	0	0	0	81	2 210	2 218
	P5	10	275	282	69	1 880	1 936	0	0	0	1	30	14	0	0	0	80	2 185	2 232
	P6	10	275	277	68	1 855	1 911	0	0	0	1	30	7	0	0	0	79	2 160	2 195
	All Grades	60	1 725	1 778	416	11 765	11 853	0	0	0	6	180	63	0	0	0	482	13 670	13 694
Kwai Tsing	P1	0	0	0	113	3 005	2 878	3	99	82	0	0	0	0	0	0	116	3 104	2 960
	P2	0	0	0	126	3 380	3 320	3	99	92	0	0	0	0	0	0	129	3 479	3 412
	P3	0	0	0	126	3 355	3 299	3	99	80	0	0	0	0	0	0	129	3 454	3 379
	P4	0	0	0	119	3 205	3 109	3	99	94	0	0	0	0	0	0	122	3 304	3 203
	P5	0	0	0	117	3 130	3 140	3	99	90	0	0	0	0	0	0	120	3 229	3 230
	P6	0	0	0	113	3 030	3 074	3	99	80	0	0	0	0	0	0	116	3 129	3 154
	All Grades	0	0	0	714	19 105	18 820	18	594	518	0	0	0	0	0	0	732	19 699	19 338
Islands	P1	0	0	0	49	1 230	1 171	0	0	0	9	238	217	7	170	141	65	1 638	1 529
	P2	0	0	0	55	1 400	1 370	0	0	0	9	243	217	6	150	144	70	1 793	1 731
	P3	0	0	0	50	1 255	1 236	0	0	0	8	202	181	6	150	146	64	1 607	1 563
	P4	0	0	0	44	1 105	1 098	0	0	0	7	194	174	6	152	142	57	1 451	1 414
	P5	0	0	0	41	1 030	1 011	0	0	0	5	151	149	6	152	137	52	1 333	1 297
	P6	0	0	0	36	880	853	0	0	0	4	127	123	6	152	129	46	1 159	1 105
	All Grades	0	0	0	275	6 900	6 739	0	0	0	42	1 155	1 061	37	926	839	354	8 981	8 639

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	138	3 673	3 580	1 653	44 800	43 655	91	2 798	2 742	218	7 641	6 077	192	4 794	4 411	2 292	63 706	60 465
	P2	149	4 280	4 120	1 739	49 591	49 135	91	2 790	2 759	218	7 626	6 117	166	4 336	4 000	2 363	68 623	66 131
	P3	146	4 010	3 969	1 736	48 268	48 384	89	2 764	2 721	211	7 272	5 842	160	4 197	3 888	2 342	66 511	64 804
	P4	140	3 665	3 728	1 694	45 549	45 894	89	2 768	2 686	194	6 665	5 390	152	4 018	3 738	2 269	62 665	61 436
	P5	143	3 710	3 797	1 683	44 735	45 396	83	2 557	2 434	181	6 200	5 077	145	3 839	3 579	2 235	61 041	60 283
	P6	143	3 760	3 849	1 679	45 084	45 566	89	2 755	2 593	168	5 872	4 561	145	3 828	3 540	2 224	61 299	60 109
	All Grades	859	23 098	23 043	10 184	278 027	278 030	532	16 432	15 935	1 190	41 276	33 064	960	25 012	23 156	13 725	383 845	373 228

- Note: (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Figures include ordinary primary schools, but not special schools. International schools include the English Schools Foundation schools.
- (3) Figures on operating classes in a very small number of non-public sector schools 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, a combined class is treated as one class. When counting the number of classes broken down by grade, a combined class is split into different classes in proportion to the number of students from each grade and the numbers are rounded to the nearest integer. Accordingly, figures on operating classes for individual grades may not add up to the total number of classes in schools.
- (4) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned.
- (5) School districts are delineated by the District Council districts of the school campuses. Starting from the 2019/20 school year, the districts for schools with decanting campuses are based on the District Council districts of the original campuses.

Number of operating classes, places and students of secondary day schools by district, grade level and school type from the 2015/16 to 2019/20 school years

2015/16 school year

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
Central & Western	S1	4	144	144	31	983	893	0	0	0	13	411	427	0	0	0	10	295	281	58	1 833	1 745
	S2	4	144	144	31	1 002	886	0	0	0	13	411	423	0	0	0	11	317	292	59	1 874	1 745
	S3	4	144	143	30	1 056	943	0	0	0	13	411	400	0	0	0	10	280	259	57	1 891	1 745
	S4	4	144	139	30	1 080	943	0	0	0	15	405	379	0	0	0	11	308	255	60	1 937	1 716
	S5	4	144	144	30	1 080	911	0	0	0	15	396	344	0	0	0	10	280	236	59	1 900	1 635
	S6	5	180	161	31	1 116	855	0	0	0	16	404	320	0	0	0	10	307	223	62	2 007	1 559
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	307	229	10	307	229
	All Grades	25	900	875	183	6 317	5 431	0	0	0	85	2 438	2 293	0	0	0	72	2 094	1 775	365	11 749	10 374
Wan Chai	S1	12	400	395	37	1 244	1 124	0	0	0	8	328	264	0	0	0	8	202	191	65	2 174	1 974
	S2	12	408	398	37	1 268	1 135	0	0	0	8	328	268	0	0	0	8	202	196	65	2 206	1 997
	S3	12	416	389	38	1 292	1 143	0	0	0	8	328	245	0	0	0	8	202	177	66	2 238	1 954
	S4	12	432	397	38	1 332	1 115	0	0	0	11	451	267	0	0	0	8	202	166	69	2 417	1 945
	S5	12	432	373	38	1 332	1 073	0	0	0	13	543	273	0	0	0	7	177	151	70	2 484	1 870
	S6	13	468	387	39	1 368	1 022	0	0	0	13	563	309	0	0	0	7	177	140	72	2 576	1 858
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	151	128	6	151	128
	All Grades	73	2 556	2 339	227	7 836	6 612	0	0	0	61	2 541	1 626	0	0	0	52	1 313	1 149	413	14 246	11 726
Eastern	S1	16	560	539	89	2 684	2 234	0	0	0	15	585	488	0	0	0	19	491	430	139	4 320	3 691
	S2	16	564	535	90	2 863	2 327	0	0	0	16	626	509	0	0	0	19	485	428	141	4 538	3 799
	S3	16	568	527	90	2 946	2 475	0	0	0	16	626	520	0	0	0	21	487	377	143	4 627	3 899
	S4	17	576	547	99	3 328	2 720	0	0	0	16	601	557	0	0	0	18	388	274	150	4 893	4 098
	S5	17	576	529	96	3 220	2 571	0	0	0	16	601	482	0	0	0	17	375	304	146	4 772	3 886
	S6	19	648	586	99	3 436	2 596	0	0	0	16	629	455	0	0	0	15	327	308	149	5 040	3 945
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	180	156	9	180	156
	All Grades	101	3 492	3 263	563	18 477	14 923	0	0	0	95	3 668	3 011	0	0	0	118	2 733	2 277	877	28 370	23 474

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
Southern	S1	0	0	0	46	1 396	1 179	0	0	0	11	390	341	11	298	292	31	860	839	99	2 944	2 651
	S2	0	0	0	46	1 438	1 174	0	0	0	11	390	340	10	250	232	32	886	813	99	2 964	2 559
	S3	0	0	0	48	1 582	1 293	0	0	0	11	390	308	11	258	233	32	856	807	102	3 086	2 641
	S4	0	0	0	54	1 744	1 412	0	0	0	11	375	302	9	177	169	33	896	763	107	3 192	2 646
	S5	0	0	0	54	1 744	1 345	0	0	0	11	375	280	9	177	153	30	820	745	104	3 116	2 523
	S6	0	0	0	56	1 816	1 363	0	0	0	10	375	240	9	142	112	30	790	718	105	3 123	2 433
	S7	0	0	0	0	0	0	0	0	0	0	0	0	9	142	104	28	740	635	37	882	739
	All Grades	0	0	0	304	9 720	7 766	0	0	0	65	2 295	1 811	68	1 444	1 295	216	5 848	5 320	653	19 307	16 192
Yau Tsim Mong	S1	9	309	246	48	1 496	1 376	2	64	45	14	522	437	0	0	0	0	0	0	73	2 391	2 104
	S2	9	314	252	49	1 602	1 424	3	99	57	13	520	440	0	0	0	0	0	0	74	2 535	2 173
	S3	9	319	243	48	1 610	1 501	3	102	87	13	523	453	0	0	0	0	0	0	73	2 554	2 284
	S4	9	324	260	56	1 944	1 749	4	144	114	14	515	441	3	81	4	0	0	0	86	3 008	2 568
	S5	9	324	256	56	1 944	1 689	4	144	121	14	515	391	2	54	5	0	0	0	85	2 981	2 462
	S6	9	324	261	60	2 124	1 689	4	144	118	14	505	373	3	86	23	0	0	0	90	3 183	2 464
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	54	1 914	1 518	317	10 720	9 428	20	697	542	82	3 100	2 535	8	221	32	0	0	0	481	16 652	14 055
Sham Shui Po	S1	5	128	117	70	2 211	2 113	4	132	129	37	1 323	1 033	6	180	166	2	40	22	124	4 014	3 580
	S2	5	132	115	70	2 308	2 206	4	136	133	38	1 372	1 102	6	180	156	2	40	26	125	4 168	3 738
	S3	5	136	121	70	2 373	2 243	4	140	136	36	1 372	1 158	6	180	149	2	40	32	123	4 241	3 839
	S4	4	144	112	66	2 268	2 157	4	144	142	35	1 342	1 226	6	168	146	2	45	22	117	4 111	3 805
	S5	5	144	88	66	2 268	2 008	4	144	135	34	1 310	1 085	5	140	121	2	45	37	116	4 051	3 474
	S6	6	180	111	75	2 520	2 145	5	180	149	34	1 370	1 095	8	265	136	2	45	26	130	4 560	3 662
	S7	0	0	0	0	0	0	0	0	0	0	0	0	4	100	75	1	25	6	5	125	81
	All Grades	30	864	664	417	13 948	12 872	25	876	824	214	8 089	6 699	41	1 213	949	13	280	171	740	25 270	22 179

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
Kowloon City	S1	8	272	244	113	3 704	3 382	0	0	0	19	709	680	6	150	119	18	503	472	164	5 338	4 897
	S2	8	276	247	113	3 789	3 411	0	0	0	19	709	678	7	175	151	17	478	439	164	5 427	4 926
	S3	8	280	248	112	3 874	3 428	0	0	0	20	750	689	7	175	139	18	503	467	165	5 582	4 971
	S4	8	288	253	119	4 032	3 557	0	0	0	28	952	880	8	200	159	17	460	438	180	5 932	5 287
	S5	8	288	265	118	4 032	3 307	0	0	0	29	943	799	8	168	163	17	460	418	180	5 891	4 952
	S6	8	288	224	128	4 500	3 359	0	0	0	27	906	674	5	95	95	15	407	385	183	6 196	4 737
	S7	0	0	0	0	0	0	0	0	0	0	0	0	5	90	92	8	224	222	13	314	314
	All Grades	48	1 692	1 481	703	23 931	20 444	0	0	0	142	4 969	4 400	46	1 053	918	110	3 035	2 841	1 049	34 680	30 084
Wong Tai Sin	S1	3	64	37	87	2 722	2 520	0	0	0	6	246	244	4	144	116	0	0	0	100	3 176	2 917
	S2	3	99	60	88	2 841	2 584	0	0	0	6	246	242	4	144	117	0	0	0	101	3 330	3 003
	S3	3	102	88	91	2 962	2 694	0	0	0	6	246	220	3	108	72	0	0	0	103	3 418	3 074
	S4	3	108	98	95	3 174	2 921	0	0	0	6	246	215	3	108	89	0	0	0	107	3 636	3 323
	S5	3	108	82	93	3 138	2 700	0	0	0	6	246	185	3	108	71	0	0	0	105	3 600	3 038
	S6	3	108	72	100	3 354	2 814	0	0	0	6	270	161	3	108	58	0	0	0	112	3 840	3 105
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	18	589	437	554	18 191	16 233	0	0	0	36	1 500	1 267	20	720	523	0	0	0	628	21 000	18 460
Kwun Tong	S1	8	272	253	106	3 253	3 082	0	0	0	27	1 000	709	0	0	0	7	159	146	148	4 684	4 190
	S2	8	276	233	104	3 354	3 196	0	0	0	28	1 046	829	0	0	0	6	136	110	146	4 812	4 368
	S3	8	280	270	103	3 455	3 268	0	0	0	29	1 082	951	0	0	0	4	92	64	144	4 909	4 553
	S4	8	288	249	111	3 672	3 408	0	0	0	31	1 184	1 051	0	0	0	4	68	63	154	5 212	4 771
	S5	9	288	228	111	3 672	3 307	0	0	0	32	1 220	1 027	0	0	0	4	68	58	156	5 248	4 620
	S6	9	324	272	122	4 176	3 559	0	0	0	34	1 341	1 025	0	0	0	4	68	38	169	5 909	4 894
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	48	27	4	48	27
	All Grades	50	1 728	1 505	657	21 582	19 820	0	0	0	181	6 873	5 592	0	0	0	33	639	506	921	30 822	27 423

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
Sai Kung	S1	4	144	138	67	2 164	1 888	0	0	0	33	1 040	915	1	25	7	2	66	54	107	3 439	3 002
	S2	4	144	127	67	2 227	1 909	0	0	0	34	1 073	943	1	25	9	2	66	51	108	3 535	3 039
	S3	4	144	135	69	2 324	2 059	0	0	0	33	1 065	926	1	25	4	2	44	51	109	3 602	3 175
	S4	5	144	137	76	2 556	2 298	0	0	0	34	1 168	1 018	1	25	7	2	44	44	118	3 937	3 504
	S5	5	144	132	77	2 556	2 187	0	0	0	35	1 151	900	1	25	4	2	44	31	120	3 920	3 254
	S6	5	180	156	85	2 952	2 380	0	0	0	33	1 121	819	0	0	0	2	44	22	125	4 297	3 377
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	22	26	2	22	26
	All Grades	27	900	825	441	14 779	12 721	0	0	0	202	6 618	5 521	5	125	31	14	330	279	689	22 752	19 377
Sha Tin	S1	8	272	250	149	4 587	4 026	0	0	0	24	835	797	13	260	255	8	176	177	202	6 130	5 505
	S2	8	276	257	151	4 797	4 013	0	0	0	24	835	772	12	252	250	8	176	175	203	6 336	5 467
	S3	8	280	261	151	4 977	4 354	0	0	0	26	919	839	12	258	257	8	176	175	205	6 610	5 886
	S4	8	288	278	157	5 262	4 709	0	0	0	27	921	829	12	246	239	8	176	172	212	6 893	6 227
	S5	8	288	260	157	5 262	4 372	0	0	0	32	1 020	850	12	252	232	8	176	162	217	6 998	5 876
	S6	9	324	280	173	5 802	4 414	0	0	0	31	958	721	12	252	238	8	176	166	233	7 512	5 819
	S7	0	0	0	0	0	0	0	0	0	0	0	0	12	252	217	8	176	153	20	428	370
	All Grades	49	1 728	1 586	938	30 687	25 888	0	0	0	164	5 488	4 808	85	1 772	1 688	56	1 232	1 180	1 292	40 907	35 150
Tai Po	S1	3	96	54	67	2 016	1 794	0	0	0	8	324	179	0	0	0	0	0	0	78	2 436	2 027
	S2	3	99	53	65	2 112	1 826	0	0	0	9	364	199	0	0	0	0	0	0	77	2 575	2 078
	S3	3	102	75	67	2 176	1 928	0	0	0	9	364	243	0	0	0	0	0	0	79	2 642	2 246
	S4	3	108	83	68	2 268	2 090	0	0	0	9	364	256	0	0	0	0	0	0	80	2 740	2 429
	S5	3	108	86	68	2 268	1 964	0	0	0	9	364	238	0	0	0	0	0	0	80	2 740	2 288
	S6	2	72	42	79	2 592	2 046	0	0	0	9	368	173	0	0	0	0	0	0	90	3 032	2 261
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	17	585	393	414	13 432	11 648	0	0	0	53	2 148	1 288	0	0	0	0	0	0	484	16 165	13 329

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
North	S1	6	198	162	70	2 211	2 140	0	0	0	5	205	203	0	0	0	3	60	45	84	2 674	2 550
	S2	6	204	166	71	2 312	2 238	0	0	0	5	201	199	0	0	0	3	60	54	85	2 777	2 657
	S3	6	210	195	69	2 345	2 288	0	0	0	5	200	197	0	0	0	3	60	49	83	2 815	2 729
	S4	6	216	199	77	2 448	2 370	0	0	0	5	205	199	0	0	0	3	60	50	91	2 929	2 818
	S5	6	216	190	77	2 412	2 206	0	0	0	5	205	197	0	0	0	3	60	34	91	2 893	2 627
	S6	6	216	153	88	2 916	2 398	0	0	0	5	225	200	0	0	0	2	40	31	101	3 397	2 782
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	20	11	1	20	11
	All Grades	36	1 260	1 065	452	14 644	13 640	0	0	0	30	1 241	1 195	0	0	0	18	360	274	536	17 505	16 174
Yuen Long	S1	16	576	553	126	3 815	3 427	0	0	0	20	689	558	0	0	0	0	0	0	162	5 080	4 538
	S2	16	576	565	127	4 001	3 596	0	0	0	21	750	600	0	0	0	0	0	0	164	5 327	4 761
	S3	16	576	567	127	4 123	3 783	0	0	0	21	725	675	0	0	0	0	0	0	164	5 424	5 025
	S4	19	576	545	133	4 362	3 978	0	0	0	25	826	710	1	12	12	0	0	0	178	5 776	5 245
	S5	19	576	536	135	4 398	3 790	0	0	0	24	785	664	2	58	30	0	0	0	180	5 817	5 020
	S6	21	720	639	152	5 154	4 131	0	0	0	24	772	610	5	199	107	0	0	0	202	6 845	5 487
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	107	3 600	3 405	800	25 853	22 705	0	0	0	135	4 547	3 817	8	269	149	0	0	0	1 050	34 269	30 076
Tuen Mun	S1	8	256	252	126	3 884	3 188	0	0	0	0	0	0	0	0	0	4	100	98	138	4 240	3 538
	S2	8	264	256	125	4 039	3 313	0	0	0	0	0	0	0	0	0	4	96	95	137	4 399	3 664
	S3	8	272	250	130	4 332	3 705	0	0	0	0	0	0	0	0	0	3	75	76	141	4 679	4 031
	S4	9	288	264	141	4 624	4 009	0	0	0	0	0	0	0	0	0	4	100	98	154	5 012	4 371
	S5	9	288	275	141	4 624	3 751	0	0	0	0	0	0	0	0	0	3	60	60	153	4 972	4 086
	S6	10	360	284	155	5 200	3 986	0	0	0	0	0	0	0	0	0	3	63	64	168	5 623	4 334
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	48	49	2	48	49
	All Grades	52	1 728	1 581	818	26 703	21 952	0	0	0	0	0	0	0	0	0	23	542	540	893	28 973	24 073

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
Tsuen Wan	S1	4	144	144	48	1 548	1 412	0	0	0	0	0	0	0	0	0	0	0	0	52	1 692	1 556
	S2	4	144	148	48	1 596	1 521	0	0	0	0	0	0	0	0	0	0	0	0	52	1 740	1 669
	S3	4	144	143	48	1 644	1 614	0	0	0	0	0	0	0	0	0	0	0	0	52	1 788	1 757
	S4	4	144	151	54	1 728	1 682	0	0	0	0	0	0	0	0	0	0	0	0	58	1 872	1 833
	S5	4	144	145	55	1 728	1 585	0	0	0	0	0	0	0	0	0	0	0	0	59	1 872	1 730
	S6	5	180	169	61	2 016	1 650	0	0	0	0	0	0	0	0	0	0	0	0	66	2 196	1 819
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	25	900	900	314	10 260	9 464	0	0	0	0	0	0	0	0	0	0	0	0	339	11 160	10 364
Kwai Tsing	S1	0	0	0	121	3 808	3 500	0	0	0	0	0	0	0	0	0	0	0	0	121	3 808	3 500
	S2	0	0	0	120	3 927	3 628	0	0	0	0	0	0	0	0	0	0	0	0	120	3 927	3 628
	S3	0	0	0	123	4 114	3 857	0	0	0	0	0	0	0	0	0	0	0	0	123	4 114	3 857
	S4	0	0	0	134	4 356	4 163	0	0	0	0	0	0	0	0	0	0	0	0	134	4 356	4 163
	S5	0	0	0	135	4 356	4 064	0	0	0	0	0	0	0	0	0	0	0	0	135	4 356	4 064
	S6	0	0	0	153	4 968	4 101	0	0	0	0	0	0	0	0	0	0	0	0	153	4 968	4 101
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	0	0	0	786	25 529	23 313	0	0	0	0	0	0	0	0	0	0	0	0	786	25 529	23 313
Islands	S1	3	96	58	23	677	610	0	0	0	8	244	188	4	120	89	3	72	65	41	1 209	1 010
	S2	3	99	65	23	731	619	0	0	0	9	279	223	4	120	104	3	66	57	42	1 295	1 068
	S3	3	102	73	23	753	655	0	0	0	9	285	217	7	179	147	2	44	41	44	1 363	1 133
	S4	3	108	65	23	792	714	0	0	0	11	355	271	5	135	107	2	44	33	44	1 434	1 190
	S5	3	108	71	23	828	665	0	0	0	11	331	244	5	135	105	2	44	22	44	1 446	1 107
	S6	3	108	91	29	972	776	0	0	0	11	331	226	5	135	105	0	0	0	48	1 546	1 198
	S7	0	0	0	0	0	0	0	0	0	0	0	0	4	120	80	0	0	0	4	120	80
	All Grades	18	621	423	144	4 753	4 039	0	0	0	59	1 825	1 369	34	944	737	12	270	218	267	8 413	6 786

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
All Districts	S1	117	3 931	3 586	1 424	44 403	39 888	6	196	174	248	8 851	7 463	45	1 177	1 044	115	3 024	2 820	1 955	61 582	54 975
	S2	117	4 019	3 621	1 425	46 207	41 006	7	235	190	254	9 150	7 767	44	1 146	1 019	115	3 008	2 736	1 962	63 765	56 339
	S3	117	4 075	3 728	1 437	47 938	43 231	7	242	223	255	9 286	8 041	47	1 183	1 001	113	2 859	2 575	1 976	65 583	58 799
	S4	122	4 176	3 777	1 531	50 970	45 995	8	288	256	278	9 910	8 601	48	1 152	932	112	2 791	2 378	2 099	69 287	61 939
	S5	124	4 176	3 660	1 530	50 862	43 495	8	288	256	286	10 005	7 959	47	1 117	884	105	2 609	2 258	2 100	69 057	58 512
	S6	133	4 680	3 888	1 685	56 982	45 284	9	324	267	283	10 138	7 401	50	1 282	874	98	2 444	2 121	2 258	75 850	59 835
	S7	0	0	0	0	0	0	0	0	0	0	0	0	34	704	568	79	1 941	1 642	113	2 645	2 210
	All Grades	730	25 057	22 260	9 032	297 362	258 899	45	1 573	1 366	1 604	57 340	47 232	315	7 761	6 322	737	18 676	16 530	12 463	407 769	352 609

2016/17 school year

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
Central & Western	S1	4	144	144	30	950	863	0	0	0	13	411	429	0	0	0	11	329	301	58	1 834	1 737
	S2	4	144	143	30	983	871	0	0	0	13	411	412	0	0	0	10	289	277	57	1 827	1 703
	S3	4	144	144	30	1 002	860	0	0	0	13	411	382	0	0	0	11	308	257	58	1 865	1 643
	S4	4	144	142	30	1 056	896	0	0	0	15	402	376	0	0	0	10	280	243	59	1 882	1 657
	S5	4	144	136	30	1 080	887	0	0	0	15	405	358	0	0	0	10	280	240	59	1 909	1 621
	S6	4	144	143	30	1 080	831	0	0	0	15	393	306	0	0	0	10	307	199	59	1 924	1 479
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	307	218	10	307	218
	All Grades	24	864	852	180	6 151	5 208	0	0	0	84	2 433	2 263	0	0	0	72	2 100	1 735	360	11 548	10 058
Wan Chai	S1	13	400	376	43	1 436	1 259	0	0	0	8	328	274	0	0	0	9	225	198	73	2 389	2 107
	S2	13	400	382	43	1 436	1 244	0	0	0	8	328	260	0	0	0	8	200	183	72	2 364	2 069
	S3	12	408	385	43	1 466	1 243	0	0	0	8	328	250	0	0	0	8	200	196	71	2 402	2 074
	S4	12	416	380	44	1 496	1 245	0	0	0	10	410	256	0	0	0	8	200	175	74	2 522	2 056
	S5	12	432	385	45	1 584	1 204	0	0	0	12	492	286	0	0	0	7	175	167	76	2 683	2 042
	S6	12	432	359	45	1 584	1 166	0	0	0	13	529	308	0	0	0	7	175	139	77	2 720	1 972
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	175	139	7	175	139
	All Grades	74	2 488	2 267	263	9 002	7 361	0	0	0	59	2 415	1 634	0	0	0	54	1 350	1 197	450	15 255	12 459
Eastern	S1	16	560	528	84	2 556	2 095	0	0	0	15	585	447	0	0	0	20	533	427	135	4 234	3 497
	S2	16	560	538	81	2 492	2 029	0	0	0	15	585	486	0	0	0	18	467	394	130	4 104	3 447
	S3	16	564	521	84	2 665	2 206	0	0	0	16	626	513	0	0	0	20	539	390	136	4 394	3 630
	S4	17	568	520	86	2 742	2 284	0	0	0	16	626	500	0	0	0	15	389	200	134	4 325	3 504
	S5	17	576	522	91	3 076	2 384	0	0	0	16	601	524	0	0	0	16	392	289	140	4 645	3 719
	S6	17	576	509	88	2 968	2 254	0	0	0	16	601	423	0	0	0	16	419	321	137	4 564	3 507
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	169	141	8	169	141
	All Grades	99	3 404	3 138	514	16 499	13 252	0	0	0	94	3 624	2 893	0	0	0	113	2 908	2 162	820	26 435	21 445

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
Southern	S1	0	0	0	44	1 364	1 089	0	0	0	12	375	361	11	323	317	32	880	826	99	2 942	2 593
	S2	0	0	0	45	1 396	1 118	0	0	0	11	375	329	11	278	270	33	906	857	100	2 955	2 574
	S3	0	0	0	46	1 438	1 174	0	0	0	11	375	314	10	250	206	33	876	807	100	2 939	2 501
	S4	0	0	0	51	1 582	1 277	0	0	0	11	375	294	11	233	212	33	890	783	106	3 080	2 566
	S5	0	0	0	53	1 744	1 295	0	0	0	11	375	276	9	177	149	32	866	689	105	3 162	2 409
	S6	0	0	0	53	1 744	1 287	0	0	0	11	375	245	9	162	142	31	810	723	104	3 091	2 397
	S7	0	0	0	0	0	0	0	0	0	0	0	0	9	142	106	30	792	657	39	934	763
	All Grades	0	0	0	292	9 268	7 240	0	0	0	67	2 250	1 819	70	1 565	1 402	224	6 020	5 342	653	19 103	15 803
Yau Tsim Mong	S1	8	276	228	50	1 496	1 382	2	64	43	13	491	424	0	0	0	0	0	0	73	2 327	2 077
	S2	9	309	238	49	1 496	1 360	2	64	50	12	488	427	0	0	0	0	0	0	72	2 357	2 075
	S3	9	314	253	49	1 602	1 425	3	99	73	13	523	436	0	0	0	0	0	0	74	2 538	2 187
	S4	9	319	255	54	1 814	1 628	3	102	101	14	515	432	1	29	4	0	0	0	81	2 779	2 420
	S5	9	324	248	55	1 944	1 692	4	144	122	14	515	403	2	54	10	0	0	0	84	2 981	2 475
	S6	9	324	250	55	1 944	1 556	4	144	120	14	515	346	2	58	24	0	0	0	84	2 985	2 296
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	53	1 866	1 472	312	10 296	9 043	18	617	509	80	3 047	2 468	5	141	38	0	0	0	468	15 967	13 530
Sham Shui Po	S1	5	128	117	68	2 211	2 147	4	132	130	36	1 314	1 044	6	180	162	2	40	33	121	4 005	3 633
	S2	5	128	113	69	2 211	2 060	4	132	130	37	1 321	1 062	6	180	161	2	40	25	123	4 012	3 551
	S3	5	132	119	70	2 308	2 197	4	136	133	37	1 362	1 120	6	180	152	2	40	31	124	4 158	3 752
	S4	4	136	98	66	2 169	2 045	4	140	137	35	1 312	1 173	5	175	144	2	45	38	116	3 977	3 635
	S5	4	144	89	66	2 268	2 021	4	144	135	35	1 306	1 120	5	175	140	2	45	25	116	4 082	3 530
	S6	5	144	78	66	2 268	1 900	4	144	119	34	1 254	1 020	6	222	128	2	45	23	117	4 077	3 268
	S7	0	0	0	0	0	0	0	0	0	0	0	0	3	105	67	1	25	6	4	130	73
	All Grades	28	812	614	405	13 435	12 370	24	828	784	214	7 869	6 539	37	1 217	954	13	280	181	721	24 441	21 442

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
Kowloon City	S1	8	272	226	117	3 832	3 439	0	0	0	19	709	692	6	150	105	18	490	444	168	5 453	4 906
	S2	8	272	245	118	3 864	3 466	0	0	0	19	709	674	8	200	147	19	513	453	172	5 558	4 985
	S3	8	276	237	117	3 954	3 502	0	0	0	19	709	667	7	175	144	17	465	419	168	5 579	4 969
	S4	8	280	242	122	4 044	3 435	0	0	0	28	1 008	879	7	175	134	18	488	453	183	5 995	5 143
	S5	8	288	232	124	4 212	3 461	0	0	0	31	968	820	9	225	172	18	488	411	190	6 181	5 096
	S6	8	288	256	123	4 212	3 188	0	0	0	30	895	729	6	132	122	17	373	397	184	5 900	4 692
	S7	0	0	0	0	0	0	0	0	0	0	0	0	5	110	89	10	190	219	15	300	308
	All Grades	48	1 676	1 438	721	24 118	20 491	0	0	0	146	4 998	4 461	48	1 167	913	117	3 007	2 796	1 080	34 966	30 099
Wong Tai Sin	S1	2	64	34	87	2 722	2 469	0	0	0	6	246	246	4	144	104	0	0	0	99	3 176	2 853
	S2	2	64	44	88	2 722	2 523	0	0	0	6	246	242	4	144	115	0	0	0	100	3 176	2 924
	S3	3	99	57	88	2 841	2 579	0	0	0	6	246	230	3	108	103	0	0	0	100	3 294	2 969
	S4	3	102	90	93	2 962	2 643	0	0	0	6	246	205	3	108	75	0	0	0	105	3 418	3 013
	S5	3	108	93	94	3 174	2 756	0	0	0	6	246	194	3	108	70	0	0	0	106	3 636	3 113
	S6	3	108	73	92	3 138	2 532	0	0	0	6	246	168	3	108	63	0	0	0	104	3 600	2 836
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	16	545	391	542	17 559	15 502	0	0	0	36	1 476	1 285	20	720	530	0	0	0	614	20 300	17 708
Kwun Tong	S1	8	272	246	106	3 253	3 099	0	0	0	25	920	704	0	0	0	7	188	172	146	4 633	4 221
	S2	8	272	244	105	3 253	3 094	0	0	0	28	1 041	786	0	0	0	6	164	144	147	4 730	4 268
	S3	8	276	228	104	3 354	3 183	0	0	0	29	1 065	867	0	0	0	6	140	100	147	4 835	4 378
	S4	8	280	247	108	3 455	3 200	0	0	0	28	1 051	974	0	0	0	4	92	63	148	4 878	4 484
	S5	8	288	230	111	3 672	3 246	0	0	0	30	1 133	1 006	0	0	0	4	68	63	153	5 161	4 545
	S6	9	288	227	111	3 672	3 157	0	0	0	32	1 189	973	0	0	0	4	68	58	156	5 217	4 415
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	68	31	4	68	31
	All Grades	49	1 676	1 422	645	20 659	18 979	0	0	0	172	6 399	5 310	0	0	0	35	788	631	901	29 522	26 342

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
Sai Kung	S1	4	144	136	68	2 164	1 821	0	0	0	33	1 065	909	1	25	7	2	66	54	108	3 464	2 927
	S2	4	144	137	68	2 164	1 864	0	0	0	33	1 065	897	1	25	7	2	66	53	108	3 464	2 958
	S3	4	144	126	67	2 227	1 890	0	0	0	34	1 108	929	1	25	14	2	44	51	108	3 548	3 010
	S4	4	144	138	72	2 324	2 029	0	0	0	35	1 220	940	1	25	12	2	44	42	114	3 757	3 161
	S5	5	144	132	76	2 556	2 142	0	0	0	35	1 233	934	1	25	7	2	44	46	119	4 002	3 261
	S6	5	144	129	77	2 556	2 064	0	0	0	35	1 216	812	1	25	4	2	44	35	120	3 985	3 044
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	22	21	1	22	21
	All Grades	26	864	798	428	13 991	11 810	0	0	0	205	6 907	5 421	6	150	51	13	330	302	678	22 242	18 382
Sha Tin	S1	8	272	259	145	4 459	3 857	0	0	0	24	830	789	12	252	253	8	192	187	197	6 005	5 345
	S2	8	272	244	144	4 427	3 775	0	0	0	24	830	789	11	257	257	8	176	176	195	5 962	5 241
	S3	8	276	251	145	4 632	3 913	0	0	0	24	830	743	12	252	253	8	176	176	197	6 166	5 336
	S4	8	280	252	152	4 807	4 143	0	0	0	27	924	823	12	252	256	8	176	180	207	6 439	5 654
	S5	8	288	270	152	5 082	4 227	0	0	0	33	1 062	909	12	252	248	8	176	170	213	6 860	5 824
	S6	8	288	242	153	5 082	3 904	0	0	0	32	1 020	768	12	252	227	8	176	151	213	6 818	5 292
	S7	0	0	0	0	0	0	0	0	0	0	0	0	12	252	224	8	176	161	20	428	385
	All Grades	48	1 676	1 518	891	28 489	23 819	0	0	0	164	5 496	4 821	83	1 769	1 718	56	1 248	1 201	1 242	38 678	33 077
Tai Po	S1	3	96	56	66	2 016	1 798	0	0	0	9	364	223	0	0	0	0	0	0	78	2 476	2 077
	S2	3	96	56	65	2 016	1 781	0	0	0	8	324	185	0	0	0	0	0	0	76	2 436	2 022
	S3	3	99	63	66	2 112	1 842	0	0	0	9	364	195	0	0	0	0	0	0	78	2 575	2 100
	S4	3	102	71	68	2 176	1 926	0	0	0	9	364	233	0	0	0	0	0	0	80	2 642	2 230
	S5	3	108	76	68	2 268	1 956	0	0	0	9	364	243	0	0	0	0	0	0	80	2 740	2 275
	S6	3	108	83	68	2 268	1 850	0	0	0	9	364	214	0	0	0	0	0	0	80	2 740	2 147
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	18	609	405	401	12 856	11 153	0	0	0	53	2 144	1 293	0	0	0	0	0	0	472	15 609	12 851

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
North	S1	6	198	150	71	2 244	2 170	0	0	0	5	205	204	0	0	0	3	60	52	85	2 707	2 576
	S2	6	198	178	70	2 211	2 134	0	0	0	5	205	204	0	0	0	2	40	46	83	2 654	2 562
	S3	6	204	177	69	2 312	2 233	0	0	0	5	204	200	0	0	0	3	60	41	83	2 780	2 651
	S4	6	210	176	75	2 345	2 214	0	0	0	5	205	202	0	0	0	2	40	37	88	2 800	2 629
	S5	6	216	175	77	2 448	2 190	0	0	0	5	199	180	0	0	0	3	60	44	91	2 923	2 589
	S6	6	216	182	77	2 412	2 050	0	0	0	5	203	196	0	0	0	1	30	22	89	2 861	2 450
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	40	30	2	40	30
	All Grades	36	1 242	1 038	439	13 972	12 991	0	0	0	30	1 221	1 186	0	0	0	16	330	272	521	16 765	15 487
Yuen Long	S1	16	576	550	121	3 751	3 366	0	0	0	20	707	524	0	0	0	0	0	0	157	5 034	4 440
	S2	16	576	552	124	3 815	3 419	0	0	0	21	748	571	0	0	0	0	0	0	161	5 139	4 542
	S3	16	576	567	125	4 001	3 560	0	0	0	21	763	608	0	0	0	0	0	0	162	5 340	4 735
	S4	17	576	552	128	4 123	3 673	0	0	0	25	850	696	1	13	8	0	0	0	171	5 562	4 929
	S5	19	576	536	133	4 362	3 733	0	0	0	24	799	620	2	57	33	0	0	0	178	5 794	4 922
	S6	19	576	520	135	4 398	3 618	0	0	0	25	809	654	4	154	102	0	0	0	183	5 937	4 894
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	103	3 456	3 277	766	24 450	21 369	0	0	0	136	4 676	3 673	7	224	143	0	0	0	1 012	32 806	28 462
Tuen Mun	S1	8	256	250	125	3 724	3 110	0	0	0	0	0	0	0	0	0	4	100	99	137	4 080	3 459
	S2	8	256	250	124	3 884	3 072	0	0	0	0	0	0	0	0	0	4	92	94	136	4 232	3 416
	S3	8	264	240	125	4 039	3 344	0	0	0	0	0	0	0	0	0	4	92	93	137	4 395	3 677
	S4	8	272	245	139	4 332	3 628	0	0	0	0	0	0	0	0	0	3	78	77	150	4 682	3 950
	S5	9	288	248	141	4 624	3 776	0	0	0	0	0	0	0	0	0	4	88	87	154	5 000	4 111
	S6	9	288	259	141	4 624	3 564	0	0	0	0	0	0	0	0	0	3	69	68	153	4 981	3 891
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	63	61	3	63	61
	All Grades	50	1 624	1 492	795	25 227	20 494	0	0	0	0	0	0	0	0	0	25	582	579	870	27 433	22 565

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
Tsuen Wan	S1	4	144	144	48	1 516	1 408	0	0	0	0	0	0	0	0	0	0	0	0	52	1 660	1 552
	S2	4	144	144	48	1 548	1 453	0	0	0	0	0	0	0	0	0	0	0	0	52	1 692	1 597
	S3	4	144	152	48	1 596	1 526	0	0	0	0	0	0	0	0	0	0	0	0	52	1 740	1 678
	S4	4	144	143	54	1 644	1 574	0	0	0	0	0	0	0	0	0	0	0	0	58	1 788	1 717
	S5	4	144	145	54	1 728	1 578	0	0	0	0	0	0	0	0	0	0	0	0	58	1 872	1 723
	S6	4	144	138	55	1 728	1 473	0	0	0	0	0	0	0	0	0	0	0	0	59	1 872	1 611
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	24	864	866	307	9 760	9 012	0	0	0	0	0	0	0	0	0	0	0	0	331	10 624	9 878
Kwai Tsing	S1	0	0	0	121	3 808	3 471	0	0	0	0	0	0	0	0	0	0	0	0	121	3 808	3 471
	S2	0	0	0	120	3 808	3 499	0	0	0	0	0	0	0	0	0	0	0	0	120	3 808	3 499
	S3	0	0	0	120	3 927	3 633	0	0	0	0	0	0	0	0	0	0	0	0	120	3 927	3 633
	S4	0	0	0	131	4 114	3 772	0	0	0	0	0	0	0	0	0	0	0	0	131	4 114	3 772
	S5	0	0	0	133	4 356	3 942	0	0	0	0	0	0	0	0	0	0	0	0	133	4 356	3 942
	S6	0	0	0	135	4 356	3 815	0	0	0	0	0	0	0	0	0	0	0	0	135	4 356	3 815
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	0	0	0	760	24 369	22 132	0	0	0	0	0	0	0	0	0	0	0	0	760	24 369	22 132
Islands	S1	3	96	60	22	677	578	0	0	0	8	216	186	4	120	110	3	75	74	40	1 184	1 008
	S2	3	96	57	23	677	573	0	0	0	8	216	197	4	120	95	3	75	69	41	1 184	991
	S3	3	99	64	23	731	634	0	0	0	10	276	219	7	193	160	3	75	52	46	1 374	1 129
	S4	3	102	67	23	753	635	0	0	0	11	316	259	5	135	115	2	50	41	44	1 356	1 117
	S5	3	108	61	24	792	671	0	0	0	11	311	215	5	135	100	2	50	30	45	1 396	1 077
	S6	3	108	63	23	828	639	0	0	0	11	316	214	5	135	101	0	0	0	42	1 387	1 017
	S7	0	0	0	0	0	0	0	0	0	0	0	0	4	120	93	0	0	0	4	120	93
	All Grades	18	609	372	138	4 458	3 730	0	0	0	59	1 651	1 290	34	958	774	13	325	266	262	8 001	6 432

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
All Districts	S1	116	3 898	3 504	1 416	44 179	39 421	6	196	173	246	8 766	7 456	44	1 194	1 058	119	3 178	2 867	1 947	61 411	54 479
	S2	117	3 931	3 565	1 414	44 403	39 335	6	196	180	248	8 892	7 521	45	1 204	1 052	115	3 028	2 771	1 945	61 654	54 424
	S3	117	4 019	3 584	1 419	46 207	40 944	7	235	206	255	9 190	7 673	46	1 183	1 032	117	3 015	2 613	1 961	63 849	56 052
	S4	118	4 075	3 618	1 496	47 938	42 247	7	242	238	275	9 824	8 242	46	1 145	960	107	2 772	2 332	2 049	65 996	57 637
	S5	122	4 176	3 578	1 527	50 970	43 161	8	288	257	287	10 009	8 088	48	1 208	929	108	2 732	2 261	2 100	69 383	58 274
	S6	124	4 176	3 511	1 527	50 862	40 848	8	288	239	288	9 925	7 376	48	1 248	913	101	2 516	2 136	2 096	69 015	55 023
	S7	0	0	0	0	0	0	0	0	0	0	0	0	33	729	579	84	2 027	1 684	117	2 756	2 263
	All Grades	714	24 275	21 360	8 799	284 559	245 956	42	1 445	1 293	1 599	56 606	46 356	310	7 911	6 523	751	19 268	16 664	12 215	394 064	338 152

2017/18 school year

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
Central & Western	S1	4	144	144	30	950	867	0	0	0	13	411	428	0	0	0	11	329	278	58	1 834	1 717
	S2	4	144	144	30	950	860	0	0	0	13	411	405	0	0	0	11	329	288	58	1 834	1 697
	S3	4	144	140	29	983	840	0	0	0	13	411	387	0	0	0	10	292	244	56	1 830	1 611
	S4	4	144	143	30	1 002	839	0	0	0	15	401	358	0	0	0	10	292	255	59	1 839	1 595
	S5	4	144	139	30	1 056	839	0	0	0	15	401	350	0	0	0	10	292	233	59	1 893	1 561
	S6	4	144	134	30	1 080	798	0	0	0	15	401	325	0	0	0	10	319	225	59	1 944	1 482
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	319	191	10	319	191
	All Grades	24	864	844	179	6 021	5 043	0	0	0	84	2 436	2 253	0	0	0	72	2 172	1 714	359	11 493	9 854
Wan Chai	S1	13	400	389	43	1 436	1 310	0	0	0	8	328	267	0	0	0	8	200	201	72	2 364	2 167
	S2	13	400	365	43	1 436	1 207	0	0	0	8	328	269	0	0	0	8	200	194	72	2 364	2 035
	S3	12	400	374	43	1 436	1 209	0	0	0	8	328	248	0	0	0	8	200	165	71	2 364	1 996
	S4	12	408	360	44	1 466	1 201	0	0	0	10	408	257	0	0	0	8	200	181	74	2 482	1 999
	S5	12	416	360	44	1 496	1 156	0	0	0	12	488	264	0	0	0	7	175	159	75	2 575	1 939
	S6	12	432	365	45	1 584	1 121	0	0	0	13	524	285	0	0	0	8	200	146	78	2 740	1 917
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	200	136	8	200	136
	All Grades	74	2 456	2 213	262	8 854	7 204	0	0	0	59	2 404	1 590	0	0	0	55	1 375	1 182	450	15 089	12 189
Eastern	S1	16	560	540	80	2 460	2 066	0	0	0	15	585	469	0	0	0	19	507	456	130	4 112	3 531
	S2	16	560	532	83	2 556	2 043	0	0	0	15	585	461	0	0	0	19	507	419	133	4 208	3 455
	S3	16	560	517	81	2 492	2 027	0	0	0	15	585	484	0	0	0	19	528	362	131	4 165	3 390
	S4	17	564	511	85	2 665	2 183	0	0	0	16	626	500	0	0	0	15	403	229	133	4 258	3 423
	S5	17	568	506	86	2 742	2 096	0	0	0	16	626	481	0	0	0	16	416	281	135	4 352	3 364
	S6	17	576	505	91	3 076	2 243	0	0	0	16	601	443	0	0	0	15	400	288	139	4 653	3 479
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	230	167	10	230	167
	All Grades	99	3 388	3 111	506	15 991	12 658	0	0	0	93	3 608	2 838	0	0	0	113	2 991	2 202	811	25 978	20 809

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
Southern	S1	0	0	0	45	1 396	1 156	0	0	0	12	400	372	13	340	327	33	910	837	103	3 046	2 692
	S2	0	0	0	44	1 364	1 083	0	0	0	12	400	346	12	316	308	34	936	825	102	3 016	2 562
	S3	0	0	0	45	1 396	1 128	0	0	0	11	400	303	12	268	237	33	886	813	101	2 950	2 481
	S4	0	0	0	50	1 438	1 156	0	0	0	11	400	275	10	191	176	33	886	789	104	2 915	2 396
	S5	0	0	0	51	1 582	1 184	0	0	0	11	400	273	12	222	196	30	796	720	104	3 000	2 373
	S6	0	0	0	53	1 744	1 218	0	0	0	11	400	237	9	142	121	33	844	686	106	3 130	2 262
	S7	0	0	0	0	0	0	0	0	0	0	0	0	9	137	130	29	748	651	38	885	781
	All Grades	0	0	0	288	8 920	6 925	0	0	0	68	2 400	1 806	77	1 616	1 495	225	6 006	5 321	658	18 942	15 547
Yau Tsim Mong	S1	8	276	222	49	1 464	1 347	3	96	61	13	493	428	0	0	0	0	0	0	73	2 329	2 058
	S2	8	276	217	50	1 496	1 403	2	64	58	12	490	420	0	0	0	0	0	0	72	2 326	2 098
	S3	9	309	237	49	1 496	1 358	2	64	60	12	492	424	0	0	0	0	0	0	72	2 361	2 079
	S4	9	314	239	55	1 800	1 565	3	99	92	14	530	429	1	20	4	0	0	0	82	2 763	2 329
	S5	9	319	238	54	1 814	1 512	3	102	93	14	525	407	2	54	7	0	0	0	82	2 814	2 257
	S6	9	324	244	55	1 944	1 576	4	144	115	14	525	377	3	66	15	0	0	0	85	3 003	2 327
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	52	1 818	1 397	312	10 014	8 761	17	569	479	79	3 055	2 485	6	140	26	0	0	0	466	15 596	13 148
Sham Shui Po	S1	5	128	116	69	2 211	2 151	4	132	130	37	1 314	1 087	7	207	180	6	140	116	128	4 132	3 780
	S2	5	128	123	68	2 211	2 128	4	132	132	37	1 322	1 101	8	234	174	4	90	85	126	4 117	3 743
	S3	5	128	125	69	2 211	2 062	4	132	130	35	1 289	1 124	7	207	161	4	92	80	124	4 059	3 682
	S4	4	132	99	64	2 110	1 958	4	136	130	35	1 315	1 159	6	208	140	4	95	73	117	3 996	3 559
	S5	4	136	86	65	2 169	1 953	4	140	133	35	1 304	1 124	6	209	135	4	95	82	118	4 053	3 513
	S6	4	144	87	66	2 268	1 931	4	144	124	35	1 281	1 055	4	137	122	4	95	52	117	4 069	3 371
	S7	0	0	0	0	0	0	0	0	0	0	0	0	3	105	93	1	25	7	4	130	100
	All Grades	27	796	636	401	13 180	12 183	24	816	779	214	7 825	6 650	41	1 307	1 005	27	632	495	734	24 556	21 748

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
Kowloon City	S1	8	272	235	117	3 864	3 536	0	0	0	20	750	701	8	214	158	16	458	430	169	5 558	5 060
	S2	8	272	218	117	3 832	3 424	0	0	0	19	709	686	9	240	178	16	458	390	169	5 511	4 896
	S3	8	272	238	117	3 864	3 424	0	0	0	19	709	647	7	175	146	16	458	397	167	5 478	4 852
	S4	8	276	234	118	3 954	3 347	0	0	0	28	925	879	6	150	132	15	383	367	175	5 688	4 959
	S5	8	280	231	122	4 044	3 241	0	0	0	30	984	786	9	225	147	16	408	391	185	5 941	4 796
	S6	8	288	219	124	4 212	3 208	0	0	0	32	969	741	7	140	131	20	382	347	191	5 991	4 646
	S7	0	0	0	0	0	0	0	0	0	0	0	0	6	120	115	14	224	233	20	344	348
	All Grades	48	1 660	1 375	715	23 770	20 180	0	0	0	148	5 046	4 440	52	1 264	1 007	113	2 771	2 555	1 076	34 511	29 557
Wong Tai Sin	S1	2	64	49	86	2 690	2 507	0	0	0	6	246	246	4	144	114	0	0	0	98	3 144	2 916
	S2	2	64	53	87	2 722	2 456	0	0	0	6	246	238	4	144	104	0	0	0	99	3 176	2 851
	S3	2	64	58	87	2 722	2 505	0	0	0	6	246	223	3	108	98	0	0	0	98	3 140	2 884
	S4	3	99	77	91	2 841	2 522	0	0	0	6	246	215	3	108	93	0	0	0	103	3 294	2 907
	S5	3	102	78	95	2 962	2 514	0	0	0	6	246	200	3	108	55	0	0	0	107	3 418	2 847
	S6	3	108	89	93	3 174	2 593	0	0	0	6	246	176	3	108	62	0	0	0	105	3 636	2 920
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	15	501	404	539	17 111	15 097	0	0	0	36	1 476	1 298	20	720	526	0	0	0	610	19 808	17 325
Kwun Tong	S1	8	272	230	106	3 253	3 122	0	0	0	25	920	680	0	0	0	8	212	201	147	4 657	4 233
	S2	8	272	246	105	3 253	3 118	0	0	0	26	961	803	0	0	0	7	188	169	146	4 674	4 336
	S3	8	272	247	105	3 253	3 095	0	0	0	29	1 077	854	0	0	0	6	140	118	148	4 742	4 314
	S4	8	276	216	109	3 354	3 085	0	0	0	28	1 050	927	0	0	0	5	116	95	150	4 796	4 323
	S5	8	280	239	109	3 455	3 056	0	0	0	28	1 055	919	0	0	0	4	68	61	149	4 858	4 275
	S6	8	288	226	111	3 672	3 081	0	0	0	30	1 105	925	0	0	0	4	68	55	153	5 133	4 287
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	68	54	4	68	54
	All Grades	48	1 660	1 404	645	20 240	18 557	0	0	0	166	6 168	5 108	0	0	0	38	860	753	897	28 928	25 822

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
Sai Kung	S1	4	144	141	68	2 164	1 848	0	0	0	34	1 093	941	1	25	11	2	66	52	109	3 492	2 993
	S2	4	144	130	68	2 164	1 814	0	0	0	33	1 060	875	1	25	10	2	66	53	108	3 459	2 882
	S3	4	144	136	67	2 164	1 858	0	0	0	33	1 060	884	1	25	11	2	66	52	107	3 459	2 941
	S4	4	144	130	70	2 227	1 880	0	0	0	34	1 183	915	1	25	19	2	44	42	111	3 623	2 986
	S5	4	144	135	72	2 324	1 922	0	0	0	36	1 232	849	1	25	14	2	44	39	115	3 769	2 959
	S6	5	144	131	76	2 556	2 022	0	0	0	35	1 199	848	1	25	7	2	44	45	119	3 968	3 053
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	22	35	1	22	35
	All Grades	25	864	803	421	13 599	11 344	0	0	0	205	6 827	5 312	6	150	72	13	352	318	670	21 792	17 849
Sha Tin	S1	8	272	248	145	4 459	4 033	0	0	0	24	830	820	13	274	253	8	192	192	198	6 027	5 546
	S2	8	272	253	145	4 459	3 859	0	0	0	24	830	775	12	258	253	8	192	182	197	6 011	5 322
	S3	8	272	253	143	4 427	3 777	0	0	0	24	830	748	12	306	249	8	176	171	195	6 011	5 198
	S4	8	276	233	149	4 632	3 903	0	0	0	26	875	730	12	258	250	8	176	177	203	6 217	5 293
	S5	8	280	244	152	4 807	3 858	0	0	0	34	1 064	894	12	258	251	8	176	169	214	6 585	5 416
	S6	8	288	259	152	5 082	3 919	0	0	0	34	1 091	833	12	258	235	8	176	172	214	6 895	5 418
	S7	0	0	0	0	0	0	0	0	0	0	0	0	12	258	223	8	176	139	20	434	362
	All Grades	48	1 660	1 490	886	27 866	23 349	0	0	0	166	5 520	4 800	85	1 870	1 714	56	1 264	1 202	1 241	38 180	32 555
Tai Po	S1	3	96	89	66	2 048	1 903	0	0	0	9	364	275	0	0	0	1	24	6	79	2 532	2 273
	S2	3	96	62	65	2 016	1 789	0	0	0	9	364	222	0	0	0	0	0	0	77	2 476	2 073
	S3	3	96	66	65	2 016	1 797	0	0	0	8	324	192	0	0	0	0	0	0	76	2 436	2 055
	S4	3	99	66	67	2 112	1 818	0	0	0	9	364	195	0	0	0	0	0	0	79	2 575	2 079
	S5	3	102	64	68	2 176	1 829	0	0	0	9	364	221	0	0	0	0	0	0	80	2 642	2 114
	S6	3	108	76	68	2 268	1 822	0	0	0	9	364	204	0	0	0	0	0	0	80	2 740	2 102
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	18	597	423	399	12 636	10 958	0	0	0	53	2 144	1 309	0	0	0	1	24	6	471	15 401	12 696

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
North	S1	6	198	167	70	2 211	2 158	0	0	0	6	205	204	0	0	0	3	69	65	85	2 683	2 594
	S2	6	198	162	71	2 244	2 151	0	0	0	5	205	204	0	0	0	3	60	57	85	2 707	2 574
	S3	6	198	179	69	2 211	2 126	0	0	0	5	203	199	0	0	0	2	46	44	82	2 658	2 548
	S4	6	204	174	72	2 312	2 187	0	0	0	5	205	197	0	0	0	3	60	42	86	2 781	2 600
	S5	6	210	164	75	2 345	2 078	0	0	0	5	205	187	1	17	10	2	40	34	89	2 817	2 473
	S6	6	216	171	77	2 448	2 043	0	0	0	5	205	182	1	17	12	2	40	25	91	2 926	2 433
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	23	21	1	23	21
	All Grades	36	1 224	1 017	434	13 771	12 743	0	0	0	31	1 228	1 173	2	34	22	16	338	288	519	16 595	15 243
Yuen Long	S1	16	576	558	121	3 783	3 517	0	0	0	22	709	569	0	0	0	0	0	0	159	5 068	4 644
	S2	16	576	537	121	3 751	3 352	0	0	0	21	693	547	0	0	0	0	0	0	158	5 020	4 436
	S3	16	576	558	124	3 815	3 422	0	0	0	21	679	569	0	0	0	0	0	0	161	5 070	4 549
	S4	17	576	537	124	4 001	3 491	0	0	0	23	768	626	0	0	0	0	0	0	164	5 345	4 654
	S5	17	576	538	127	4 123	3 481	0	0	0	24	753	638	1	45	14	0	0	0	169	5 497	4 671
	S6	19	576	519	134	4 362	3 518	0	0	0	25	738	608	3	135	66	0	0	0	181	5 811	4 711
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	101	3 456	3 247	751	23 835	20 781	0	0	0	136	4 340	3 557	4	180	80	0	0	0	992	31 811	27 665
Tuen Mun	S1	8	256	248	123	3 820	3 262	0	0	0	0	0	0	0	0	0	6	120	121	137	4 196	3 631
	S2	8	256	250	122	3 724	3 028	0	0	0	0	0	0	0	0	0	6	102	99	136	4 082	3 377
	S3	8	256	245	123	3 884	3 078	0	0	0	0	0	0	0	0	0	7	91	93	138	4 231	3 416
	S4	8	264	234	127	4 039	3 292	0	0	0	0	0	0	0	0	0	7	98	95	142	4 401	3 621
	S5	8	272	236	138	4 332	3 369	0	0	0	0	0	0	0	0	0	6	72	72	152	4 676	3 677
	S6	9	288	232	139	4 624	3 570	0	0	0	0	0	0	0	0	0	7	84	85	155	4 996	3 887
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	63	62	7	63	62
	All Grades	49	1 592	1 445	772	24 423	19 599	0	0	0	0	0	0	0	0	0	46	630	627	867	26 645	21 671

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
Tsuen Wan	S1	4	144	143	47	1 516	1 420	0	0	0	0	0	0	0	0	0	0	0	0	51	1 660	1 563
	S2	4	144	141	48	1 516	1 461	0	0	0	0	0	0	0	0	0	0	0	0	52	1 660	1 602
	S3	4	144	145	48	1 548	1 480	0	0	0	0	0	0	0	0	0	0	0	0	52	1 692	1 625
	S4	4	144	151	53	1 596	1 493	0	0	0	0	0	0	0	0	0	0	0	0	57	1 740	1 644
	S5	4	144	133	54	1 644	1 506	0	0	0	0	0	0	0	0	0	0	0	0	58	1 788	1 639
	S6	4	144	141	54	1 728	1 477	0	0	0	0	0	0	0	0	0	0	0	0	58	1 872	1 618
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	24	864	854	304	9 548	8 837	0	0	0	0	0	0	0	0	0	0	0	0	328	10 412	9 691
Kwai Tsing	S1	0	0	0	121	3 776	3 438	0	0	0	0	0	0	0	0	0	0	0	0	121	3 776	3 438
	S2	0	0	0	120	3 808	3 485	0	0	0	0	0	0	0	0	0	0	0	0	120	3 808	3 485
	S3	0	0	0	120	3 808	3 469	0	0	0	0	0	0	0	0	0	0	0	0	120	3 808	3 469
	S4	0	0	0	124	3 927	3 549	0	0	0	0	0	0	0	0	0	0	0	0	124	3 927	3 549
	S5	0	0	0	130	4 114	3 565	0	0	0	0	0	0	0	0	0	0	0	0	130	4 114	3 565
	S6	0	0	0	133	4 356	3 726	0	0	0	0	0	0	0	0	0	0	0	0	133	4 356	3 726
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	0	0	0	748	23 789	21 232	0	0	0	0	0	0	0	0	0	0	0	0	748	23 789	21 232
Islands	S1	3	96	54	22	677	558	0	0	0	8	216	192	4	120	124	3	75	81	40	1 184	1 009
	S2	3	96	55	22	677	546	0	0	0	8	216	203	4	120	118	3	75	68	40	1 184	990
	S3	3	96	55	22	677	574	0	0	0	8	216	196	8	159	138	3	75	54	44	1 223	1 017
	S4	3	99	63	22	731	611	0	0	0	11	311	230	5	129	110	3	75	39	44	1 345	1 053
	S5	3	102	63	22	753	594	0	0	0	10	257	204	5	127	119	2	50	33	42	1 289	1 013
	S6	3	108	60	23	792	637	0	0	0	10	257	219	5	133	96	1	25	18	42	1 315	1 030
	S7	0	0	0	0	0	0	0	0	0	0	0	0	4	120	91	0	0	0	4	120	91
	All Grades	18	597	350	133	4 307	3 520	0	0	0	55	1 473	1 244	35	908	796	15	375	293	256	7 660	6 203

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
All Districts	S1	116	3 898	3 573	1 408	44 178	40 199	7	228	191	252	8 864	7 679	50	1 324	1 167	124	3 302	3 036	1 957	61 794	55 845
	S2	116	3 898	3 488	1 409	44 179	39 207	6	196	190	248	8 820	7 555	50	1 337	1 145	121	3 203	2 829	1 950	61 633	54 414
	S3	116	3 931	3 573	1 406	44 403	39 229	6	196	190	247	8 849	7 482	50	1 248	1 040	118	3 050	2 593	1 943	61 677	54 107
	S4	118	4 019	3 467	1 454	46 207	40 080	7	235	222	271	9 607	7 892	44	1 089	924	113	2 828	2 384	2 007	63 985	54 969
	S5	118	4 075	3 454	1 494	47 938	39 753	7	242	226	285	9 904	7 797	52	1 290	948	107	2 632	2 274	2 063	66 081	54 452
	S6	122	4 176	3 458	1 524	50 970	40 503	8	288	239	290	9 906	7 458	48	1 161	867	114	2 677	2 144	2 106	69 178	54 669
	S7	0	0	0	0	0	0	0	0	0	0	0	0	34	740	652	93	2 098	1 696	127	2 838	2 348
	All Grades	706	23 997	21 013	8 695	277 875	238 971	41	1 385	1 258	1 593	55 950	45 863	328	8 189	6 743	790	19 790	16 956	12 153	387 186	330 804

2018/19 school year

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
Central & Western	S1	4	144	144	30	983	913	0	0	0	13	411	426	0	0	0	5	137	106	52	1 675	1 589
	S2	4	144	140	30	950	844	0	0	0	13	411	403	0	0	0	4	109	102	51	1 614	1 489
	S3	4	144	144	29	950	845	0	0	0	13	411	390	0	0	0	4	100	90	50	1 605	1 469
	S4	4	144	139	30	983	814	0	0	0	15	403	362	0	0	0	4	100	83	53	1 630	1 398
	S5	4	144	139	30	1 002	781	0	0	0	15	403	329	0	0	0	4	100	77	53	1 649	1 326
	S6	4	144	137	30	1 056	774	0	0	0	15	404	320	0	0	0	4	127	76	53	1 731	1 307
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	127	75	4	127	75
	All Grades	24	864	843	179	5 924	4 971	0	0	0	84	2 443	2 230	0	0	0	29	800	609	316	10 031	8 653
Wan Chai	S1	13	400	383	43	1 436	1 306	0	0	0	8	328	263	0	0	0	8	230	196	72	2 394	2 148
	S2	13	400	377	43	1 436	1 283	0	0	0	8	328	259	0	0	0	7	195	183	71	2 359	2 102
	S3	12	400	342	43	1 436	1 164	0	0	0	8	328	273	0	0	0	7	195	158	70	2 359	1 937
	S4	12	400	357	44	1 436	1 162	0	0	0	10	410	275	0	0	0	7	175	152	73	2 421	1 946
	S5	12	408	333	44	1 466	1 098	0	0	0	12	492	248	0	0	0	7	175	167	75	2 541	1 846
	S6	12	416	336	44	1 496	1 081	0	0	0	12	488	261	0	0	0	7	175	134	75	2 575	1 812
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	175	139	7	175	139
	All Grades	74	2 424	2 128	261	8 706	7 094	0	0	0	58	2 374	1 579	0	0	0	50	1 320	1 129	443	14 824	11 930
Eastern	S1	16	560	544	83	2 556	2 159	0	0	0	15	585	459	0	0	0	19	483	419	133	4 184	3 581
	S2	16	560	530	79	2 460	2 016	0	0	0	15	585	476	0	0	0	16	426	372	126	4 031	3 394
	S3	16	560	515	83	2 556	2 050	0	0	0	15	585	464	0	0	0	16	432	332	130	4 133	3 361
	S4	17	560	504	83	2 492	2 020	0	0	0	15	585	481	1	2	1	10	273	201	126	3 912	3 207
	S5	17	564	492	83	2 665	2 010	0	0	0	16	626	479	0	0	0	16	428	279	132	4 283	3 260
	S6	17	568	487	84	2 742	1 969	0	0	0	16	626	436	0	0	0	15	404	296	132	4 340	3 188
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	180	135	8	180	135
	All Grades	99	3 372	3 072	495	15 471	12 224	0	0	0	92	3 592	2 795	1	2	1	100	2 626	2 034	787	25 063	20 126

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
Southern	S1	0	0	0	45	1 396	1 143	0	0	0	12	400	390	13	382	369	34	942	865	104	3 120	2 767
	S2	0	0	0	45	1 396	1 121	0	0	0	12	400	360	13	336	322	35	968	855	105	3 100	2 658
	S3	0	0	0	45	1 364	1 105	0	0	0	11	400	311	12	311	279	33	892	832	101	2 967	2 527
	S4	0	0	0	48	1 396	1 109	0	0	0	11	400	280	11	239	190	34	916	775	104	2 951	2 354
	S5	0	0	0	50	1 438	1 063	0	0	0	11	400	264	10	213	161	32	862	759	103	2 913	2 247
	S6	0	0	0	51	1 582	1 134	0	0	0	11	400	247	10	175	173	32	836	733	104	2 993	2 287
	S7	0	0	0	0	0	0	0	0	0	0	0	0	9	154	116	31	818	652	40	972	768
	All Grades	0	0	0	284	8 572	6 675	0	0	0	68	2 400	1 852	78	1 810	1 610	231	6 234	5 471	661	19 016	15 608
Yau Tsim Mong	S1	7	243	211	49	1 496	1 376	3	96	71	13	488	424	1	15	11	0	0	0	73	2 338	2 093
	S2	8	276	217	48	1 464	1 333	3	96	71	12	486	416	1	15	7	0	0	0	72	2 337	2 044
	S3	8	276	226	50	1 496	1 376	2	64	63	12	488	403	0	0	0	0	0	0	72	2 324	2 068
	S4	9	309	240	53	1 688	1 459	2	64	63	13	485	429	1	20	2	0	0	0	78	2 566	2 193
	S5	9	314	223	55	1 800	1 448	3	99	94	14	525	403	3	59	8	0	0	0	84	2 797	2 176
	S6	9	319	226	54	1 814	1 436	3	102	89	14	525	384	5	118	44	0	0	0	85	2 878	2 179
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	50	1 737	1 343	309	9 758	8 428	16	521	451	78	2 997	2 459	11	227	72	0	0	0	464	15 240	12 753
Sham Shui Po	S1	5	128	122	69	2 211	2 157	4	132	131	37	1 283	1 125	7	208	186	7	168	139	129	4 130	3 860
	S2	5	128	120	69	2 211	2 134	4	132	129	37	1 307	1 117	7	205	179	6	143	108	128	4 126	3 787
	S3	5	128	127	68	2 211	2 096	4	132	129	35	1 296	1 105	7	208	151	4	93	72	123	4 068	3 680
	S4	4	128	96	63	2 019	1 836	4	132	127	36	1 325	1 130	6	207	136	4	95	66	117	3 906	3 391
	S5	4	132	87	64	2 110	1 859	4	136	129	35	1 288	1 103	6	208	129	4	95	68	117	3 969	3 375
	S6	4	136	79	65	2 169	1 851	4	140	125	35	1 274	1 041	3	105	96	4	95	74	115	3 919	3 266
	S7	0	0	0	0	0	0	0	0	0	0	0	0	3	105	93	1	25	4	4	130	97
	All Grades	27	780	631	398	12 931	11 933	24	804	770	215	7 773	6 621	39	1 246	970	30	714	531	733	24 248	21 456

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
Kowloon City	S1	8	272	228	117	3 864	3 598	0	0	0	20	721	725	9	237	216	16	458	424	170	5 552	5 191
	S2	8	272	228	117	3 864	3 517	0	0	0	20	721	698	9	244	232	16	458	405	170	5 559	5 080
	S3	8	272	221	117	3 832	3 388	0	0	0	19	681	683	9	225	178	16	458	371	169	5 468	4 841
	S4	8	272	220	118	3 864	3 283	0	0	0	28	951	826	6	150	143	16	408	388	176	5 645	4 860
	S5	8	276	221	118	3 954	3 093	0	0	0	30	951	808	7	175	142	16	408	347	179	5 764	4 611
	S6	8	280	213	122	4 044	2 990	0	0	0	29	916	700	7	140	115	20	382	370	186	5 762	4 388
	S7	0	0	0	0	0	0	0	0	0	0	0	0	7	140	127	14	224	215	21	364	342
	All Grades	48	1 644	1 331	709	23 422	19 869	0	0	0	146	4 941	4 440	54	1 311	1 153	114	2 796	2 520	1 071	34 114	29 313
Wong Tai Sin	S1	3	96	70	88	2 722	2 609	0	0	0	6	246	244	4	140	115	0	0	0	101	3 204	3 038
	S2	2	64	52	86	2 690	2 498	0	0	0	6	246	239	4	140	115	0	0	0	98	3 140	2 904
	S3	2	64	56	87	2 722	2 417	0	0	0	6	246	226	3	105	91	0	0	0	98	3 137	2 790
	S4	2	64	59	90	2 722	2 461	0	0	0	6	246	210	3	105	86	0	0	0	101	3 137	2 816
	S5	3	99	67	91	2 841	2 354	0	0	0	6	246	195	3	105	90	0	0	0	103	3 291	2 706
	S6	3	102	74	93	2 962	2 356	0	0	0	6	246	182	3	105	49	0	0	0	105	3 415	2 661
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	15	489	378	535	16 659	14 695	0	0	0	36	1 476	1 296	20	700	546	0	0	0	606	19 324	16 915
Kwun Tong	S1	8	272	238	106	3 253	3 164	0	0	0	25	908	686	1	40	17	9	236	216	149	4 709	4 321
	S2	8	272	229	105	3 253	3 109	0	0	0	25	898	754	1	39	13	8	212	187	147	4 674	4 292
	S3	8	272	252	105	3 253	3 077	0	0	0	28	991	830	1	40	3	6	140	126	148	4 696	4 288
	S4	8	272	238	109	3 253	3 016	0	0	0	29	1 086	870	0	0	0	6	140	105	152	4 751	4 229
	S5	8	276	204	109	3 354	2 959	0	0	0	28	1 051	910	0	0	0	5	92	91	150	4 773	4 164
	S6	8	280	234	109	3 455	2 900	0	0	0	28	1 034	880	0	0	0	4	68	59	149	4 837	4 073
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	68	58	4	68	58
	All Grades	48	1 644	1 395	643	19 821	18 225	0	0	0	163	5 968	4 930	3	119	33	42	956	842	899	28 508	25 425

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
Sai Kung	S1	4	144	134	69	2 196	2 022	0	0	0	36	1 139	1 081	1	45	14	5	141	120	115	3 665	3 371
	S2	4	144	144	68	2 164	1 834	0	0	0	33	1 091	911	1	45	10	5	141	122	111	3 585	3 021
	S3	4	144	127	67	2 164	1 766	0	0	0	33	1 050	848	1	45	12	4	94	96	109	3 497	2 849
	S4	4	144	128	71	2 164	1 805	0	0	0	33	1 140	868	1	45	14	2	44	47	111	3 537	2 862
	S5	4	144	128	70	2 227	1 736	0	0	0	35	1 151	839	1	45	16	2	44	37	112	3 611	2 756
	S6	4	144	132	72	2 324	1 831	0	0	0	35	1 160	780	1	45	12	1	22	25	113	3 695	2 780
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	44	39	2	44	39
	All Grades	24	864	793	417	13 239	10 994	0	0	0	205	6 731	5 327	6	270	78	21	530	486	673	21 634	17 678
Sha Tin	S1	8	272	252	146	4 459	4 144	0	0	0	24	814	828	13	274	254	14	384	385	205	6 203	5 863
	S2	8	272	245	145	4 459	3 978	0	0	0	24	814	811	12	258	252	14	384	385	203	6 187	5 671
	S3	8	272	253	143	4 459	3 846	0	0	0	24	814	738	12	258	248	14	384	369	201	6 187	5 454
	S4	8	272	246	148	4 427	3 713	0	0	0	26	859	723	12	258	247	14	368	337	208	6 184	5 266
	S5	8	276	213	148	4 632	3 568	0	0	0	33	985	792	12	258	250	14	368	326	215	6 519	5 149
	S6	8	280	236	152	4 807	3 580	0	0	0	35	1 075	824	12	258	227	14	368	312	221	6 788	5 179
	S7	0	0	0	0	0	0	0	0	0	0	0	0	12	258	229	14	368	309	26	626	538
	All Grades	48	1 644	1 445	882	27 243	22 829	0	0	0	166	5 361	4 716	85	1 822	1 707	98	2 624	2 423	1 279	38 694	33 120
Tai Po	S1	4	96	90	68	2 144	1 982	0	0	0	9	364	307	0	0	0	4	96	71	85	2 700	2 450
	S2	3	96	82	65	2 048	1 908	0	0	0	9	364	258	0	0	0	3	72	32	80	2 580	2 280
	S3	3	96	65	65	2 016	1 773	0	0	0	9	364	216	0	0	0	0	0	0	77	2 476	2 054
	S4	3	96	59	65	2 016	1 748	0	0	0	8	324	198	0	0	0	0	0	0	76	2 436	2 005
	S5	3	99	59	67	2 112	1 722	0	0	0	9	364	176	0	0	0	0	0	0	79	2 575	1 957
	S6	3	102	63	68	2 176	1 702	0	0	0	9	364	206	0	0	0	0	0	0	80	2 642	1 971
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	19	585	418	398	12 512	10 835	0	0	0	53	2 144	1 361	0	0	0	7	168	103	477	15 409	12 717

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
North	S1	8	264	179	85	2 706	2 585	0	0	0	6	205	202	0	0	0	3	60	53	102	3 235	3 019
	S2	6	198	173	70	2 211	2 154	0	0	0	6	205	202	0	0	0	3	69	64	85	2 683	2 593
	S3	6	198	165	70	2 244	2 137	0	0	0	5	205	198	0	0	0	3	60	53	84	2 707	2 553
	S4	6	198	167	71	2 211	2 071	0	0	0	5	205	199	0	0	0	2	46	45	84	2 660	2 482
	S5	6	204	154	72	2 312	2 102	0	0	0	5	205	179	0	0	0	3	60	41	86	2 781	2 476
	S6	6	210	155	75	2 345	1 921	0	0	0	5	205	181	0	0	0	2	20	20	88	2 780	2 277
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	26	23	2	26	23
	All Grades	38	1 272	993	443	14 029	12 970	0	0	0	32	1 230	1 161	0	0	0	18	341	299	531	16 872	15 423
Yuen Long	S1	16	576	563	125	3 783	3 588	0	0	0	25	783	727	0	0	0	0	0	0	166	5 142	4 878
	S2	16	576	556	122	3 783	3 483	0	0	0	22	759	578	0	0	0	0	0	0	160	5 118	4 617
	S3	16	576	534	121	3 751	3 299	0	0	0	20	706	540	0	0	0	0	0	0	157	5 033	4 373
	S4	17	576	551	123	3 815	3 333	0	0	0	22	750	561	0	0	0	0	0	0	162	5 141	4 445
	S5	17	576	514	124	4 001	3 268	0	0	0	23	742	595	1	45	10	0	0	0	165	5 364	4 387
	S6	17	576	523	128	4 123	3 294	0	0	0	25	727	619	2	90	61	0	0	0	172	5 516	4 497
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	99	3 456	3 241	743	23 256	20 265	0	0	0	137	4 467	3 620	3	135	71	0	0	0	982	31 314	27 197
Tuen Mun	S1	8	256	251	127	3 916	3 531	0	0	0	0	0	0	0	0	0	6	120	122	141	4 292	3 904
	S2	8	256	243	122	3 820	3 256	0	0	0	0	0	0	0	0	0	6	120	121	136	4 196	3 620
	S3	8	256	241	121	3 724	3 038	0	0	0	0	0	0	0	0	0	8	96	97	137	4 076	3 376
	S4	8	256	234	126	3 884	3 048	0	0	0	0	0	0	0	0	0	8	96	98	142	4 236	3 380
	S5	8	264	225	127	4 039	3 080	0	0	0	0	0	0	0	0	0	7	91	89	142	4 394	3 394
	S6	8	272	228	136	4 332	3 161	0	0	0	0	0	0	0	0	0	8	80	79	152	4 684	3 468
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	88	84	8	88	84
	All Grades	48	1 560	1 422	759	23 715	19 114	0	0	0	0	0	0	0	0	0	51	691	690	858	25 966	21 226

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
Tsuen Wan	S1	4	144	141	47	1 516	1 398	0	0	0	0	0	0	0	0	0	0	0	0	51	1 660	1 539
	S2	4	144	142	47	1 516	1 444	0	0	0	0	0	0	0	0	0	0	0	0	51	1 660	1 586
	S3	4	144	139	47	1 516	1 445	0	0	0	0	0	0	0	0	0	0	0	0	51	1 660	1 584
	S4	4	144	144	52	1 548	1 428	0	0	0	0	0	0	0	0	0	0	0	0	56	1 692	1 572
	S5	4	144	145	53	1 596	1 424	0	0	0	0	0	0	0	0	0	0	0	0	57	1 740	1 569
	S6	4	144	130	54	1 644	1 403	0	0	0	0	0	0	0	0	0	0	0	0	58	1 788	1 533
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	24	864	841	300	9 336	8 542	0	0	0	0	0	0	0	0	0	0	0	0	324	10 200	9 383
Kwai Tsing	S1	0	0	0	121	3 808	3 504	0	0	0	0	0	0	0	0	0	0	0	0	121	3 808	3 504
	S2	0	0	0	120	3 776	3 446	0	0	0	0	0	0	0	0	0	0	0	0	120	3 776	3 446
	S3	0	0	0	120	3 808	3 463	0	0	0	0	0	0	0	0	0	0	0	0	120	3 808	3 463
	S4	0	0	0	123	3 808	3 389	0	0	0	0	0	0	0	0	0	0	0	0	123	3 808	3 389
	S5	0	0	0	123	3 927	3 366	0	0	0	0	0	0	0	0	0	0	0	0	123	3 927	3 366
	S6	0	0	0	130	4 114	3 386	0	0	0	0	0	0	0	0	0	0	0	0	130	4 114	3 386
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	0	0	0	737	23 241	20 554	0	0	0	0	0	0	0	0	0	0	0	0	737	23 241	20 554
Islands	S1	3	64	32	23	677	594	0	0	0	8	195	185	4	120	119	4	100	94	42	1 156	1 024
	S2	3	96	49	22	677	573	0	0	0	8	195	197	4	120	118	3	75	82	40	1 163	1 019
	S3	3	96	48	22	677	542	0	0	0	8	195	203	7	173	128	3	75	49	43	1 216	970
	S4	3	96	53	21	677	566	0	0	0	9	274	226	5	135	103	2	50	50	40	1 232	998
	S5	3	99	56	22	731	567	0	0	0	11	316	206	5	135	101	2	50	33	43	1 331	963
	S6	3	102	62	22	753	571	0	0	0	10	286	197	5	135	105	1	25	19	41	1 301	954
	S7	0	0	0	0	0	0	0	0	0	0	0	0	4	120	79	1	25	14	5	145	93
	All Grades	18	553	300	132	4 192	3 413	0	0	0	54	1 461	1 214	34	938	753	16	400	341	254	7 544	6 021

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
All Districts	S1	119	3 931	3 582	1 441	45 122	41 773	7	228	202	257	8 870	8 072	53	1 461	1 301	134	3 555	3 210	2 011	63 167	58 140
	S2	116	3 898	3 527	1 403	44 178	39 931	7	228	200	250	8 810	7 679	52	1 402	1 248	126	3 372	3 018	1 954	61 888	55 603
	S3	115	3 898	3 455	1 403	44 179	38 827	6	196	192	246	8 760	7 428	52	1 365	1 090	118	3 019	2 645	1 940	61 417	53 637
	S4	117	3 931	3 435	1 438	44 403	38 261	6	196	190	266	9 443	7 638	46	1 161	922	109	2 711	2 347	1 982	61 845	52 793
	S5	118	4 019	3 260	1 450	46 207	37 498	7	235	223	283	9 745	7 526	48	1 243	907	112	2 773	2 314	2 018	64 222	51 728
	S6	118	4 075	3 315	1 489	47 938	37 340	7	242	214	285	9 730	7 258	48	1 171	882	112	2 602	2 197	2 059	65 758	51 206
	S7	0	0	0	0	0	0	0	0	0	0	0	0	35	777	644	96	2 168	1 747	131	2 945	2 391
	All Grades	703	23 752	20 574	8 624	272 027	233 630	40	1 325	1 221	1 587	55 358	45 601	334	8 580	6 994	807	20 200	17 478	12 095	381 242	325 498

2019/20 school year

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
Central & Western	S1	4	144	144	35	1 172	1 095	0	0	0	13	418	436	0	0	0	10	301	292	62	2 035	1 967
	S2	4	144	141	35	1 148	1 058	0	0	0	13	411	422	0	0	0	10	301	295	62	2 004	1 916
	S3	4	144	135	34	1 115	981	0	0	0	13	411	362	0	0	0	10	292	276	61	1 962	1 754
	S4	4	144	142	35	1 115	951	0	0	0	15	402	375	0	0	0	10	292	252	64	1 953	1 720
	S5	4	144	135	35	1 148	902	0	0	0	15	402	339	0	0	0	10	292	220	64	1 986	1 596
	S6	4	144	132	35	1 172	850	0	0	0	15	402	312	0	0	0	12	319	215	66	2 037	1 509
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	319	209	10	319	209
	All Grades	24	864	829	209	6 870	5 837	0	0	0	84	2 446	2 246	0	0	0	72	2 116	1 759	389	12 296	10 671
Wan Chai	S1	13	408	394	44	1 499	1 365	0	0	0	8	328	285	0	0	0	8	215	204	73	2 450	2 248
	S2	13	400	370	43	1 436	1 268	0	0	0	8	328	256	0	0	0	8	215	181	72	2 379	2 075
	S3	12	400	368	43	1 436	1 243	0	0	0	8	328	257	0	0	0	7	185	166	70	2 349	2 034
	S4	12	400	334	44	1 436	1 115	0	0	0	10	408	280	0	0	0	5	125	112	71	2 369	1 841
	S5	12	400	329	44	1 436	1 066	0	0	0	12	488	273	0	0	0	6	150	141	74	2 474	1 809
	S6	12	408	325	44	1 466	1 037	0	0	0	13	524	259	0	0	0	7	175	134	76	2 573	1 755
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	175	127	7	175	127
	All Grades	74	2 416	2 120	262	8 709	7 094	0	0	0	59	2 404	1 610	0	0	0	48	1 240	1 065	443	14 769	11 889
Eastern	S1	16	564	547	82	2 566	2 347	0	0	0	16	626	530	0	0	0	20	529	474	134	4 285	3 898
	S2	16	560	537	81	2 556	2 163	0	0	0	15	585	465	0	0	0	19	502	464	131	4 203	3 629
	S3	16	560	520	79	2 460	2 030	0	0	0	15	585	488	0	0	0	17	465	346	127	4 070	3 384
	S4	16	560	491	82	2 524	2 037	0	0	0	15	585	464	0	0	0	13	365	193	126	4 034	3 185
	S5	17	560	487	82	2 492	1 867	0	0	0	15	585	441	1	6	1	17	461	292	132	4 104	3 088
	S6	17	564	474	83	2 665	1 912	0	0	0	16	626	434	0	0	0	20	546	266	136	4 401	3 086
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	220	164	9	220	164
	All Grades	98	3 368	3 056	489	15 263	12 356	0	0	0	92	3 592	2 822	1	6	1	115	3 088	2 199	795	25 317	20 434

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
Southern	S1	0	0	0	46	1 471	1 261	0	0	0	12	405	399	13	331	380	34	950	889	105	3 157	2 929
	S2	0	0	0	45	1 396	1 106	0	0	0	12	405	372	13	331	368	35	978	865	105	3 110	2 711
	S3	0	0	0	45	1 396	1 126	0	0	0	12	405	339	12	302	296	34	912	843	103	3 015	2 604
	S4	0	0	0	49	1 364	1 064	0	0	0	11	405	298	11	275	229	34	892	807	105	2 936	2 398
	S5	0	0	0	48	1 396	990	0	0	0	11	405	257	10	238	172	32	842	718	101	2 881	2 137
	S6	0	0	0	50	1 438	1 023	0	0	0	11	405	242	10	208	137	35	890	736	106	2 941	2 138
	S7	0	0	0	0	0	0	0	0	0	0	0	0	10	214	166	29	748	667	39	962	833
	All Grades	0	0	0	283	8 461	6 570	0	0	0	69	2 430	1 907	79	1 899	1 748	233	6 212	5 525	664	19 002	15 750
Yau Tsim Mong	S1	7	246	216	49	1 503	1 454	3	99	92	13	488	424	2	29	19	0	0	0	74	2 365	2 205
	S2	7	243	209	50	1 496	1 380	3	96	85	13	488	427	2	30	22	0	0	0	75	2 353	2 123
	S3	8	276	215	49	1 464	1 332	3	96	91	12	488	421	0	0	0	0	0	0	72	2 324	2 059
	S4	8	276	225	54	1 688	1 480	2	64	63	13	488	414	2	25	3	0	0	0	79	2 541	2 185
	S5	9	309	227	53	1 688	1 371	2	64	60	13	488	394	3	77	11	0	0	0	80	2 626	2 063
	S6	9	314	216	55	1 800	1 370	3	99	94	14	529	364	5	124	45	0	0	0	86	2 866	2 089
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	48	1 664	1 308	310	9 639	8 387	16	518	485	78	2 969	2 444	14	285	100	0	0	0	466	15 075	12 724
Sham Shui Po	S1	5	132	130	64	2 105	2 078	4	136	135	37	1 304	1 203	7	225	170	8	193	168	125	4 095	3 884
	S2	5	128	126	64	2 046	1 995	4	132	131	37	1 322	1 166	7	225	167	6	143	123	123	3 996	3 708
	S3	5	128	123	63	2 046	1 934	4	132	132	35	1 297	1 098	7	225	163	5	118	100	119	3 946	3 550
	S4	4	128	100	58	1 854	1 721	4	132	127	34	1 256	1 105	6	220	135	4	95	66	110	3 685	3 254
	S5	4	128	78	58	1 854	1 587	4	132	124	35	1 297	1 058	5	175	127	4	95	54	110	3 681	3 028
	S6	4	132	77	59	1 940	1 613	4	136	122	35	1 311	1 031	3	105	89	4	95	61	109	3 719	2 993
	S7	0	0	0	0	0	0	0	0	0	0	0	0	3	105	93	1	25	13	4	130	106
	All Grades	27	776	634	366	11 845	10 928	24	800	771	213	7 787	6 661	38	1 280	944	32	764	585	700	23 252	20 523

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
Kowloon City	S1	8	276	247	123	4 086	3 908	0	0	0	20	750	746	10	246	239	18	458	417	179	5 816	5 557
	S2	8	272	223	121	3 992	3 685	0	0	0	20	750	722	11	272	267	18	458	417	178	5 744	5 314
	S3	8	272	220	121	3 992	3 536	0	0	0	20	750	684	10	248	226	18	458	406	177	5 720	5 072
	S4	8	272	224	121	3 960	3 351	0	0	0	27	962	854	8	199	156	16	408	374	180	5 801	4 959
	S5	8	272	209	122	3 992	3 182	0	0	0	28	921	758	7	175	137	16	408	363	181	5 768	4 649
	S6	8	276	215	122	4 086	3 013	0	0	0	30	919	734	7	140	92	16	358	339	183	5 779	4 393
	S7	0	0	0	0	0	0	0	0	0	0	0	0	7	140	103	10	200	224	17	340	327
	All Grades	48	1 640	1 338	730	24 108	20 675	0	0	0	145	5 052	4 498	60	1 420	1 220	112	2 748	2 540	1 095	34 968	30 271
Wong Tai Sin	S1	3	99	91	83	2 643	2 543	0	0	0	6	246	246	4	140	114	0	0	0	96	3 128	2 994
	S2	3	96	89	84	2 594	2 470	0	0	0	6	246	232	4	140	106	0	0	0	97	3 076	2 897
	S3	2	64	58	82	2 562	2 315	0	0	0	6	246	225	3	105	104	0	0	0	93	2 977	2 702
	S4	3	64	61	86	2 594	2 238	0	0	0	6	246	212	3	105	77	0	0	0	98	3 009	2 588
	S5	3	64	58	85	2 594	2 227	0	0	0	6	246	202	3	105	74	0	0	0	97	3 009	2 561
	S6	3	99	60	86	2 709	2 115	0	0	0	6	246	190	3	105	77	0	0	0	98	3 159	2 442
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	17	486	417	506	15 696	13 908	0	0	0	36	1 476	1 307	20	700	552	0	0	0	579	18 358	16 184
Kwun Tong	S1	8	276	271	106	3 354	3 259	0	0	0	26	961	758	1	39	16	7	164	179	148	4 794	4 483
	S2	8	272	238	105	3 253	3 160	0	0	0	25	910	749	1	40	13	7	164	171	146	4 639	4 331
	S3	8	272	228	105	3 253	3 071	0	0	0	26	921	791	1	39	20	7	164	151	147	4 649	4 261
	S4	8	272	237	110	3 253	2 977	0	0	0	29	1 085	894	0	0	0	5	116	113	152	4 726	4 221
	S5	8	272	227	109	3 253	2 880	0	0	0	29	1 080	854	0	0	0	6	140	103	152	4 745	4 064
	S6	8	276	201	109	3 354	2 807	0	0	0	28	1 055	875	0	0	0	5	116	96	150	4 801	3 979
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	92	54	4	92	54
	All Grades	48	1 640	1 402	644	19 720	18 154	0	0	0	163	6 012	4 921	3	118	49	41	956	867	899	28 446	25 393

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
Sai Kung	S1	4	144	142	69	2 260	2 101	0	0	0	35	1 134	1 102	2	90	25	5	123	118	115	3 751	3 488
	S2	4	144	131	69	2 196	2 001	0	0	0	36	1 145	1 033	1	45	14	5	123	116	115	3 653	3 295
	S3	4	144	139	67	2 164	1 815	0	0	0	33	1 089	871	1	45	11	5	123	103	110	3 565	2 939
	S4	4	144	121	70	2 164	1 748	0	0	0	33	1 146	825	1	45	14	4	98	71	112	3 597	2 779
	S5	4	144	127	71	2 164	1 685	0	0	0	35	1 131	779	1	45	13	2	48	40	113	3 532	2 644
	S6	4	144	127	70	2 227	1 652	0	0	0	35	1 140	751	1	45	15	1	24	25	111	3 580	2 570
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	24	21	1	24	21
	All Grades	24	864	787	416	13 175	11 002	0	0	0	207	6 785	5 361	7	315	92	23	563	494	677	21 702	17 736
Sha Tin	S1	8	276	254	150	4 764	4 471	0	0	0	26	814	878	13	274	256	8	192	189	205	6 320	6 048
	S2	8	272	237	145	4 459	4 097	0	0	0	24	814	821	12	258	253	8	192	192	197	5 995	5 600
	S3	8	272	245	144	4 459	3 945	0	0	0	24	814	789	12	258	248	8	192	185	196	5 995	5 412
	S4	8	272	241	148	4 459	3 705	0	0	0	26	859	712	12	258	243	8	192	192	202	6 040	5 093
	S5	8	272	226	147	4 427	3 447	0	0	0	31	991	837	12	258	242	8	192	171	206	6 140	4 923
	S6	8	276	209	148	4 632	3 366	0	0	0	32	985	729	12	258	235	8	168	151	208	6 319	4 690
	S7	0	0	0	0	0	0	0	0	0	0	0	0	12	258	221	8	168	160	20	426	381
	All Grades	48	1 640	1 412	882	27 200	23 031	0	0	0	163	5 277	4 766	85	1 822	1 698	56	1 296	1 240	1 234	37 235	32 147
Tai Po	S1	4	132	109	71	2 310	2 133	0	0	0	10	344	302	0	0	0	4	97	88	89	2 883	2 632
	S2	4	96	87	67	2 144	1 982	0	0	0	10	344	299	0	0	0	4	97	81	85	2 681	2 449
	S3	3	96	79	65	2 048	1 894	0	0	0	10	326	259	0	0	0	2	49	24	80	2 519	2 256
	S4	3	96	63	64	2 016	1 735	0	0	0	10	320	214	0	0	0	1	24	18	78	2 456	2 030
	S5	3	96	48	65	2 016	1 649	0	0	0	8	244	178	0	0	0	0	0	0	76	2 356	1 875
	S6	3	99	59	67	2 112	1 619	0	0	0	7	244	144	0	0	0	0	0	0	77	2 455	1 822
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	20	615	445	399	12 646	11 012	0	0	0	55	1 822	1 396	0	0	0	11	267	211	485	15 350	13 064

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
North	S1	8	272	261	87	2 856	2 783	0	0	0	6	205	204	0	0	0	4	92	86	105	3 425	3 334
	S2	8	264	191	85	2 706	2 575	0	0	0	6	205	201	0	0	0	3	69	63	102	3 244	3 030
	S3	6	198	176	69	2 211	2 139	0	0	0	6	205	202	0	0	0	3	69	67	84	2 683	2 584
	S4	6	198	145	72	2 244	2 090	0	0	0	5	205	202	0	0	0	3	69	53	86	2 716	2 490
	S5	6	198	146	71	2 211	1 974	0	0	0	5	205	192	0	0	0	3	69	45	85	2 683	2 357
	S6	6	204	143	72	2 312	1 970	0	0	0	5	205	169	0	0	0	2	40	32	85	2 761	2 314
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	20	19	1	20	19
	All Grades	40	1 334	1 062	456	14 540	13 531	0	0	0	33	1 230	1 170	0	0	0	19	428	365	548	17 532	16 128
Yuen Long	S1	16	576	565	128	4 024	3 855	0	0	0	26	823	810	0	0	0	0	0	0	170	5 423	5 230
	S2	16	576	559	124	3 783	3 541	0	0	0	25	803	739	0	0	0	0	0	0	165	5 162	4 839
	S3	16	576	536	123	3 783	3 457	0	0	0	22	775	572	0	0	0	0	0	0	161	5 134	4 565
	S4	17	576	517	120	3 751	3 224	0	0	0	25	718	492	0	0	0	0	0	0	162	5 045	4 233
	S5	17	576	540	123	3 815	3 068	0	0	0	22	759	522	1	45	17	0	0	0	163	5 195	4 147
	S6	17	576	504	125	4 001	3 117	0	0	0	24	759	574	2	90	49	0	0	0	168	5 426	4 244
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	99	3 456	3 221	743	23 157	20 262	0	0	0	144	4 637	3 709	3	135	66	0	0	0	989	31 385	27 258
Tuen Mun	S1	8	264	261	131	4 138	3 831	0	0	0	0	0	0	0	0	0	6	144	128	145	4 546	4 220
	S2	8	256	246	124	3 916	3 481	0	0	0	0	0	0	0	0	0	6	144	128	138	4 316	3 855
	S3	8	256	244	122	3 820	3 246	0	0	0	0	0	0	0	0	0	8	192	121	138	4 268	3 611
	S4	8	256	225	125	3 724	3 000	0	0	0	0	0	0	0	0	0	8	192	105	141	4 172	3 330
	S5	8	256	224	127	3 884	2 841	0	0	0	0	0	0	0	0	0	8	192	92	143	4 332	3 157
	S6	8	264	220	127	4 039	2 891	0	0	0	0	0	0	0	0	0	8	192	85	143	4 495	3 196
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	192	73	8	192	73
	All Grades	48	1 552	1 420	756	23 521	19 290	0	0	0	0	0	0	0	0	0	52	1 248	732	856	26 321	21 442

Appendix 1 (cont'd)

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
Tsuen Wan	S1	4	144	139	47	1 563	1 496	0	0	0	0	0	0	0	0	0	0	0	0	51	1 707	1 635
	S2	4	144	141	47	1 516	1 418	0	0	0	0	0	0	0	0	0	0	0	0	51	1 660	1 559
	S3	4	144	137	47	1 516	1 439	0	0	0	0	0	0	0	0	0	0	0	0	51	1 660	1 576
	S4	4	144	143	51	1 516	1 415	0	0	0	0	0	0	0	0	0	0	0	0	55	1 660	1 558
	S5	4	144	138	52	1 548	1 330	0	0	0	0	0	0	0	0	0	0	0	0	56	1 692	1 468
	S6	4	144	141	53	1 596	1 341	0	0	0	0	0	0	0	0	0	0	0	0	57	1 740	1 482
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	24	864	839	297	9 255	8 439	0	0	0	0	0	0	0	0	0	0	0	0	321	10 119	9 278
Kwai Tsing	S1	0	0	0	122	3 927	3 678	0	0	0	0	0	0	0	0	0	0	0	0	122	3 927	3 678
	S2	0	0	0	120	3 808	3 493	0	0	0	0	0	0	0	0	0	0	0	0	120	3 808	3 493
	S3	0	0	0	120	3 776	3 442	0	0	0	0	0	0	0	0	0	0	0	0	120	3 776	3 442
	S4	0	0	0	124	3 808	3 374	0	0	0	0	0	0	0	0	0	0	0	0	124	3 808	3 374
	S5	0	0	0	124	3 808	3 214	0	0	0	0	0	0	0	0	0	0	0	0	124	3 808	3 214
	S6	0	0	0	124	3 927	3 200	0	0	0	0	0	0	0	0	0	0	0	0	124	3 927	3 200
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	0	0	0	734	23 054	20 401	0	0	0	0	0	0	0	0	0	0	0	0	734	23 054	20 401
Islands	S1	3	66	36	24	698	666	0	0	0	9	249	209	4	120	117	4	100	96	44	1 233	1 124
	S2	3	64	29	23	677	610	0	0	0	8	219	204	4	120	118	4	100	85	42	1 180	1 046
	S3	3	96	46	22	677	575	0	0	0	9	247	197	6	144	126	3	75	72	43	1 239	1 016
	S4	3	96	53	21	677	529	0	0	0	9	246	229	5	135	117	2	50	40	40	1 204	968
	S5	3	96	41	21	677	518	0	0	0	9	230	206	5	135	99	2	50	46	40	1 188	910
	S6	3	99	56	22	731	544	0	0	0	10	259	186	5	135	99	2	50	37	42	1 274	922
	S7	0	0	0	0	0	0	0	0	0	0	0	0	4	120	96	1	25	19	5	145	115
	All Grades	18	517	261	133	4 137	3 442	0	0	0	54	1 450	1 231	33	909	772	18	450	395	256	7 463	6 101

District	Grade	Government			Aided			Caput			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	Operating Classes	Places	Students
All Districts	S1	119	4 019	3 807	1 461	46 939	44 324	7	235	227	263	9 095	8 532	56	1 494	1 336	136	3 558	3 328	2 042	65 340	61 554
	S2	119	3 931	3 554	1 432	45 122	41 483	7	228	216	258	8 975	8 108	55	1 461	1 328	133	3 486	3 181	2 004	63 203	57 870
	S3	115	3 898	3 469	1 400	44 178	39 520	7	228	223	251	8 887	7 555	52	1 366	1 194	127	3 294	2 860	1 952	61 851	54 821
	S4	116	3 898	3 322	1 434	44 147	37 754	6	196	190	268	9 331	7 570	48	1 262	974	113	2 918	2 396	1 985	61 752	52 206
	S5	118	3 931	3 240	1 437	44 403	35 798	6	196	184	274	9 472	7 290	48	1 259	893	114	2 939	2 285	1 997	62 200	49 690
	S6	118	4 019	3 159	1 451	46 207	35 440	7	235	216	281	9 609	6 994	48	1 210	838	120	2 973	2 177	2 025	64 253	48 824
	S7	0	0	0	0	0	0	0	0	0	0	0	0	36	837	679	89	2 208	1 750	125	3 045	2 429
	All Grades	705	23 696	20 551	8 615	270 996	234 319	40	1 318	1 256	1 595	55 369	46 049	343	8 889	7 242	832	21 376	17 977	12 130	381 644	327 394

- Note: (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Figures include ordinary secondary day schools, but not special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include the English Schools Foundation schools.
- (3) Figures on operating classes in a very small number of non-public sector schools 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, a combined class is treated as one class. When counting the number of classes broken down by grade, a combined class is split into different classes in proportion to the number of students from each grade and the numbers are rounded to the nearest integer. Accordingly, figures on operating classes for individual grades may not add up to the total number of classes in schools.
- (4) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned.
- (5) School districts are delineated by the District Council districts of the school campuses. Starting from the 2019/20 school year, the districts for schools with decanting campuses are based on the District Council districts of the original campuses.

**Number of approved classes, places and students of each type of
aided special schools (primary section) in Hong Kong from the 2015/16 to 2019/20 school years**

School Type	2015/16 ^{Note 1}			2016/17 ^{Note 1}			2017/18 ^{Note 1}			2018/19 ^{Note 1}			2019/20 ^{Note 1}		
	No. of Approved Classes	No. of Places	No. of Students <small>Note 5</small>	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 <small>Note 5</small>	No. of Approved Classes	No. of Places	No. of Students <small>Note 5</small>
Visual Impairment	8	99	57	8	96	61	8	93	57	8	90	59	8	90	58
Hearing Impairment	4	40	20	4	40	25	4	40	25	4	40	20	4	40	26
Physical Disability	39	390	334	39	390	350	42	420	359	43	430	370	43	430	389
Mild Intellectual Disability ^{Note 2}	96	1 440	1 318	96	1 440	1 375	97	1 455	1 447	101	1 515	1 525	105	1 575	1 558
Moderate Intellectual Disability <small>Notes 2, 3</small>	91	910	879	98	980	918	101	1 010	992	107	1 070	1 094	110	1 100	1 149
Severe Intellectual Disability ^{Note 3}	45	360	318	45	360	330	47	376	353	48	384	373	50	400	364
School for Social Development	19	276	175	20	282	155	21	273	183	25	300	180	26	312	181
Hospital School ^{Note 4}	23	226	236	23	226	209	23	226	194	23	226	162	23	226	195

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 2015/16 school year and 5 schools in the 2016/17, 2017/18, 2018/19 and 2019/20 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. From the 2015/16 to 2018/19 school years, the Hospital School operated classes at 18 hospitals. In the 2019/20 school year, the Hospital School operates classes at 20 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 was larger than the number of places in the 2018/19 school year, and it was 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.

**Number of approved classes, places and students of each type of
aided special schools (secondary section) in Hong Kong from the 2015/16 to 2019/20 school years**

School Type	2015/16 ^{Note 1}			2016/17 ^{Note 1}			2017/18 ^{Note 1}			2018/19 ^{Note 1}			2019/20 ^{Note 1}		
	No. of Approved Classes	No. of Places	No. of Students <small>Note 5</small>	No. of Approved Classes	No. of Places	No. of Students <small>Note 5</small>	No. of Approved Classes	No. of Places	No. of Students <small>Note 5</small>	No. of Approved Classes	No. of Places	No. of Students <small>Note 5</small>	No. of Approved Classes	No. of Places	No. of Students <small>Note 5</small>
Visual Impairment	7	79	68	7	76	62	7	76	55	7	76	51	8	88	61
Hearing Impairment	10	100	67	9	90	64	8	80	59	7	70	44	7	70	45
Physical Disability	63	630	581	62	620	533	60	600	518	60	600	537	60	600	514
Mild Intellectual Disability ^{Note 2}	120	1 800	1 731	121	1 815	1 728	121	1 815	1 707	122	1 830	1 693	122	1 830	1 737
Moderate Intellectual Disability <small>Notes 2, 3</small>	111	1 110	1 000	107	1 070	993	109	1 090	1 000	108	1 080	946	110	1 100	954
Severe Intellectual Disability ^{Note 3}	54	432	361	53	424	357	52	416	346	52	416	333	52	416	348
School for Social Development	64	873	425	63	810	398	68	852	411	63	774	434	67	804	466
Hospital School ^{Note 4}	10	106	133	10	106	124	10	106	120	10	106	118	10	114	156

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 2015/16 school year and 5 schools in the 2016/17, 2017/18, 2018/19 and 2019/20 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. From the 2015/16 to 2018/19 school years, the Hospital School operated classes at 18 hospitals. In the 2019/20 school year, the Hospital School operates classes at 20 hospitals.
5. Since the turnover number of hospitalised children at the Hospital School is quite high, the situation that the number of students admitted was larger than the number of places was observed.

- End -

CONTROLLING OFFICER'S REPLY**EDB131****(Question Serial No. 3288)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (1) Director of Bureau's Office, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

(a) Using the table below, please provide information on cross-boundary projects or programmes in which the Education Bureau (EDB) of Hong Kong collaborated/will collaborate with the Mainland departments or were involved/will involve in the past 3 years (from the 2017/18 to 2019/20 school years) and the coming year (2020/21), 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 relating to the project/programme	Manpower and expenditures involved

(b) Please set out the numbers, content, objectives and respective expenditure of all meetings between the EDB 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 3 years (from the 2017/18 to 2019/20 school years); and

(c) Please set out the numbers, content, objectives, numbers of participants and expenditures of the duty visits and study trips made by the EDB officials to the Mainland and overseas countries in the past 3 years (from the 2017/18 to 2019/20 school years).

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 59)

Reply:

Part (a)

By cross-boundary projects or programmes in which the EDB collaborated with Mainland departments, we refer to those projects/programmes with direct involvement of both the EDB and Mainland departments. The manpower and expenditures involved in these projects in the past 3 school years (from the 2017/18 to 2019/20 school years) and the coming year (the 2020/21 school year) are at Annex A and Annex B respectively.

Part (b)

The 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 the 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	192	450	2,406	35	76	1,924
2019/20 (as at 10 March 2020)	71	146	789	10	24	506

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 the EDB collaborated with
Mainland departments from the 2017/18 to 2019/20 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 relating to 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 relating to the project/ programme	Manpower and expenditures involved (\$ million)
Guangdong-Hong Kong Sister School Scheme	<p>The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong.</p> <p>Each sister school pair formulates its own exchange programmes. The EDB also organises programmes aimed at networking sister schools.</p>	<p>Department of Education, Guangdong Province</p> <p>Guangzhou Municipal Education Bureau</p> <p>Shenzhen Education Bureau</p> <p>Dongguan Education Bureau</p> <p>Zhongshan Education and Sports Bureau</p> <p>Other Municipal Education Bureaux (if necessary)</p>	Completed	<p>Letters were issued to all Hong Kong primary, secondary and special schools inviting them to join the Scheme.</p> <p>Schools joining the Guangdong-Hong Kong Sister School Scheme were invited by the EDB to join other ad-hoc sister school networking activities as appropriate through invitation letters.</p>	<p>Hong Kong Federation of Education Workers</p> <p>Apollo Production Limited</p>	NA	<p>Included in the commissioned service: 0.75*</p> <p>Contract sum for other ad-hoc exchange activities aimed at networking sister schools: 1.02*</p>
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 relating to the project/ programme	Manpower and expenditures involved (\$ million)
National Day Delegation from the Education 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 the 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 the 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 the 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 relating to 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 the 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 the 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 relating to the project/ programme	Manpower and expenditures involved (\$ million)
The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (The Scheme)	Implemented by the Ministry of Education. Under the Scheme, Hong Kong students can be admitted, on a merit basis, to certain Mainland higher education institutions based on their Hong Kong Diploma of Secondary Education examination results, thus exempting them from taking the Joint Entrance Examination for Universities in the Mainland. In the 2017/18 academic year, 90 Mainland institutions participated in the Scheme.	Ministry of Education and certain Mainland higher education institutions	The Scheme was launched in the 2012/13 academic year. It is an on-going initiative.	The EDB issued press releases and organised the Mainland Higher Education Expo for promoting the Scheme.	NA	NA	4.1*
Mainland University Study Subsidy Scheme (MUSSS)	The MUSSS aims at supporting eligible Hong Kong students to pursue undergraduate studies in the Mainland.	Ministry of Education and Mainland higher education institutions	The MUSSS was 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 has been introduced under the MUSSS since the 2017/18 academic year.	The EDB issued press releases and made announcements on the official webpage to promote the Scheme.	The Working Family and Student Financial Assistance Agency Commissioned service: China Education Exchange (HK) Centre	NA	37.0*

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 relating to 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 the EDB to invite applications from primary and secondary school teachers.	NA	NA	NA (Expenditure was borne by the Ministry of Education)

* Manpower is subsumed under the departmental expenditure of the EDB.

^ Mainland and Hong Kong Principals Exchange and Collaboration Programme has been implemented since the 2017/18 school year and was retitled “The Pilot Programme on Exchange and Collaboration between School Principals of Mainland and Hong Kong” in the 2018/19 school year.

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 relating to 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 will be reported to the Panel on Education of the Legislative Council.	NA	NA	17.4*
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 relating to the project/ programme	Manpower and expenditures involved (\$ million)
Guangdong- Hong Kong Sister School Scheme	<p>The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong.</p> <p>Each sister school pair formulates its own exchange programmes. The EDB also organises programmes aimed at networking sister schools.</p>	<p>Department of Education, Guangdong Province</p> <p>Guangzhou Municipal Education Bureau</p> <p>Shenzhen Education Bureau</p> <p>Other Municipal Education Bureaux as and when required.</p>	Completed	<p>Letters were issued to all Hong Kong primary, secondary and special schools inviting them to join the Scheme.</p> <p>Schools joining the Guangdong-Hong Kong Sister School Scheme were invited by the EDB to join other ad-hoc sister school networking activities as appropriate through invitation letters.</p>	<p>Hong Kong Federation of Education Workers</p> <p>Lighthouse Consultant Limited</p>	NA	<p>Included in the commissioned service: 0.49*</p> <p>Contract sum for other ad-hoc exchange activities aimed at networking sister schools: 0.60*</p>
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.	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	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 relating to the project/ programme	Manpower and expenditures involved (\$ million)
National Day Delegation from the Education 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	Completed	The Programme was announced through the Training Calendar System of the EDB to invite applications from primary school principals.	NA	NA	0.34*
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 the EDB to invite applications from secondary school principals.	NA	NA	0.62*
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 Pilot Programme was completed.	The Programme was announced through the Training Calendar System of the EDB to invite principals of primary and secondary schools to participate.	Commissioned service provider of the Programme: Hong Kong-Beijing Tourist Agency Limited	NA	0.09*
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 the EDB to invite principals to participate.	NA	NA	NA (Expenditure was borne by Shenzhen Education Bureau)

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 relating to the project/ programme	Manpower and expenditures involved (\$ million)
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 was completed in April 2019.	The Programme was announced through the Training Calendar System of the 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 was conducted in July 2019.	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.	Local teacher education institution commissioned by the EDB through a quotation exercise.	NA	1.20*

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 relating to the project/ programme	Manpower and expenditures involved (\$ million)
The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (The Scheme)	Implemented by the Ministry of Education. Under the Scheme, Hong Kong students can be admitted, on a merit basis, to certain Mainland higher education institutions based on their Hong Kong Diploma of Secondary Education examination results, thus exempting them from taking the Joint Entrance Examination for Universities in the Mainland. In the 2018/19 academic year, 102 Mainland institutions participated in the Scheme.	Ministry of Education and certain Mainland higher education institutions	The Scheme was launched in the 2012/13 academic year. It is an on-going initiative.	The EDB issued press releases and organised the Mainland Higher Education Expo for promoting the Scheme.	NA	NA	4.1*
Mainland University Study Subsidy Scheme (MUSSS)	The MUSSS aims at supporting eligible Hong Kong students to pursue undergraduate studies in the Mainland.	Ministry of Education and Mainland higher education institutions	The MUSSS was 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.	The EDB issued press releases and made announcements on the official webpage to promote the Scheme.	The Working Family and Student Financial Assistance Agency Commissioned service: China Education Exchange (HK) Centre	NA	42.0*

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 relating to 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 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 12th meeting was postponed to the 2020/21 school year.	NA	NA	NA	NA
Putonghua Course for Primary and Secondary School Teachers	The course aims at enhancing the Putonghua proficiency of teachers.	Ministry of Education	The course was completed in July 2019.	The course was announced through the Training Calendar System of the EDB to invite applications from primary and secondary school teachers.	NA	NA	NA (Expenditure was borne by the Ministry of Education)

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 relating to the project/ programme	Manpower and expenditures involved (\$ 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	Completed.	The Study Tour was for government school teachers. Principals informed teachers of the study tour and made nominations.	NA	NA	0.39*

* Manpower is subsumed under the departmental expenditure of the EDB.

^ Mainland and Hong Kong Principals Exchange and Collaboration Programme has been implemented since the 2017/18 school year and was retitled “The Pilot Programme on Exchange and Collaboration between School Principals of Mainland and Hong Kong” in the 2018/19 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 relating to 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 September 2019 and will be completed in August 2020.	The content and purpose of the Programme were announced to schools via school circular.	NA	NA	14.3*
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 was cancelled due to the novel coronavirus epidemic.	NA	NA	NA	NA

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 relating to the project/ programme	Manpower and expenditures involved (estimates only, \$ million)
Guangdong-Hong Kong Sister School Scheme	<p>The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong.</p> <p>Each sister school pair formulates its own exchange programmes. The EDB also organises programmes aimed at networking sister schools.</p>	<p>Department of Education, Guangdong Province</p> <p>Guangzhou Municipal Education Bureau</p> <p>Shenzhen Education Bureau</p> <p>Other Municipal Education Bureaux as and when required.</p>	Ongoing	<p>Letters will be issued to all Hong Kong primary, secondary and special schools inviting them to join the Scheme.</p> <p>Schools joining the Guangdong-Hong Kong Sister School Scheme will be invited by the EDB to join other ad-hoc sister school networking activities as appropriate through invitation letters.</p>	Hong Kong Federation of Education Workers	NA	<p>Included in the commissioned service: 0.49*</p> <p>Contract sum for other ad-hoc exchange activities aimed at networking sister schools: 0.16*</p>
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.	Hong Kong Federation of Education Workers 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	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 relating to the project/ programme	Manpower and expenditures involved (estimates only, \$ million)
National Day Delegation from the Education 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	0.8*
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 was cancelled due to the novel coronavirus epidemic.	The Programme was announced through the Training Calendar System of the EDB to invite applications from primary school principals.	NA	NA	NA
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 was cancelled due to the novel coronavirus epidemic.	The Programme was announced through the Training Calendar System of the EDB to invite applications from secondary school principals.	NA	NA	NA
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 the EDB to invite principals to participate.	Commissioned service: Eventist Hong Kong Limited	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 relating to the project/ programme	Manpower and expenditures involved (estimates only, \$ million)
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 2019 and was completed in October 2019.	The Programme was announced through the Training Calendar System of the 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 relating to the project/ programme	Manpower and expenditures involved (estimates only, \$ million)
The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (The Scheme)	Implemented by the Ministry of Education. Under the Scheme, Hong Kong students can be admitted, on a merit basis, to certain Mainland higher education institutions based on their Hong Kong Diploma of Secondary Education examination results, thus exempting them from taking the Joint Entrance Examination for Universities in the Mainland. In the 2019/20 academic year, 112 Mainland institutions participated in the Scheme.	Ministry of Education and certain Mainland higher education institutions	The Scheme was launched in the 2012/13 academic year. It is an on-going initiative.	The EDB issued press releases and school notices to promote the Scheme.#	NA	NA	0*
Mainland University Study Subsidy Scheme (MUSSS)	The MUSSS aims at supporting eligible Hong Kong students to pursue undergraduate studies in the Mainland.	Ministry of Education and Mainland higher education institutions	The MUSSS was 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 2019/20 academic year.	The EDB issued press releases and made announcements on the official webpage to promote the Scheme.	The Working Family and Student Financial Assistance Agency Commissioned service: China Education Exchange (HK) Centre	NA	42.0 (Provisional figure)*

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 relating to 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 the EDB to invite applications from primary and secondary school teachers.	NA	NA	NA (Expenditure is to be borne by the Ministry of Education)

* Manpower is subsumed under the departmental expenditure of the EDB.

The EDB and the Ministry of Education have been co-organising the annual Mainland Higher Education Expo since 2011. However, due to the recent social incidents and the novel coronavirus epidemic, Expo 2019 was first postponed and then cancelled.

**Cross-boundary projects or programmes in which the EDB will collaborate with
Mainland departments in the 2020/21 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 relating to 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 2020 and will be completed in August 2021.	The content and purpose of the Programme were announced to schools via school circular.	NA	NA	17.6*
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 January 2021 and will be completed in May 2021.	The content and purpose of the Programme were 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 relating to 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 its own exchange programmes. The EDB also organises programmes aimed at networking sister schools.	Department of Education, Guangdong Province Guangzhou Municipal Education Bureau Shenzhen Education Bureau Other Municipal Education Bureaux (if necessary)	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 the EDB to join other ad-hoc sister school networking activities as appropriate through invitation letters.	Hong Kong Federation of Education Workers A service provider to be commissioned to assist in the 2020/21 school year. Details to be confirmed.	NA	Included in the commissioned service: 0.68* (the estimated expenditure for the 2020/21 school year includes the sum earmarked to meet the expenditure of some activities held in the 2019/20 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 2021.	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 Programme will be conducted in December 2020 and April 2021.	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 relating to the project/ programme	Manpower and expenditures involved (estimates only, \$ million)
National Day Delegation from the Education 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 2020.	Letters will be issued to invite education workers to join the Programme.	To be commissioned	NA	1.0*
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 2021.	The Programme will be announced through the Training Calendar System of the EDB to invite applications from primary school principals.	NA	NA	0.45*
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 2021.	The Programme will be announced through the Training Calendar System of the EDB to invite applications from secondary school principals.	NA	NA	0.58*
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 2020.	The Forum will be announced through the Training Calendar System of the EDB to invite principals to participate.	NA	NA	NA (Expenditure is to be borne by Shenzhen Education Bureau)

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 relating to the project/ programme	Manpower and expenditures involved (estimates only, \$ million)
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 2020 and will be completed in October 2020.	The Programme will be announced through the Training Calendar System of the 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	The Programme will be conducted in July 2021.	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	1.33*

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 relating to the project/ programme	Manpower and expenditures involved (estimates only, \$ million)
The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (The Scheme)	Implemented by the Ministry of Education. Under the Scheme, Hong Kong students can be admitted, on a merit basis, to certain Mainland higher education institutions based on their Hong Kong Diploma of Secondary Education examination results, thus exempting them from taking the Joint Entrance Examination for Universities in the Mainland. In the 2020/21 academic year, 122 Mainland institutions will participate in the Scheme.	Ministry of Education and certain Mainland higher education institutions	The Scheme was launched in the 2012/13 academic year. It is an on-going initiative.	The EDB will issue press releases and organise the Mainland Higher Education Expo to promote the Scheme.	NA	NA	6.0
Mainland University Study Subsidy Scheme (MUSSS)	The MUSSS aims at supporting eligible Hong Kong students to pursue undergraduate studies in the Mainland.	Ministry of Education and Mainland higher education institutions	The MUSSS was 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 2020/21 academic year.	The EDB will issue press releases and make announcements on the official webpage 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 2020.	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 relating to 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 2021.	The course will be announced through the Training Calendar System of the EDB to invite applications from primary and secondary school teachers.	NA	NA	NA (Expenditure is to be borne by the Ministry of Education)
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 12th meeting is tentatively scheduled for November 2020.	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	0.20*

* Manpower is subsumed under the departmental expenditure of the EDB.

- End -

CONTROLLING OFFICER'S REPLY

EDB132

(Question Serial No. 3289)

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 2015/16 to 2019/20 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.: 60)

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.

The Fund ended at the close of the 2018/19 school year. 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 are provided with the Student Activities Support Grant (Grant) to continue the support for primary and secondary school students with financial needs to participate in out-of-classroom learning activities organised or recognised by schools. The amount of the Grant to be disbursed to a school is calculated based on the number of students of the school in receipt of CSSA or full grant in the respective school year.

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 2015/16 to 2019/20 school years are at [Annex A](#).

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 2015/16 to 2019/20 school years are at [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.

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.

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.

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		Half grant		CSSA (as at the end of December 2018)	
	Number of students	Percentage share	Number of students	Percentage share	Number of students	Percentage share
Central & Western	1 261	6.7%	1 203	6.4%	344	N.A. ¹
Eastern	5 991	15.9%	4 523	12.0%	2 005	N.A. ¹
Islands	2 229	20.3%	1 729	15.8%	1 645	N.A. ¹
Southern	2 492	15.6%	2 181	13.6%	992	N.A. ¹
Wan Chai	1 420	6.2%	1 030	4.5%	166	N.A. ¹
Kowloon City	6 617	11.7%	4 641	8.2%	2 768	N.A. ¹
Kwun Tong	12 442	24.1%	8 895	17.2%	7 881	N.A. ¹
Sai Kung	4 748	14.1%	4 578	13.6%	1 502	N.A. ¹
Sham Shui Po	7 745	18.8%	4 821	11.7%	4 491	N.A. ¹
Wong Tai Sin	7 494	22.4%	4 953	14.8%	3 746	N.A. ¹
Yau Tsim Mong	4 041	14.6%	2 556	9.2%	1 379	N.A. ¹
North	11 561	32.6%	4 055	11.4%	2 891	N.A. ¹
Sha Tin	9 186	15.4%	6 929	11.6%	4 068	N.A. ¹
Tai Po	6 449	23.0%	3 298	11.8%	1 650	N.A. ¹
Kwai Tsing	9 939	24.7%	6 954	17.3%	4 765	N.A. ¹
Tsuen Wan	4 138	17.9%	3 032	13.1%	1 399	N.A. ¹
Tuen Mun	9 639	21.2%	6 559	14.4%	3 510	N.A. ¹
Yuen Long	13 851	22.6%	8 271	13.5%	6 470	N.A. ¹
Total	121 243	18.8%	80 208	12.4%	51 672	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.

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 2019/20 school year

District	Full grant (as at 31 January 2020)		Half grant (as at 31 January 2020)		CSSA (as at the end of December 2019) (preliminary figures)	
	Number of students	Percentage share	Number of students	Percentage share	Number of students	Percentage share
Central & Western	1 224	N.A. ¹	1 207	N.A. ¹	290	N.A. ²
Eastern	4 927	N.A. ¹	4 233	N.A. ¹	1 866	N.A. ²
Islands	2 631	N.A. ¹	1 957	N.A. ¹	1 785	N.A. ²
Southern	2 381	N.A. ¹	2 160	N.A. ¹	922	N.A. ²
Wan Chai	1 034	N.A. ¹	875	N.A. ¹	130	N.A. ²
Kowloon City	6 031	N.A. ¹	4 658	N.A. ¹	2 601	N.A. ²
Kwun Tong	12 429	N.A. ¹	8 906	N.A. ¹	7 365	N.A. ²
Sai Kung	4 607	N.A. ¹	3 967	N.A. ¹	1 310	N.A. ²
Sham Shui Po	7 711	N.A. ¹	5 006	N.A. ¹	4 626	N.A. ²
Wong Tai Sin	7 168	N.A. ¹	4 816	N.A. ¹	3 465	N.A. ²
Yau Tsim Mong	3 842	N.A. ¹	2 752	N.A. ¹	1 278	N.A. ²
North	11 554	N.A. ¹	3 950	N.A. ¹	2 853	N.A. ²
Sha Tin	9 257	N.A. ¹	7 389	N.A. ¹	4 026	N.A. ²
Tai Po	6 377	N.A. ¹	3 333	N.A. ¹	1 535	N.A. ²
Kwai Tsing	9 357	N.A. ¹	6 680	N.A. ¹	4 450	N.A. ²
Tsuen Wan	4 055	N.A. ¹	2 965	N.A. ¹	1 294	N.A. ²
Tuen Mun	9 503	N.A. ¹	6 303	N.A. ¹	3 247	N.A. ²
Yuen Long	13 527	N.A. ¹	8 060	N.A. ¹	6 026	N.A. ²
Total	117 615	N.A.¹	79 217	N.A.¹	49 069	N.A.²

1. As the latest data on full grant and half grant is as at 31 January 2020 while the student population is based on the 2019/20 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.

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

- The numbers of students are rounded to the nearest 10.
- 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.
- 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.
- 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.
- 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 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

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	6 660	85.7%	2 550	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	100 570	80.3%	32 480	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 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 2018/19 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	1,912	21	4	1 300	99.9%	370	N.A. ⁵	816	26	1 000	80.9%	130	N.A. ⁵
Eastern	8,990	53	12	5 190	86.6%	2 000	N.A. ⁵	3,773	63	4 150	70.6%	1 100	N.A. ⁵
Islands	5,327	26	12	2 040	91.5%	1 200	N.A. ⁵	1,323	25	1 790	84.2%	720	N.A. ⁵
Southern	4,857	29	7	2 400	96.3%	1 030	N.A. ⁵	1,582	32	1 610	68.5%	540	N.A. ⁵
Wan Chai	2,625	30	5	1 500	99.9%	630	N.A. ⁵	874	31	800	57.4%	280	N.A. ⁵
Kowloon City	10,715	56	19	5 730	86.6%	2 750	N.A. ⁵	3,688	62	3 880	61.7%	1 310	N.A. ⁵
Kwun Tong	25,115	70	22	12 530	99.9%	6 000	N.A. ⁵	8,623	72	10 410	85.3%	4 110	N.A. ⁵
Sai Kung	8,711	45	19	4 650	97.9%	1 820	N.A. ⁵	3,185	48	3 690	78.5%	970	N.A. ⁵
Sham Shui Po	17,822	52	20	7 840	99.9%	4 340	N.A. ⁵	5,443	52	6 460	85.0%	2 680	N.A. ⁵
Wong Tai Sin	13,828	50	15	7 280	97.1%	3 440	N.A. ⁵	5,293	56	6 620	90.0%	2 430	N.A. ⁵
Yau Tsim Mong	7,807	36	15	4 250	99.9%	1 980	N.A. ⁵	2,686	37	3 050	76.7%	1 130	N.A. ⁵
North	17,986	49	17	11 390	98.5%	2 640	N.A. ⁵	5,893	50	10 630	94.3%	1 690	N.A. ⁵
Sha Tin	17,108	80	27	9 460	99.9%	3 990	N.A. ⁵	5,554	79	6 920	75.5%	2 400	N.A. ⁵
Tai Po	9,784	42	12	6 500	99.9%	1 990	N.A. ⁵	3,265	40	5 220	83.1%	1 150	N.A. ⁵
Kwai Tsing	23,920	67	27	10 340	99.9%	4 380	N.A. ⁵	6,643	67	8 340	85.4%	2 750	N.A. ⁵
Tsuen Wan	8,180	30	9	3 810	92.1%	1 290	N.A. ⁵	2,334	33	2 760	68.1%	860	N.A. ⁵
Tuen Mun	20,637	74	28	9 770	99.9%	3 620	N.A. ⁵	5,688	73	7 700	80.9%	2 170	N.A. ⁵
Yuen Long	34,653	88	35	13 910	99.9%	5 630	N.A. ⁵	8,465	90	12 070	88.6%	3 670	N.A. ⁵
Total	239,977	898	305	119 890	98.9%	49 100	N.A.⁵	75,128	936	97 090	81.7%	30 070	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 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. 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 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 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 and number of participating schools/NGOs and related students by district under
School-based After-school Learning and Support Programmes and Student Activities Support Grant
in the 2019/20 school year**

District	School-based After-school Learning and Support Programmes (Programme)							Student Activities Support Grant ³					
	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	1,722	22	4	1 170	N.A. ⁵	370	N.A. ⁶	763	26	1 220	N.A. ⁵	370	N.A. ⁶
Eastern	8,779	53	10	4 830	N.A. ⁵	1 940	N.A. ⁶	3,509	57	4 840	N.A. ⁵	1 880	N.A. ⁶
Islands	5,793	26	12	2 370	N.A. ⁵	1 330	N.A. ⁶	1,791	27	2 580	N.A. ⁵	1 300	N.A. ⁶
Southern	4,935	29	6	2 270	N.A. ⁵	1 020	N.A. ⁶	1,600	32	2 130	N.A. ⁵	940	N.A. ⁶
Wan Chai	2,574	30	5	1 460	N.A. ⁵	610	N.A. ⁶	1,101	32	1 430	N.A. ⁵	640	N.A. ⁶
Kowloon City	10,973	56	20	5 410	N.A. ⁵	2 750	N.A. ⁶	4,208	64	5 480	N.A. ⁵	2 690	N.A. ⁶
Kwun Tong	23,484	71	20	12 340	N.A. ⁵	5 980	N.A. ⁶	8,561	70	11 900	N.A. ⁵	5 490	N.A. ⁶
Sai Kung	8,533	48	19	4 640	N.A. ⁵	1 900	N.A. ⁶	3,238	50	4 460	N.A. ⁵	1 780	N.A. ⁶
Sham Shui Po	18,541	52	20	7 620	N.A. ⁵	4 360	N.A. ⁶	5,444	51	7 200	N.A. ⁵	3 910	N.A. ⁶
Wong Tai Sin	13,553	50	15	7 070	N.A. ⁵	3 440	N.A. ⁶	5,228	51	7 150	N.A. ⁵	3 320	N.A. ⁶
Yau Tsim Mong	8,297	36	17	4 090	N.A. ⁵	1 970	N.A. ⁶	2,755	38	3 880	N.A. ⁵	1 810	N.A. ⁶
North	18,627	49	19	11 490	N.A. ⁵	2 600	N.A. ⁶	6,575	50	11 320	N.A. ⁵	2 450	N.A. ⁶
Sha Tin	17,027	81	25	9 100	N.A. ⁵	3 970	N.A. ⁶	6,420	86	9 040	N.A. ⁵	3 820	N.A. ⁶
Tai Po	9,869	41	14	6 030	N.A. ⁵	1 940	N.A. ⁶	3,993	42	6 260	N.A. ⁵	1 840	N.A. ⁶
Kwai Tsing	23,896	66	24	10 000	N.A. ⁵	4 250	N.A. ⁶	6,812	66	9 510	N.A. ⁵	3 990	N.A. ⁶
Tsuen Wan	7,806	30	7	3 650	N.A. ⁵	1 290	N.A. ⁶	2,445	34	3 780	N.A. ⁵	1 270	N.A. ⁶
Tuen Mun	20,944	74	29	9 490	N.A. ⁵	3 540	N.A. ⁶	6,302	75	9 470	N.A. ⁵	3 280	N.A. ⁶
Yuen Long	34,366	87	34	13 530	N.A. ⁵	5 540	N.A. ⁶	8,989	91	13 330	N.A. ⁵	5 180	N.A. ⁶
Total	239,719	901	300	116 560	N.A.⁵	48 800	N.A.⁶	79,734	942	114 970	N.A.⁵	45 960	N.A.⁶

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 2019 and the number of approved classes as specified by the Education Bureau in April 2019 for the 2019/20 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. The Education Bureau provides schools with the Student Activities Support Grant starting from the 2019/20 school year. The amount of the Grant to be disbursed to a participating school is calculated based on its number of students in receipt of CSSA or full grant.

4. For the 2019/20 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 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

EDB133

(Question Serial No. 3290)

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, please provide the following information for the school years from 2017/18 to 2019/20:

(1) What is the number of kindergartens (KGs) that receive the tide-over grant? How many of them operate 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 amount 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 were marginally ineligible in the past years, if the average monthly salary of their basic rank teachers was higher than \$30,180 in the 2018/19 school year, they would become eligible to apply for the tide-over grant for 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 respective number of KGs having applied for collection of school fees, approved and not approved to collect school fees as well as the total number of KGs in each of the school years from 2017/18 to 2019/20. 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.: 61)

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). In the 2018/19 school year, 485 of the 753 Scheme-KGs (excluding the 2 KGs approved to join the Scheme in the middle of the school year) were approved for the ToG. The expenditure on the ToG in 2018-19 was about \$207 million. As for the 2019/20 school year, 485 of the 761 Scheme-KGs have been approved for the ToG. The revised estimate on the ToG in 2019-20 is about \$214 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 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 (2017/18 and 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, and 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. In the 2019/20 school year, the Education Bureau received an application from 1 KG but that KG did not meet the eligibility criteria as mentioned above.

(3)

From the 2017/18 to 2019/20 school years, the number of Scheme-KGs that applied for collection of school fees for HD, WD and long WD (LWD) service, the number of KGs with and without approval for collection of school fees, and the total number of

Scheme-KGs 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, 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
from the 2017/18 to 2019/20 school years

2017/18 School Year	Only operating HD classes	Only operating WD classes	Operating both WD and HD 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 HD classes	Only operating WD classes	Operating both WD and HD classes
No. of KGs approved for the ToG	85	221	179
Highest amount (\$'000)	2,340	620	2,520
Lowest amount (\$'000)	80	60	20
Average amount (\$'000)	870	220	480
Median amount (\$'000)	810	210	430

2019/20 School Year	Only operating HD classes	Only operating WD classes	Operating both WD and HD classes
No. of KGs approved for the ToG	85	224	176
Highest amount (\$'000)	1,680	440	1,810
Lowest amount (\$'000)	60	40	60
Average amount (\$'000)	610	130	330
Median amount (\$'000)	570	130	280

Note 1: The KGs offering WD classes in the 2017/18, 2018/19 and 2019/20 school years in the table above include 220, 221 and 224 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 2019/20 school year shown above refers to the position as at March 2020 as the 2019/20 school year has not yet come to a close.

Number of Scheme-KGs applying for collection of school fees,
number of KGs approved and not approved to collect school fees,
and total number of Scheme-KGs
from the 2017/18 to 2019/20 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	Total no. of KGs (Note 2)
2017/18	HD	69	31	38	510
	WD	344	313	31	354
	LWD (Note 3)	240	212	28	246
2018/19	HD	56	35	21	511
	WD	341	323	18	364
	LWD (Note 3)	238	224	14	246
2019/20	HD	48	36	12	515
	WD	330	320	10	370
	LWD (Note 3)	239	228	11	246

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/LWD services are counted in each appropriate row.
2. The figures reflect the situation as at mid-September of the respective school years. KGs providing both HD and WD/LWD services are counted in each appropriate row.
3. 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
from the 2017/18 to 2019/20 school years

2017/18 School Year

Annual School Fee (Note 1)	HD	WD	LWD (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	LWD (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

2019/20 School Year

Annual School Fees (Note 1)	HD	WD	LWD (Note 2)
Median (\$)	3,400	8,100	12,600
Weighted average (\$)	4,000	8,900	12,300
Highest (\$)	10,100	27,400	27,400
Lowest (\$)	100	200	700

Notes:

1. The figures are rounded to the nearest hundred. The school fees of KGs providing both HD and WD/LWD services 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB134

(Question Serial No. 3291)

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) How many applications for suspended teachers to receive half pay from school management committees/incorporated management committees were received by the Education Bureau (EDB) in each school year since September 1994? How many of them were approved and rejected? What were the reasons and the expenditure on salaries involved?
- (2) According to the Codes of Aid, for what reasons will teachers be granted half pay during suspension? What mechanism and specific criteria have been adopted by the EDB to consider whether or not a suspended teacher should be given half pay?
- (3) By what criteria does the Code of Aid for Aided Schools replace the arrangement to grant half pay to suspended teachers under the Codes of Aid with no "salary payment" during all "periods of suspension, when the employee will be absent from duty"?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 62)

Reply:

(1), (2) and (3)

The Education Bureau (EDB) attaches great importance to teachers' professional conduct and students' behavioural performance. Teachers play a vital role in passing on knowledge and nurturing students' character and are important role models for students. The Codes of Aid clearly stipulate that schools may, subject to the provisions of the Employment Ordinance, suspend teachers from their normal duties if they have been involved or are likely to be involved in criminal proceedings of a serious nature or in serious misconduct. As teachers will not be carrying out their duties during the periods of suspension, the teachers concerned should not receive salary payment when they are absent from duties during the suspension periods having regard to the principle of prudent use of

public money. The Code of Aid for Aided Schools also stipulates that teachers employed in the school year subsequent to the incorporation of the Incorporated Management Committees (IMCs) should not receive salary payment during the periods of suspension when they are absent from duties. For teachers employed before the incorporation of the IMCs, the management committees of the schools may, pursuant to the Codes of Aid for Primary Schools, Secondary Schools and Special Schools, pay half of the salaries to these teachers during their suspension periods on the condition that the schools have obtained the EDB's prior approval on such arrangements. Nevertheless, the arrangement of teachers on suspension receiving half pay would only be considered under special circumstances and is not applicable to every case. Meanwhile, according to the Codes of Aid and Code of Aid for Aided Schools, the salary pertaining to the periods of suspension will not be paid after the teachers' reinstatement. The above arrangements are not inconsistent with the relevant provisions of the Employment Ordinance.

From the 2015/16 to 2019/20 school years (as at 29 February 2020), 2 applications for 3 suspended teachers to receive half pay were received by the EDB, none of them were approved.

- End -

CONTROLLING OFFICER'S REPLY

EDB135

(Question Serial No. 3292)

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 view of the rampant spread of the novel coronavirus, the Government has made an amendment to the Prevention and Control of Disease Ordinance (Cap. 599, Laws of Hong Kong) to include "Severe Respiratory Disease associated with a Novel Infectious Agent" (hereafter "novel coronavirus") as a scheduled infectious disease specified in item 34AAA of Schedule 1 to the Ordinance. Please provide the following information from the 2009/10 to 2019/20 school years:

(1) For the purpose of section 53 of the Education Regulations (ER), how many people were excluded from schools in each school year and what were the types of scheduled infectious diseases involved? What were the categories of persons being excluded? How many school medical officers were appointed in each school year?

(2) For the purpose of section 54 of the ER, how many persons were required to submit to medical examination? What were the categories of these persons? Please provide details about the administration of these medical examinations and their results.

(3) Which section/division is responsible for the above duties? What are the staff establishment, ranks of staff and expenditure involved each year?

(4) To prevent the spread of the novel coronavirus in schools, will the Government provide additional resources to step up enforcement actions in the coming year? What are the manpower and expenditure involved?

(5) If schools are aware or suspect that certain students (including students returning from the Mainland or cross-boundary students) or teaching staff are showing symptoms but they refuse to submit to medical examinations and self-isolation and insist on coming to school, will the schools be required to report them to the Education Bureau (EDB) as soon as possible? Upon receiving the report, will the EDB arrange school medical officers to examine the student or teaching staff concerned as required by the law? Subject to section

53 of the ER, will the student or teaching staff concerned be excluded from school? If yes, how specifically will the law be enforced? If no, what are the reasons?

(6) How will the EDB ensure that schools and their teaching staff have sufficient anti-epidemic supplies to stay in compliance with the requirements of the Occupational Safety and Health Ordinance?

(7) Will the EDB extend special tuberculosis leave provided in the Codes of Aid for Aided Schools to teaching staff infected by the novel coronavirus? If yes, what are the specific implementation details? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 63)

Reply:

(1) to (4) Under the prevailing mechanism, schools should make reference to the Guidelines on Prevention of Communicable Diseases in Schools/Kindergartens/Kindergartens-cum-Child Care Centres/ Child Care Centres issued by the Centre for Health Protection (CHP) of the Department of Health (DH) when handling the report of cases where school staff or students are infected with a communicable disease and related matters. Schools are required to report to the CHP and the Education Bureau (EDB) any suspected or confirmed cases of infectious diseases, which are not confined to the scheduled infectious diseases specified in section 53 of the Education Regulations (ER). Upon receipt of a reported case, the CHP will immediately carry out epidemiological investigation and provide advice to schools on the necessary control measures to prevent further spread of communicable diseases among students and staff. The CHP and the EDB will maintain close liaison to ensure that infection control measures are put in place timely. Schools have been keeping in view the health conditions of students and staff. The above reporting mechanism has been working effectively. The EDB does not collect information on the items mentioned in part (1) of the question.

Regarding the medical examination of teachers, students and employees under section 54 of the ER, X-ray examinations for teaching post applicants are available in 3 designated X-ray centres under the Tuberculosis and Chest Service of the DH. The 3 designated X-ray centres are Kowloon Bay Radio-diagnostic and Imaging Centre, Fanling Radio-diagnostic and Imaging Centre, and Sai Ying Pun X-ray Survey Centre. The number of persons undergoing X-ray examination for the purpose of applying a teaching post in the past 5 school years is tabulated below:

School year	Kowloon Bay Radio-diagnostic and Imaging centre (1)	Fanling Radio-diagnostic and Imaging centre (2)	Sai Ying Pun X-ray Survey Centre (3)	Total (1+2+3)
2014/15	2 479	1 051	1 025	4 555
2015/16	2 157	1 046	1 114	4 317
2016/17	2 868	1 294	1 258	5 420
2017/18	3 020	1 531	1 617	6 168
2018/19	3 065	1 486	1 364	5 915

The EDB does not collect information on the medical examinations undergone by teachers, students and other employees.

At present, the tasks pertinent to the prevention and control of spread of infectious diseases in schools are undertaken by different sections under the EDB, and the manpower and expenses involved are subsumed under the EDB's overall expenditure. The EDB will deploy resources and manpower in accordance with the operational needs.

(5) To protect the health of students, teachers and other school personnel and to contain the spread of Coronavirus Disease 2019 (COVID-19), the EDB has announced suspension of classes for all schools. During the class suspension, teachers have adopted diversified modes to facilitate students' learning at home. Schools only need to arrange suitable staff to be on duty and take care of students who have to go back to school for lack of carer at home, handle school basic and essential affairs and parents' enquiries. Most of the teachers have been working from home. Recognising the importance of maintaining their own health and public health, teachers and other school personnel who feel unwell should seek medical consultation promptly, receive treatment as advised by the doctors and/or keep themselves in quarantine or isolation according to the statutory requirements.

(6) To support schools' efforts in epidemic prevention, the EDB has deployed existing resources to provide a one-off grant to all schools offering full and formal curriculum (including kindergartens, public sector schools, Direct Subsidy Scheme schools, the English Schools Foundation schools, international schools, Private Independent Schools, private primary schools and private secondary day schools) to help them replenish their epidemic prevention equipment (such as face masks and thermometers), clean their school premises and pay for the other expenses related to epidemic prevention. The provision is estimated to be \$42 million, benefitting some 2 200 schools. Furthermore, the boarding sections of aided special schools have been operating to cater for students in need of boarding service during class suspension. To enhance the support for the boarding sections to guard against the epidemic and to reduce the risk of the spread of the novel coronavirus, the EDB will provide separately a one-off additional grant for 21 special schools with a boarding section. The additional expenditure is estimated to be \$2.25 million.

We will keep in view the procurement of anti-epidemic supplies by schools through our daily communication. To our understanding, the supply of anti-epidemic goods was relatively tight early in the epidemic. Nevertheless, since all classes have been suspended, schools do not require a huge amount of anti-epidemic supplies. We note that the shortage of anti-epidemic supplies has begun to improve recently. The date of class resumption and related arrangements will be announced at least 3 weeks in advance, so schools should have sufficient time to make suitable preparations. As schools are different in scale and needs, they also differ in respect of the type and number of anti-epidemic supplies they need. Schools could make good use of the funding for meeting daily operational expenses provided by the EDB and the anti-epidemic grants to procure necessary anti-epidemic supplies according to their school-based needs.

(7) As stipulated in the Codes of Aid, regular teachers of aided schools suffering from tuberculosis may apply for special tuberculosis leave with the support of valid medical certificates. Such leave only covers tuberculosis, not all lung diseases. At present, upon

receipt of suspected infectious disease outbreak from schools, the CHP will immediately carry out epidemiological investigation and provide advice to schools on control measures to prevent further spread of the infectious disease among students and school staff. Given the characteristics of COVID-19 are not the same as tuberculosis, it is not appropriate to directly extend the arrangements for special tuberculosis leave provided in the Codes of Aid to the novel coronavirus disease.

- End -

CONTROLLING OFFICER'S REPLY

EDB136

(Question Serial No. 3293)

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:

Last year, the Education Bureau (EDB) reserved \$1 billion for minor internal conversions in school premises that seek to enhance the teaching and learning environment. With the close of the first year's application exercise in June last year, please set out:

- (1) the specific eligibility criteria, the number of secondary schools, primary schools and special schools in the territory that met such criteria, and their percentage share in the total number of schools;
- (2) the amount of funding that schools may seek through application in each school year;
- (3) the number of applications received and approved last year, with a breakdown by secondary schools, primary schools and special schools, and the respective total expenditures; and
- (4) the estimated provision for the 2020/21 school year.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 64)

Reply:

Taking into account the experience gained from the improvement works programme for "matchbox-style school premises" and views of different stakeholders, the Education Bureau (EDB) has reserved an additional \$1 billion under the Capital Works Reserve Fund for the implementation of a time-limited minor works programme for some 600 aided schools operating in premises built according to standards prevailing at the time of construction. Minor conversion works, such as converting or altering internal partitions/spaces, will be carried out to enhance schools' flexibility in using existing spaces of their premises, thereby improving the quality of teaching. Individual schools may

submit conversion proposals to the EDB in 2019 and 2020 in light of the conditions of their premises and their school-based needs.

With the close of applications for the 2019 works programme in June 2019, the EDB has received applications from a total of 369 schools, covering 178 secondary schools, 169 primary schools and 22 special schools. Among these applications, about 1 200 works items come under the scope of the minor internal conversion works programme. The estimated project cost is around \$610 million. We have announced the application results in end-March 2020.

- End -

CONTROLLING OFFICER'S REPLY

EDB137

(Question Serial No. 3294)

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 from the 2015/16 to 2020/21 (estimated figures) school years:

(1) How much of the estimated and revised provision for school repair and maintenance is used on emergency repair works, and what are the number of emergency repair works carried out in each school year?

(2) How many schools are provided with the Mandatory Building Inspection Scheme/Mandatory Window Inspection Scheme Subsidy in each school year? Please provide the age of the school premises concerned, as well as the expenditures and estimated expenditures involved. Will such expenditures be absorbed by the provision for school maintenance and repair?

(3) An estimated provision of \$800 million has been earmarked for carrying out window inspections for school premises aged 10 years or above, building inspections for school premises aged 30 years or above, as well as the necessary remedial works next year. Is this an additional provision? What is the number of schools involved?

(4) What is the provision for inspecting and repairing slopes for schools in each school year? What are the number of schools involved? What are the lowest, average and highest amounts of provision?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 65)

Reply:

(1) Over the years, the Education Bureau (EDB) has been implementing various measures to enhance school facilities for improving the teaching 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 (DSS) 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. For 2020-21, we have increased the capital subventions reserved for carrying out repair/improvement works of school premises under the annual Major Repairs and Emergency Repairs mechanism by 4% to around \$1.56 billion as compared to that of 2019-20. For 2015-16 to 2020-21, the relevant actual expenditure/estimated expenditure is tabulated below:

Actual expenditure/ estimated expenditure (\$ million)	2015-16 (actual expenditure)	2016-17 (actual expenditure)	2017-18 (actual expenditure)	2018-19 (actual expenditure)	2019-20 (estimated expenditure)	2020-21 (estimate expenditure)
Secondary schools	535.9	579.9	674.3	743.2	660.5	As school applications submitted under the annual Major Repairs mechanism for 2020-21 are still being processed, a breakdown by school type for the financial year concerned is not yet available.
Primary schools	386.5	478.2	575.1	856.8	774.2	
Special schools	49.1	46.7	58.5	85.3	66.0	
Total	971.5	1,104.8	1,307.9	1,685.3	1,500.7	1,564.0

The number of cases involving emergency repairs and the approved estimate for 2015-16 to 2019-20 are tabulated below:

Financial year	No. of approved cases	Approved estimate (\$ million)
2015-16	4,202	203.4
2016-17	6,552	371.6
2017-18	6,664	480.8
2018-19	7,305	562.1
2019-20 (As at end-February 2020)	4,991	234.6
Total	29,714	1,881.4

(2) 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 EDB's MBIS/MWIS Subsidy upon receipt of the SNs in order to appoint registered inspectors or qualified persons to carry out the inspections and arrange registered contractors to carry out the necessary repair works. SNs do not specify the age of the premises, nor does the EDB require schools to provide the premises' age when submitting applications for the relevant subsidy, the relevant information is therefore not available. From 2015-16 to 2019-20, the EDB has approved a total of 144 applications from 125 schools ^(Note), involving a total approved estimate of subsidy of around \$61.8 million. The details are as follows:-

Financial year	No. of approved applications	Approved estimate of subsidy (\$ million)
2015-16	31	7.6
2016-17	43	20.2
2017-18	34	11.3
2018-19	25	17.0
2019-20 (As at end-February 2020)	11	5.7
Total	144	61.8

As regards DSS schools, they may apply for capital 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.

(3) The Government has been assisting aided schools in carrying out school premises maintenance and repair works with a view to providing a safe teaching and learning environment for teachers and students. Modeling on the existing MBIS and MWIS, the EDB has earmarked \$800 million under the Capital Works Reserve Fund to assist aided schools in conducting the first round of building (for those aged over 30 years) and window (for those aged over 10 years) inspections as well as the necessary remedial works in an orderly fashion over the next 5 years starting from 2020-21 so as to further enhance the structural safety of school premises and help schools upkeep their premises more effectively.

All age-qualified aided school premises in the territory stand to benefit from the initiative. Based on the information available, the respective numbers of school premises aged over 10 and 30 years in the next 5 years are about 840 and 590.

The funding for the initiative is in addition to the provisions for major and emergency repair works. Applications for capital subventions under the annual Major Repairs exercise and the Emergency Repairs mechanism will not be affected.

(4) In accordance with the recommendations of the Civil Engineering and Development Department, schools should arrange routine maintenance inspection at least once a year and engineer inspection for maintenance at least once every 5 years for its man-made slopes and retaining walls to ensure that they are in good condition. Under the existing mechanism, aided schools may apply for capital subventions from the EDB to engage qualified persons and registered contractors respectively for carrying out engineer inspections and necessary repairs works. Aided schools may also apply for the EDB's capital subventions for carrying out the necessary repair works through the annual Major Repairs exercise and Emergency Repairs mechanism. DSS schools may apply for the capital subventions if the estimated cost of the repair works is over \$2 million. The number of cases involving slope repair works and the approved estimate for 2015-16 to 2019-20 are tabulated below:

Financial year	No. of approved cases	Approved estimate (\$ million)
2015-16	16	3.6
2016-17	21	13.7
2017-18	9	8.8
2018-19	15	21.1
2019-20	10	14.7
(As at end-February 2020)		
Total	71	61.9

- End -

CONTROLLING OFFICER'S REPLY

EDB138

(Question Serial No. 3295)

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 since the 2018/19 school year:

- (1) the number of schools granted approval for installing and replacing air-conditioning systems in each of the school years, and the number of air-conditioning systems and expenditures involved;
- (2) the expenditure involved in disbursement of the Air-conditioning Grant (AC Grant) in each of the school years;
- (3) For the purpose of AC Grant calculation, the Education Bureau specifically verifies if school facilities are standard ones. Please set out the following separately:
 - (I) the number of schools not provided with AC Grant because they do not have a standard assembly hall;
 - (II) the number of schools not provided with AC Grant because they do not have a standard library;
 - (III) the number of schools whose standard special rooms are fewer than the provision listed in the Schedule of Accommodation.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 66)

Reply:

- (1) As at March 2020, the number of schools granted approval under the relevant programme for installing, repairing or replacing air-conditioning systems is tabulated below:

Financial year	School type	No. of schools installing air-conditioning systems	No. of schools repairing or replacing air-conditioning systems
2018-19	Primary school	36	158
	Secondary school	48	147
	Special school	15	17
2019-20	Primary school	1	112
	Secondary school	2	108
	Special school	2	32

The estimated project costs for installing and repairing/replacing air-conditioning systems are around \$76 million and \$290 million respectively, involving some 1 927 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 expenditure involved in disbursement of the grant in the 2019/20 school year is not available at this stage as the school year has not yet come to a close and the estimated expenditure is around \$396 million. The actual expenditure for the 2018/19 school year is \$384 million.

(3) 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 for those facilities that do not exist.

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.

- End -

CONTROLLING OFFICER'S REPLY

EDB139

(Question Serial No. 3296)

Head: (156) Government Secretariat: Education Bureau

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

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

The Government has been providing speech therapy support services for pre-primary, primary, secondary and special school students. Please separately provide the following information:

- (1) the number of students with speech and language impairment in various types of schools, the amount of relevant grant provided for or the number of permanent speech therapist posts created in various types of schools, and the expenditure involved in each of the school years from 2014/15 to 2021/22;
- (2) the number of school applications received for the School-based Speech Therapy Service introduced in the 2019/20 school year and the number of primary and secondary schools granted approval; and the staff establishment and expenditure involved;
- (3) the number of vacant permanent speech therapist posts in various types of schools and the wastage rates in the current school year; the number of schools that had to procure service with the grant converted from freezing of posts; the number of schools facing a service gap because of unsuccessful recruitment or service procurement; and the ways to assist schools in overcoming difficulties in recruiting relevant professional staff; and
- (4) the number of permanent speech therapist posts to be created in the next 2 years and the estimated provision.
- (5) Please separately provide the following figures for each of the school years from 2014/15 to 2021/22:

- (I) the number of first-year places of speech therapy programmes offered by various tertiary institutions; and the relevant tuition fees, unit costs and Government funding; and
- (II) the number of graduates per annum.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 67)

Reply:

(1) to (4)

All along, the Education Bureau (EDB) provides additional resources for the public sector ordinary primary and secondary schools to provide school-based speech therapy service (SBSTS) for their students with speech and language impairment (SLI). Primary schools are provided with the Enhanced Speech Therapy Grant (ESTG) while secondary schools can utilize the Learning Support Grant to support students with SLI. According to the usual practice, we provide the number of students with SLI studying in the public sector ordinary schools and the total expenditure of the ESTG in the recent 5 school years (i.e. from 2015/16 to 2019/20 school year). Details are set out in Table 1 to Table 3 of the Appendix.

Starting from the 2019/20 school year, the EDB implements the Enhanced School-based Speech Therapy Service (Enhanced SBSTS) by creating school-based speech therapist (SBST) posts in the public sector ordinary primary and secondary schools by phases to provide more stable, sustainable and comprehensive support to students with SLI. In the 2018/19 school year, a total of 443 public sector ordinary schools informed the EDB in writing, their intention to implement the Enhanced SBSTS in the 2019/20 school year. In the 2019/20 school year, the EDB created 118 SBST posts in 223 public sector ordinary schools and there are still 25 vacant SBST posts. The EDB continues to provide schools that have not yet employed their SBSTs with the above additional grants for procuring services to support their students with SLI. The revised estimated expenditure for implementing the Enhanced SBSTS in the 2019/20 school year is around \$86 million.

In the 2020/21 school year, the EDB plans to create around 80 SBST posts in more than 150 public sector ordinary primary and secondary schools for implementing the Enhanced SBSTS. The estimated expenditure will be around \$140 million. Taking into consideration the preference of schools, the demand for SBSTS and the supply of speech therapists (STs), the EDB will continue to implement the Enhanced SBSTS by phases in the remaining schools. Upon full implementation of the Enhanced SBSTS, it is estimated that a total of around 420 SBST posts will be created in the public sector ordinary schools. The estimated annual recurrent expenditure will be around \$320 million.

As for aided special schools, all schools currently provided with ST posts for implementing SBSTS for all their students. The staff establishment of STs in special schools from the 2015/16 to 2019/20 school years is set out in Table 4 of the Appendix. In the 2019/20 school year, all 59 special schools with ST posts have employed STs, or in the form of frozen ST post vacancies (all or partial) in exchange for cash grant for recruiting temporary

staff or procuring related services. The EDB does not keep information on individual ST leaving the school sector, therefore, is unable to provide related statistics on wastage rates.

(5)

ST programmes offered by tertiary institutions in Hong Kong include: (i) Bachelor of Science programme in Speech and Hearing Sciences run by the Academic Unit of Human Communication, Development, and Information Sciences, Faculty of Education, the University of Hong Kong; (ii) Master of Science programme in Educational Speech – Language Pathology and Learning Disabilities run by the Department of Special Education and Counselling, Faculty of Education and Human Development, the Education University of Hong Kong; (iii) Master of Speech Therapy programme run by the Department of Chinese and Bilingual Studies, Faculty of Humanities, the Hong Kong Polytechnic University; and (iv) Master of Science programme in Speech-Language Pathology run by the Department of Otorhinolaryngology, Head and Neck Surgery, Faculty of Medicine, the Chinese University of Hong Kong. Programme (i) is funded by the University Grants Committee (UGC), with an annual tuition fee of \$42,100. The bulk of the recurrent grant for a UGC-funded university is in the form of a block grant based on the number of intake places allocated to the university. As the funding for this programme is subsumed under a block grant, the UGC is unable to attribute the actual subvention on specific academic programmes. The remaining 3 programmes are self-financing programmes and the EDB does not have information on their levels of tuition fee and unit cost. The number of first-year intake places and graduates / prospective graduates of these programmes are set out in Table 5 and Table 6 of the Appendix.

Table 1

Number of students studying in the public sector ordinary primary and secondary schools with speech and language impairment (SLI) as their major special educational need (SEN) from the 2015/16 to 2019/20 school years ^(Note):

School year	2015/16	2016/17	2017/18	2018/19	2019/20
Primary school	2 100	2 520	2 430	2 510	2 810
Secondary school	300	350	370	360	510

Note: Figures refer to the position as at September of the respective school years.

Table 2

Total number of students studying in the public sector ordinary primary and secondary schools with SLI and students with other types of SEN comorbid with SLI from the 2015/16 to 2019/20 school years ^(Note 1):

School year	2015/16	2016/17	2017/18	2018/19	2019/20 ^(Note 2)
Primary school	20 290	20 810	21 350	22 300	24 070
Secondary school	2 900	2 770	3 060	3 210	5 700

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Starting from the 2019/20 school year, some public sector ordinary schools start implementing the Enhanced School-based Speech Therapy Service (Enhanced SBSTS). School-based speech therapists as school staff can deliver more comprehensive services, including the work on identification and assessment. Therefore, there is a rise in the total number of students with SLI in this school year.

Table 3

Total expenditure of the Enhanced Speech Therapy Grant (ESTG) from the 2015/16 to 2019/20 school years:

School year	2015/16	2016/17	2017/18	2018/19	2019/20 (revised estimate)
Expenditure (\$ million)	57.4	59.8	62.8	66.1	52.0 ^(Note)

Note: Starting from the 2019/20 school year, some public sector ordinary schools start implementing the Enhanced SBSTS. Thus, there is a drop in the total estimated provision of the ESTG when compared with previous years.

Table 4

Staff establishment of speech therapists in the aided special schools from the 2015/16 to 2019/20 school years:

School year	2015/16	2016/17	2017/18	2018/19	2019/20
Staff establishment of speech therapists	144	145	155.5	159.5	160.5

Table 5

Number of first-year intake places of speech therapist programmes offered by tertiary institutions:

School year	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
The University of Hong Kong	47	56	56	40	50	48	48
The Education University of Hong Kong	49	32	42	49	39	40	40
The Hong Kong Polytechnic University	45	45	40	40	36	36	36
The Chinese University of Hong Kong	Not applicable ^(Note)			33	Not applicable ^(Note)	40	Not applicable ^(Note)

Note: The programme offered by the Chinese University of Hong Kong was inaugurated in the 2018/19 school year. There will not be any new intake in the 2019/20 and 2021/22 school years.

Table 6

Number of graduates / prospective graduates of speech therapist programmes offered by tertiary institutions:

School year	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
The University of Hong Kong	37	45	47	46	49	55	51
The Education University of Hong Kong	24	39	33	30	40	40	40
The Hong Kong Polytechnic University	29	31	28	29	34	28-30	28-30
The Chinese University of Hong Kong	Not applicable ^(Note)				30	Not applicable ^(Note)	38

Note: The 2-year programme offered by the Chinese University of Hong Kong was inaugurated in the 2018/19 school year. The first cohort of students will graduate in the 2019/20 school year. Since there is no new intake in the 2019/20 school year, there will not be any graduates in the 2020/21 school year.

- End -

CONTROLLING OFFICER'S REPLY**EDB140****(Question Serial No. 3297)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education, (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding the development of teaching reference materials for non-Chinese speaking (NCS) students from kindergarten to secondary education, please provide information about supporting teaching materials including learning modules and learning packages in the following tables:

(1) The teaching materials for the teaching and learning of NCS students from 2014/15 to 2019/20 developed by the Education Bureau.

Title of teaching material	Target subject, level and content	Cooperating partners (name of institutions/ organizations/ groups, etc.)	Beneficiaries (who are these materials made for)	Start date	Progress (under planning/ in progress/ completed with completion month and year)	Administrati on's follow-up to the materials and the progress (if any)	For completed teaching materials developed and studies in the above tables, have they been made public? If yes, through what channels? If no, why?

(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 and learning materials and research on Chinese teaching and learning for NCS students from 2014/15 to 2019/20:

Name of teaching material/study	Target subject and content	Funding source	Principal developer/investigator (including name of affiliation)	Beneficiaries (who are these materials made for)	Start date	Progress (under planning/ in progress/ completed (completion month and year))	Administration's follow-up to the materials and the progress (if any)	For completed teaching materials developed 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.: 68)

Reply:

(1) Teaching materials developed by the Education Bureau (EDB) for the teaching and learning of non-Chinese speaking (NCS) students from the 2015/16 to 2019/20 school years are as follows:-

Title of teaching material	Target, level and content	Partners (name of institutions/ organisations/ groups, etc.)	Beneficiaries (for whom the materials are developed)	Starting date	Progress	EDB's follow-up work (if applicable)	Arrangement and channel for distributing/releasing the completed materials (if applicable) (Note)
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 to the EDB webpage by phases. Feedbacks are collected from teachers on an on-going basis to refine the materials.	1,2 (materials have been released upon completion)
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.	Not applicable
The Learning and Teaching Package on War History of China (English version)	NCS students at junior secondary level (Chinese History)	Experts in Chinese history	NCS students at junior secondary level	2019/20 school year	In progress	The package will be uploaded to the EDB webpage.	Not applicable

Title of teaching material	Target, level and content	Partners (name of institutions/ organisations/ groups, etc.)	Beneficiaries (for whom the materials are developed)	Starting date	Progress	EDB's follow-up work (if applicable)	Arrangement and channel for distributing/releasing the completed materials (if applicable) (Note)
A Chinese-English Glossary of Terms Commonly Used in the Teaching of Junior Secondary Chinese History	NCS students at junior secondary level (Chinese History)	Department of Chinese and History, City University of Hong Kong	NCS students at junior secondary level	2019/20 school year	In progress	The glossary will be uploaded to the EDB webpage by phases.	Not applicable
A Bilingual Learning and Teaching Package on S.1 Chinese History for NCS students	NCS students at junior secondary level (Chinese History)	Department of History, The Chinese University of Hong Kong	NCS students at junior secondary level	2019/20 school year	In progress	The package will be uploaded to the EDB webpage by phases.	Not applicable

(2) Details of grants and funding provided for developing teaching and learning materials and research on Chinese teaching and learning for NCS students from the 2015/16 to 2019/20 school years are as follows:

Title of teaching material/research project	Target and content	Funding source	Principal developer/research institute (including name of its affiliates)	Beneficiaries (for whom the teaching materials are developed)	Starting date	Progress (planning/ in progress/ completed (with month and year of completion))	EDB's follow-up work on the teaching material and progress of development (if any)	Arrangement and channel for distributing/ releasing the completed teaching material/ research findings (if applicable) (Note)
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 the developers to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	2,4
Chinese Cultural Readings for Non-Chinese Speaking Students: Historical	To compile a Chinese cultural reader for non-Chinese speakers who endeavour to	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 the developers to submit progress reports regularly, stage-based assessment and	1,3

Title of teaching material/research project	Target and content	Funding source	Principal developer/ research institute (including name of its affiliates)	Beneficiaries (for whom the teaching materials are developed)	Starting date	Progress (planning/ in progress/ completed (with month and year of completion))	EDB's follow-up work on the teaching material and progress of development (if any)	Arrangement and channel for distributing/ releasing the completed teaching material/ research findings (if applicable) (Note)
Personages	enhance their Chinese proficiency. The reader could be used for classroom teaching as well as after-class leisure reading.						progress reviews are carried out to provide appropriate support.	
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 the developers to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	Not applicable

Title of teaching material/research project	Target and content	Funding source	Principal developer/ research institute (including name of its affiliates)	Beneficiaries (for whom the teaching materials are developed)	Starting date	Progress (planning/ in progress/ completed (with month and year of completion))	EDB's follow-up work on the teaching material and progress of development (if any)	Arrangement and channel for distributing/ releasing the completed teaching material/ research findings (if applicable) (Note)
Chinese Self-learning App for NCS Students	To develop a self-learning and parent-child co-learning app for NCS students to learn Chinese	Language Fund	Open Knowledge Association Limited	Primary 1 to Secondary 1 NCS students	September 2019	In progress	By requiring the developers to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	Not applicable
Chinese Cultural Readings for Non-Chinese Speaking Students: Historical Personages Digitalisation and Interactive Learning Programme	To produce an e-version of the Chinese Cultural Readings for non-Chinese Speaking Students: Historical Personages with enhanced contents	Language Fund	Open Knowledge Association Limited	NCS students at junior and senior secondary levels	September 2019	In progress	By requiring the developers to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	Not applicable

Title of teaching material/research project	Target and content	Funding source	Principal developer/ research institute (including name of its affiliates)	Beneficiaries (for whom the teaching materials are developed)	Starting date	Progress (planning/ in progress/ completed (with month and year of completion))	EDB's follow-up work on the teaching material and progress of development (if any)	Arrangement and channel for distributing/ releasing the completed teaching material/ research findings (if applicable) (Note)
DIY-Learn Chinese with Fun	To promote "300 commonly-used Chinese characters" using comic books, flash cards, electronic games and mobile apps	Language Fund	School of Continuing and Professional Education, City University of Hong Kong	NCS students in primary and secondary schools	September 2019	In progress	By requiring the developers to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	Not applicable
A Self-learning Open Platform of Chinese for Non-Chinese Speaking Learners	To build an open online learning platform for non-Chinese speakers to self-learn Chinese	Language Fund	The Education University of Hong Kong	Any non-Chinese speakers interested in learning Chinese (including Cantonese)	September 2019	In progress	By requiring the developers to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	Not applicable

Title of teaching material/research project	Target and content	Funding source	Principal developer/ research institute (including name of its affiliates)	Beneficiaries (for whom the teaching materials are developed)	Starting date	Progress (planning/ in progress/ completed (with month and year of completion))	EDB's follow-up work on the teaching material and progress of development (if any)	Arrangement and channel for distributing/ releasing the completed teaching material/ research findings (if applicable) (Note)
Research and Development Projects 2015-2016 (Theme: Learning of Chinese language of non-Chinese speaking (NCS) students in/outside classrooms)	NCS students in primary and secondary schools, and NCS self-learners (Chinese language)	Language Fund	Language and curriculum experts, scholars	NCS students in primary and secondary schools, and NCS self-learners	2015	Completed	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	Findings of the completed research project have been released in conferences
Research and Development Projects 2018-2019 (Theme: Learning of Chinese language of non-Chinese	NCS students in primary and secondary schools, and NCS self-learners (Chinese language)	Language Fund	Language and curriculum experts, scholars	NCS students in primary and secondary schools, and NCS self-learners	2018	In progress	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate	Not applicable

Title of teaching material/research project	Target and content	Funding source	Principal developer/ research institute (including name of its affiliates)	Beneficiaries (for whom the teaching materials are developed)	Starting date	Progress (planning/ in progress/ completed (with month and year of completion))	EDB's follow-up work on the teaching material and progress of development (if any)	Arrangement and channel for distributing/ releasing the completed teaching material/ research findings (if applicable) (Note)
speaking (NCS learners)							support.	
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 progress reviews are carried out to provide appropriate support.	3
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.	2

Title of teaching material/research project	Target and content	Funding source	Principal developer/ research institute (including name of its affiliates)	Beneficiaries (for whom the teaching materials are developed)	Starting date	Progress (planning/ in progress/ completed (with month and year of completion))	EDB's follow-up work on the teaching material and progress of development (if any)	Arrangement and channel for distributing/ releasing the completed teaching material/ research findings (if applicable) (Note)
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)	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	2, 3
Construction of School-based E-curriculum of Chinese as a Second Language for Enhancement of Teaching and Learning Effects for Non-Chinese Speaking Students	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)	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	1

Title of teaching material/research project	Target and content	Funding source	Principal developer/ research institute (including name of its affiliates)	Beneficiaries (for whom the teaching materials are developed)	Starting date	Progress (planning/ in progress/ completed (with month and year of completion))	EDB's follow-up work on the teaching material and progress of development (if any)	Arrangement and channel for distributing/ releasing the completed teaching material/ research findings (if applicable) (Note)
(Built-on Project)								
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)	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	2
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)	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	Not applicable (the deliverable is a school-based e-learning platform)

Title of teaching material/research project	Target and content	Funding source	Principal developer/ research institute (including name of its affiliates)	Beneficiaries (for whom the teaching materials are developed)	Starting date	Progress (planning/ in progress/ completed (with month and year of completion))	EDB's follow-up work on the teaching material and progress of development (if any)	Arrangement and channel for distributing/ releasing the completed teaching material/ research findings (if applicable) (Note)
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.	1
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)	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	Public performance

Title of teaching material/research project	Target and content	Funding source	Principal developer/ research institute (including name of its affiliates)	Beneficiaries (for whom the teaching materials are developed)	Starting date	Progress (planning/ in progress/ completed (with month and year of completion))	EDB's follow-up work on the teaching material and progress of development (if any)	Arrangement and channel for distributing/ releasing the completed teaching material/ research findings (if applicable) (Note)
"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)	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	3
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, Faculty of Education, The University of Hong Kong	Secondary school students	June 2015	Completed (May 2017)	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	1

Title of teaching material/research project	Target and content	Funding source	Principal developer/ research institute (including name of its affiliates)	Beneficiaries (for whom the teaching materials are developed)	Starting date	Progress (planning/ in progress/ completed (with month and year of completion))	EDB's follow-up work on the teaching material and progress of development (if any)	Arrangement and channel for distributing/ releasing the completed teaching material/ research findings (if applicable) (Note)
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)	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	1
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)	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	Not applicable (programmes were broadcast on campus TV)

Title of teaching material/research project	Target and content	Funding source	Principal developer/ research institute (including name of its affiliates)	Beneficiaries (for whom the teaching materials are developed)	Starting date	Progress (planning/ in progress/ completed (with month and year of completion))	EDB's follow-up work on the teaching material and progress of development (if any)	Arrangement and channel for distributing/ releasing the completed teaching material/ research findings (if applicable) (Note)
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)	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	1, 2
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)	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	2, 3

Title of teaching material/research project	Target and content	Funding source	Principal developer/ research institute (including name of its affiliates)	Beneficiaries (for whom the teaching materials are developed)	Starting date	Progress (planning/ in progress/ completed (with month and year of completion))	EDB's follow-up work on the teaching material and progress of development (if any)	Arrangement and channel for distributing/ releasing the completed teaching material/ research findings (if applicable) (Note)
"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)	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	2, 3
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)	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	Not applicable (the deliverable is a school-based e-learning platform)

Title of teaching material/research project	Target and content	Funding source	Principal developer/ research institute (including name of its affiliates)	Beneficiaries (for whom the teaching materials are developed)	Starting date	Progress (planning/ in progress/ completed (with month and year of completion))	EDB's follow-up work on the teaching material and progress of development (if any)	Arrangement and channel for distributing/ releasing the completed teaching material/ research findings (if applicable) (Note)
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)	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	1
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)	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to	2

Title of teaching material/research project	Target and content	Funding source	Principal developer/ research institute (including name of its affiliates)	Beneficiaries (for whom the teaching materials are developed)	Starting date	Progress (planning/ in progress/ completed (with month and year of completion))	EDB's follow-up work on the teaching material and progress of development (if any)	Arrangement and channel for distributing/ releasing the completed teaching material/ research findings (if applicable) (Note)
							provide appropriate support.	
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)	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	1
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)	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	Not applicable (the deliverable is a school-based e-learning platform)

Title of teaching material/research project	Target and content	Funding source	Principal developer/research institute (including name of its affiliates)	Beneficiaries (for whom the teaching materials are developed)	Starting date	Progress (planning/ in progress/ completed (with month and year of completion))	EDB's follow-up work on the teaching material and progress of development (if any)	Arrangement and channel for distributing/ releasing the completed teaching material/ research findings (if applicable) (Note)
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)	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	1, 2, 3
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)	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	2, 3

Title of teaching material/research project	Target and content	Funding source	Principal developer/ research institute (including name of its affiliates)	Beneficiaries (for whom the teaching materials are developed)	Starting date	Progress (planning/ in progress/ completed (with month and year of completion))	EDB's follow-up work on the teaching material and progress of development (if any)	Arrangement and channel for distributing/ releasing the completed teaching material/ research findings (if applicable) (Note)
"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)	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	2, 3
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)	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	Not applicable (the deliverable is under preparation)

Title of teaching material/research project	Target and content	Funding source	Principal developer/research institute (including name of its affiliates)	Beneficiaries (for whom the teaching materials are developed)	Starting date	Progress (planning/ in progress/ completed (with month and year of completion))	EDB's follow-up work on the teaching material and progress of development (if any)	Arrangement and channel for distributing/ releasing the completed teaching material/ research findings (if applicable) (Note)
Quality Education Fund Thematic Network on Utilising "Chinese Language Learning Progression Framework for Non-Chinese Speaking Children in Kindergartens in Hong Kong" for Effective Chinese Learning	Kindergarten teachers (Classroom Teaching Handbook on the Framework)	Quality Education Fund	Centre for Advancement of Chinese Language Education and Research, Faculty of Education, The University of Hong Kong	Kindergarten teachers	September 2017	In progress	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	Not applicable
One Student One Service Scheme	Secondary school students (learning and teaching resources on	Quality Education Fund	Salesians of Don Bosco Ng Siu Mui Secondary School	Secondary school students	June 2018	Completed (October 2019)	By requiring grantees to submit progress reports regularly, stage-based	1

Title of teaching material/research project	Target and content	Funding source	Principal developer/ research institute (including name of its affiliates)	Beneficiaries (for whom the teaching materials are developed)	Starting date	Progress (planning/ in progress/ completed (with month and year of completion))	EDB's follow-up work on the teaching material and progress of development (if any)	Arrangement and channel for distributing/ releasing the completed teaching material/ research findings (if applicable) (Note)
	service learning and interdisciplinary project-based learning)						assessment and progress reviews are carried out to provide appropriate support.	
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	Completed (January 2020)	By requiring grantees to submit progress reports regularly, stage-based assessment and progress reviews are carried out to provide appropriate support.	Exhibition
Using genre-based approach to enhance Chinese written composition	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	1 (Completion report has been uploaded to the Research

Title of teaching material/research project	Target and content	Funding source	Principal developer/research institute (including name of its affiliates)	Beneficiaries (for whom the teaching materials are developed)	Starting date	Progress (planning/ in progress/ completed (with month and year of completion))	EDB's follow-up work on the teaching material and progress of development (if any)	Arrangement and channel for distributing/ releasing the completed teaching material/ research findings (if applicable) (Note)
performance by ethnic minority students								Grants Council webpage)
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	1 (Completion report has been uploaded to the Research Grants Council webpage)
Enhancing Teaching Efficacy and Creative Teaching and Learning Chinese for Hong Kong's non-Chinese	Please visit the Research Grants Council webpage for project details	The Research Grants Council	The University of Hong Kong	Not applicable	January 2016	Completed (May 2019)	Not applicable	Pending submission of completion report by investigators for uploading to the Research

Title of teaching material/research project	Target and content	Funding source	Principal developer/ research institute (including name of its affiliates)	Beneficiaries (for whom the teaching materials are developed)	Starting date	Progress (planning/ in progress/ completed (with month and year of completion))	EDB's follow-up work on the teaching material and progress of development (if any)	Arrangement and channel for distributing/ releasing the completed teaching material/ research findings (if applicable) (Note)
students in Primary Schools								Grants Council webpage
Examining the effects of executive function on Chinese word reading among Chinese as a second language (CSL) learners and Chinese students from a developmental perspective	Please visit the Research Grants Council webpage for project details	The Research Grants Council	The Education University of Hong Kong	Not applicable	December 2019	In progress	Not applicable	Not applicable
Perception and Production of the Putonghua Tone of Non-Chinese Speaking South	Please visit the Research Grants Council webpage for project details	The Research Grants Council	The Open University of Hong Kong	Not applicable	January 2020	In progress	Not applicable	Not applicable

Title of teaching material/research project	Target and content	Funding source	Principal developer/ research institute (including name of its affiliates)	Beneficiaries (for whom the teaching materials are developed)	Starting date	Progress (planning/ in progress/ completed (with month and year of completion))	EDB's follow-up work on the teaching material and progress of development (if any)	Arrangement and channel for distributing/ releasing the completed teaching material/ research findings (if applicable) (Note)
Asian Ethnic Minority Students in Hong Kong								

Notes:

1. By uploading the materials to the website of the EDB or organisation(s) concerned
2. Through briefing sessions and teacher training programmes
3. By direct distribution to schools and organisation(s) concerned
4. By developing mobile applications for download

- End -

CONTROLLING OFFICER'S REPLY**EDB141****(Question Serial No. 3298)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education, (7) Post-secondary, Vocational and Professional Education,Controlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Would the government inform this Council of:

a) the list of non-governmental organizations and/or academic institutions that receive funding from the Education Bureau to provide academic support programmes for all students from kindergartens to secondary schools in the recent 3 years; and the details of each batch of funding including the programme, the amount of funding, period covered, target group, the total number of student attendance, and the number of non-Chinese speaking (NCS) student attendance.

Name of programme	Institution or organisations	Funding source	Expenditure	Target participants	Duration of the course	Number of schools participated	No. of students enrolled	No. of students completed the programme

b) the list of non-governmental organizations or academic institutions that receive funding from the Education Bureau to specifically provide support programmes to NCS students in Chinese Language learning and other subjects and integration programmes for NCS children in 2017/18, 2018/19 and 2019/20 school years; and the details of each batch of funding including the programme, the funding amount, period covered, target group, the evaluation method, and the number of NCS student enrollment and attendance. Please refer to the table listed in for the format.

c) 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 share the list of indicators for Chinese Language support programmes. If no, the reasons. How are the students' progress

tracked? Does the EDB provide standard assessment tools? If yes, please provide the assessment tools. If no, the reasons.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.:69)

Reply:

(a)

Apart from school education, the Education Bureau (EDB) provides various support programmes for students, such as the 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 and Life Education Activity Programmes for enhancing primary students' awareness of health issues, etc. The funding for organising/running these programmes may take the form of 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 huge number of items, we do not have ready information on all the non-governmental organisations (NGOs)/academic institutions that have received funding from the EDB for providing support programmes, the details, amount of funding, durations and target participants of these programmes, and the total numbers of students and NCS students participating in these programmes in the past 3 school years.

(b) and (c)

The programmes funded by the EDB specifically for supporting NCS students' learning of Chinese and their integration into the community from the 2017/18 to 2019/20 school years, with details including the target participants, numbers of NCS students participating in the programmes and the amount involved are set out in the table below. As the support programmes vary in terms of nature and target participants, the EDB evaluates and monitors their implementation by various means, such as observing the immediate responses of participants, conducting questionnaire surveys, holding meetings with service providers and scrutinising the reports submitted by service providers. The EDB attaches great importance to the quality of support programmes and will continue to review the programmes to ensure that they meet the needs of participants.

NGOs/ Academic institutions and objectives of their support programmes	Target participants	Numbers of student enrolment and attendance in the 2017/18, 2018/19 and 2019/20 school years	Expenditure # (\$ million)		
			2017/18	2018/19 ⁺	2019/20 [*]
2017/18 school year: The University of Hong Kong (HKU)	NCS students in primary and secondary schools	About 720 enrolled; about 690 attended (2017/18)	4.7	3.4	2.9

NGOs/ Academic institutions and objectives of their support programmes	Target participants	Numbers of student enrolment and attendance in the 2017/18, 2018/19 and 2019/20 school years	Expenditure # (\$ million)		
			2017/18	2018/19 ⁺	2019/20 [*]
<p>2018/19 and 2019/20 school years: HKU School of Professional and Continuing Education</p> <p>To offer remedial programmes after school hours and during holidays at the Chinese Language Learning Support Centres for NCS students who have a late start in learning Chinese</p>		<p>About 810 enrolled; about 700 attended (2018/19)</p> <p>About 760 enrolled; About 730 attended (2019/20)</p>			
<p>District-based Project on Supporting NCS Children in Learning Chinese</p> <p>(i) The Hong Kong Christian Service</p> <p>(ii) The Hong Kong Sheng Kung Hui (HKSKH)</p>	NCS children aged 3 to 9 in localities with a greater concentration of NCS students	<p>About 400[@] enrolled and attended (2017/18)</p> <p>About 400 enrolled and attended (2018/19)</p> <p>About 200 enrolled (number of students attending the</p>	1.7	3.7	0.7

NGOs/ Academic institutions and objectives of their support programmes	Target participants	Numbers of student enrolment and attendance in the 2017/18, 2018/19 and 2019/20 school years	Expenditure # (\$ million)		
			2017/18	2018/19 ⁺	2019/20 [*]
<p>Lady MacLehose Centre</p> <p>To motivate NCS children to learn Chinese through fun activities such as visits, games and creative arts.</p> <p>(iii) Dawn Foundation Limited^</p> <p>To help NCS students learn how to recognise and write Chinese characters.</p>		programme to be confirmed upon completion) (2019/20)			
<p>Caritas – Hong Kong</p> <p>To organise the Pilot Project on Providing Career-related Experience for NCS students in Secondary Schools</p>	NCS students of senior secondary levels	Numbers of students enrolled and attended are the same, about 600 per year	2.0	Not applicable (the Pilot Project was implemented between the 2015/16 and 2017/18 school years)	
<p>Caritas – Hong Kong</p> <p>To organise the Programme on</p>	NCS students in secondary schools	Numbers of students enrolled and attended are the same, about	Not applicable (the Programme commenced	0.7	1.3

NGOs/ Academic institutions and objectives of their support programmes	Target participants	Numbers of student enrolment and attendance in the 2017/18, 2018/19 and 2019/20 school years	Expenditure # (\$ million)		
			2017/18	2018/19 ⁺	2019/20 [*]
Providing Life Planning Education for NCS students in Secondary Schools		320 (2018/19) Expected to be about 620 (2019/20)	in the 2018/19 school year)		
HKU To organise the University -School Support Programmes for providing school-based support for kindergartens and primary schools in teaching Chinese to NCS students	Kindergartens / primary schools admitting NCS students and having applied for the programme	The programme provided support to teachers at the school level and the number of students supported is not available	4.1	5.5	Not Applicable (the programme was implemented up to the 2018/19 school year)
(i) HKU School of Professional and Continuing Education (for kindergartens) (ii) HKU (for kindergartens and primary schools) (iii) The PolyU Technology & Consultancy Company Limited (for primary	Kindergartens / primary schools admitting NCS students and having applied for the programme	The programme provides support to teachers at the school level and the number of students supported is not available	Not applicable (the programme commences in the 2019/20 school year)		6.0

NGOs/ Academic institutions and objectives of their support programmes	Target participants	Numbers of student enrolment and attendance in the 2017/18, 2018/19 and 2019/20 school years	Expenditure # (\$ million)		
			2017/18	2018/19 ⁺	2019/20 [*]
schools) To provide school-based support services for kindergartens and primary schools admitting NCS students to enhance teachers' professional capacity for teaching Chinese to NCS students					

Rounded to the nearest decimal place

+ Actual figures revised from the estimates last year

* Estimated figures

^ In the school years from 2014/15 to 2018/19 and in the 2019/20 school year, the grantees for the District-based Project on Supporting NCS Children in Learning Chinese are the Hong Kong Christian Service and the HKSKH Lady MacLehose Centre as well as the Dawn Foundation Limited respectively.

@ Students can participate in more than one activity.

Notes:

Eligible schools admitting NCS students are provided with additional recurrent funding to support NCS students in learning Chinese. With the additional funding and schools' deployment of resources, it is common for schools to offer Chinese language programmes to NCS students in collaboration with NGOs and/or academic institutions. The relevant expenses have been subsumed under the overall expenditure of the schools and a breakdown of expenditure is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB142

(Question Serial No. 0391)

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 2020/21 school year, the Education Bureau will (i) enhance the staff establishment of the boarding sections of aided special schools; (ii) improve the Saturday and Sunday manning ratios of the boarding sections; and (iii) provide an additional grant to the boarding sections of specified special schools for employing personal care workers or hiring related services. These involve an additional annual expenditure of around \$67 million. Please advise this Committee of the following:

- (a) the manning ratio and (b) the Saturday and Sunday manning ratios of the boarding section of each aided special school for the 2018/19 and 2019/20 school years;
- the expenditure and manpower involved in the provision of personal care services in the boarding sections of the specified special schools for the 2018/19 and 2019/20 school years;
- the estimated number of additional assistant wardens, houseparents-in-charge and personal care workers to be employed from the 2020/21 school year onwards; and
- whether performance indicators have been developed to evaluate if the additional grant provided to the boarding sections of the specified special schools could achieve the desired objectives? If yes, what are the details? If no, what are the reasons?

Asked by: Hon IP LAU Suk-ye, Regina (LegCo internal reference no.: 46)

Reply:

The boarding service of special schools is provided to facilitate students' access to school education. Staff members of the boarding section also provide personal care services for boarders. Boarding sections of special schools are staffed with wardens, assistant wardens, houseparents, programme workers, nurses, clerical assistants, janitor staff, cooks and watchmen by the Education Bureau (EDB) based on their size. Following the established practice, we will provide the overall staff establishment of both the school sections and boarding sections of special schools without revealing information of individual schools to

avoid possible labelling effect and unnecessary pressure because of staff deployment or the size of their establishment.

Starting from the 2020/21 school year, the EDB will implement a number of improvement measures to enhance the staff establishment and resources of the boarding sections of special schools with a view to improving service quality for the benefit of the boarders. Under the new measures, the rank for the warden and assistant warden of boarding section with a capacity of 40 or above will be upgraded to Social Work Officer and Assistant Social Work Officer respectively. The number of assistant wardens on the establishment will also be increased to 2. In addition, a houseparent-in-charge may be appointed amongst every 4 posts of houseparent. It is anticipated that the rank for the warden of the boarding section in 18 special schools will be upgraded and 18 additional assistant warden posts will be created respectively. The number of houseparents-in-charge will be increased by about 20 in the establishment of houseparents.

Furthermore, starting from the 2020/21 school year, the manning ratios of houseparents, programme workers, nurses, cooks and janitor staff on weekdays (Monday to Friday) to Saturday and Sunday will all be increased to 1:1, while the number of watchmen for boarding sections that provide 7-day boarding services will be increased to 4. It is estimated that a total of about 120 posts will be created.

The EDB will also provide a Personal Care Workers Grant for the boarding sections of schools for children with physical disability, schools for children with moderate intellectual disability (ID), schools for children with severe ID and the school for children with visual impairment cum ID to employ personal care workers or hire related services based on the actual needs, so that the workload of houseparents and programme workers arising from taking care of boarders' daily living can be relieved and more focused efforts can be dedicated to the provision of training and counselling. The amount of grant for each eligible special school in each school year is calculated according to the number of nurses in the staff establishment of its boarding section. The school will receive one unit of the additional grant for every 2 nurses. In the 2020/21 school year, it is estimated that a total of about 40 units of additional grant will be provided for eligible boarding sections of special schools. The estimated additional expenditure will be about \$9.5 million. Given that it is a new grant, there were no relevant expenditures in the 2018/19 and 2019/20 school years.

To ensure optimal use of the grant, the EDB requires schools to keep a separate ledger account to record all the incomes and expenditures chargeable to the grant. An annual audited account should be submitted to the EDB in accordance with the relevant requirements. Under the School Development and Accountability Framework, schools are required to assess its effectiveness with the School Self-evaluation mechanism and set out in their Annual School Plans and School Reports the policies and measures for supporting students and the deployment of resources for stakeholders' information. The EDB staff will also visit special schools (including their boarding sections) regularly to offer professional advice on the utilisation of various resources and manpower, and remind schools to provide students with appropriate education and care in accordance with the principle of Whole School Approach.

- End -

CONTROLLING OFFICER'S REPLY

EDB143

(Question Serial No. 0392)

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 plan to launch the Enhancement and Start-up Grant Scheme for Self-financing Post-secondary Education, which supports self-financing institutions in offering sub-degree or undergraduate programmes that meet market needs but require high start-up costs and involves a total commitment of \$1.26 billion. In this connection, please advise this Committee of the following:

- the definition of “sub-degree or undergraduate programmes that meet market needs but require high start-up costs”;
- the reasons for providing financial support for self-financing institutions instead of the University Grants Committee-funded institutions;
- whether performance indicators for the Scheme are in place to monitor the effective deployment of the grant; if yes, of the details; if no, of the reasons; and
- whether the self-financing institutions are required to submit written reports on the actual deployment of the grant to EDB; if yes, of the details; if no, of the reasons.

Asked by: Hon IP LAU Suk-ye, Regina (LegCo internal reference no.: 47)

Reply:

The Task Force on Review of Self-financing Post-secondary Education (the Task Force), chaired by Professor Anthony Cheung Bing-leung, published its review report in December 2018, with recommendations including that the Government should provide self-financing post-secondary institutions with more financial support of a non-recurrent nature to help them develop their distinct character and niche areas, and launch quality programmes which will better respond to our community needs. The Education Bureau (EDB) agrees with the Task Force and hence proposes to introduce the Enhancement and Start-up Grant Scheme for Self-financing Post-secondary Education (the Scheme) to provide financial support for self-financing institutions interested in offering designated

sub-degree or undergraduate programmes that meet market needs but require high start-up costs, so as to help such programmes take off and to alleviate students' financial burden due to tuition fees. This initiative aims to support independent non-profit-making self-financing post-secondary institutions in a targeted manner, which is in line with the Government's policy to support the parallel development of the publicly-funded and self-financing post-secondary sectors, with a view to diversifying the development of higher education in Hong Kong.

In recent years, the Government has leveraged on the programmes offered by the self-financing sector in nurturing talent for specific industries with keen manpower demand. We note that these institutions, which do not receive recurrent public subvention, may be financially constrained to develop certain programmes with high start-up costs (e.g. some health programmes, such as physiotherapy, may require an upfront investment of tens of millions of dollars). The EDB envisages that the programmes supported by the Scheme will mainly be vocational and professional education and training programmes (e.g. programmes in information technology, logistics, creative industries, and engineering/construction-related programmes) and degree programmes with a strong professional orientation (e.g. programmes in allied health) given their close relevance to industries with keen human resources needs and their requirement for costly dedicated equipment/facilities.

When applying for the Scheme, eligible institutions have to submit a proposal for each programme and formulate a series of performance indicators. If the application is approved, the institution is required to submit progress reports for each proposal to the EDB to review the implementation progress of the programme concerned and whether the performance indicators can be achieved. The EDB will conduct timely review on the effectiveness of the Scheme in enhancing the programme development, and learning and teaching quality for the self-financing post-secondary sector as a whole. We will consult the Legislative Council Panel on Education on the details of the Scheme.

- End -

CONTROLLING OFFICER'S REPLY

EDB144

(Question Serial No. 0393)

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:

Starting from the 2020/21 school year, the Education Bureau will provide specific parent education programmes for parents of non-Chinese speaking (NCS) students. The initiative will be implemented over 5 years, involving non-recurrent funding of \$15 million. Would the Administration advise this Committee of the following:

- details of these parent education programmes;
- whether the Bureau will consider turning this provision into a recurrent grant to support NCS families and create an inclusive environment in schools; and
- whether mechanisms are in place to objectively measure the effectiveness of the provision?

Asked by: Hon IP LAU Suk-ye, Regina (LegCo internal reference no.: 48)

Reply:

Starting from the 2020/21 school year, the Education Bureau (EDB) will provide a series of parent education programmes for non-Chinese speaking (NCS) parents, including outreach programmes and seminars respectively run by non-governmental organisations (NGOs) and/or tertiary institutions commissioned by the EDB, so as to help them support their children's learning, encourage their children to master the Chinese language, and help them have more comprehensive understanding of the multiple pathways available to their children.

The EDB will request the NGOs and/or tertiary institutions commissioned to design evaluation tools and collect the views from NCS parents with a view to understanding their needs and reviewing the effectiveness of the programmes. We will continue to review the implementation of related initiatives and accumulate our experience so as to enhance the modes and contents of, and resources for, parent education programmes for NCS parents and chart the way forward.

- End -

CONTROLLING OFFICER'S REPLY

EDB145

(Question Serial No. 2731)

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 Government will implement measures to improve the learning of students with special educational needs (SEN) in mainstream schools. These 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, etc. This involves an additional funding of \$800 million each year. What are the respective expenditures on re-structuring LSG, Intensive Remedial Teaching Programme and Integrated Education Programme in this school year? What are their respective percentage shares of the \$800 million additional funding? In the form of a table, please set out the related support measures, targets and a breakdown of the expenditure involved.

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 9)

Reply:

To help public sector ordinary schools cater for their 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. To further enhance the effectiveness of integrated education (IE), the EDB has implemented a series of enhanced measures (including the enhanced Learning Support Grant (LSG)) starting from the 2019/20 school year: (i) restructuring various subvented programmes for IE and extending the LSG to all public sector ordinary schools to replace the Intensive Remedial Teaching Programme and the IE Programme; (ii) increasing the LSG unit grant rate for tier-3 support to four times the rate for tier-2 support; (iii) converting/providing additional regular teaching post(s) titled as Special Educational Needs Support Teacher if the total amount of LSG received by the schools reach the specific threshold. With the implementation of the above enhanced LSG, schools have a more stable teaching force and

additional resources for flexible deployment to support the implementation of IE. Targets of the enhanced LSG are the same as those in the past, i.e. students with different types of SEN and academic low achievers (applicable to primary schools). The measures on enhancing IE involve an additional funding of around \$800 million each year. The additional expenditure on the enhanced LSG for the 2019/20 school year is around \$500 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB146

(Question Serial No. 2732)

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 post of Special Educational Needs Coordinator (SENCO) in public sector ordinary primary and secondary schools with 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:

(a) Up to the current school year, how many primary and secondary schools have their SENCO posts upgraded to a promotion rank? Please use the table below to provide the figures:

	Primary school	Secondary school
No. of schools with SENCO		
Expenditure involved (\$)		
No. of staff – salary point 30		
No. of staff – salary point 31		
No. of staff – salary point 32		
No. of staff – salary point 33		
No. of staff – salary point 34		
No. of staff – salary point 35		
No. of staff – salary point 36		
No. of staff – salary point 37		
No. of staff – salary point 38		
No. of staff – salary point 39		

(b) What are the respective numbers of students with SEN admitted to these primary and secondary schools?

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 20)

Reply:

(a) and (b)

Starting from the 2019/20 school year, the post of Special Educational Needs Coordinator (SENCO) in public sector ordinary primary and secondary schools with comparatively large number of students with special educational needs (SEN) will be upgraded to a promotion rank, i.e. Senior Graduate Master/Mistress in secondary schools (Master Pay Scale Points 34 to 39) and Primary School Master/Mistress in primary schools (Master Pay Scale Points 30 to 33) respectively if their Learning Support Grant (LSG) provision has reached the specified threshold. In the 2019/20 school year, there are a total of 244 secondary schools (about 63%) and 431 primary schools (about 95%) whose SENCO post has been upgraded to a promotion rank. Schools are required to assign a suitable teacher to take up the role of SENCO who should be remunerated based on his/her actual length of teaching experience and length of service in the promotion rank. The Education Bureau (EDB) does not collect information about remunerations of individual teachers, and therefore is unable to provide the number of SENCOs at different salary points.

In fact, all schools are required to adopt the Whole School Approach (WSA) to provide support for students with SEN through the 3-tier Intervention Model, taking into account their needs. Tier-1 support refers to early identification and catering for all students with diverse learning and adjustment needs, including those with mild or transient learning or adjustment difficulties through quality teaching in regular classroom; tier-2 support refers to additional support/“add-on” intervention for students with persistent learning or adjustment difficulties, such as small group learning, after-school remedial programmes and pull-out remedial programmes; tier-3 support refers to individualised intensive support for students with persistent and severe learning or adjustment difficulties including drawing up of Individual Education Plans. Irrespective of the tier of support required by students with SEN, schools are required to record the support and accommodations offered to students as well as their progress for regular review to facilitate adjustment, where appropriate, of the level of support required. 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, and submission of information about these students to the EDB is not required. In view of the actual implementation of the above Intervention Model, we have not compiled figures of students with SEN admitted to schools.

The LSG received by each public sector ordinary school is calculated according to the number of students with SEN who require tier-2 and tier-3 support and the tier of support they need, instead of just calculating the number of students with SEN. In the 2019/20 school year, the unit grant rate for tier-2 is \$15,000, and the unit grant rate for tier-3 is \$60,000. In other words, if a school has 40 students who require tier-2 support, or 10 students who require tier-3 support, or other combination of students who require tier-2 and tier-3 support with its LSG provision reaching the specified threshold (i.e. \$600,000 in the 2019/20 school year), it will have an additional regular teaching post titled as Special Educational Needs Support Teacher (SENST) through conversion. The SENST should be a member of the student support team to support the implementation of integrated

education. If the school's LSG provision reaches a higher threshold, extra 1 or 2 regular teaching post(s) will be provided. Irrespective of the number of students who require different tiers of support, schools should cater for these students through WSA by the SENCO and the student support team in collaboration with other teachers.

- End -

CONTROLLING OFFICER'S REPLY

EDB147

(Question Serial No. 2733)

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. Please:

(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 2015/16 to 2019/20:

(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; and

(v) the statistics on primary and secondary schools adopting Individual Education Plans (IEPs) in the territory:

No. of IEPs adopted	No. 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.: 29)

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 (IE), other students with special educational needs (SEN) will attend ordinary schools. Since the implementation of the IE policy, to support public sector ordinary 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 and the expenditure of these measures in the 2019/20 school year are set out at 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 ordinary schools in catering for students with SEN from the 2015/16 to 2019/20 school years are tabulated below:

School year	2015/16	2016/17	2017/18	2018/19	2019/20 (Revised estimate)
Expenditure (\$ million)	1,310	1,392	1,638	1,977	3,116

(b) (i) and (ii)

The respective number of students with SEN studying in public sector ordinary primary and secondary schools by grade level and by type of SEN from the 2015/16 to 2019/20 school years is set out at Appendix 2. The percentage of these students out of the total number of students studying in public sector ordinary 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	2015/16	2016/17	2017/18	2018/19	2019/20
Primary school	7.3%	7.7%	7.8%	8.3%	9.1%
Secondary school	7.0%	7.8%	8.6%	9.4%	10.1%

(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 early identification and catering for all students with diverse learning and adjustment needs, including those with mild or transient learning or adjustment difficulties, through 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 remedial programmes; Tier-3 support refers to individualised intensive support for students with persistent and severe learning or adjustment difficulties, including 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.

As mentioned above, for students with mild or transient learning difficulties, schools will provide them with tier-1 support through quality teaching in regular classroom. Basically, all students can benefit from tier-1 support and schools are not required to submit information about these students to the EDB. The distribution of public sector ordinary primary and secondary schools eligible for the Learning Support Grant (LSG) by number of students with SEN requiring tier-2 and tier-3 support from the 2015/16 to 2018/19 school years is set out at Appendix 3 and Appendix 4 respectively.

In the 2018/19 school year and before, ordinary schools were provided with additional resources under various funding modes to support students with SEN. For instance, some schools opted for the LSG, some schools implemented the IE Programme, some primary schools implemented the Intensive Remedial Teaching Programme (IRTP), and some primary schools adopted a Mixed Mode of implementing IRTP while receiving LSG. As schools were provided with additional resources under different modes (i.e. some were provided with additional grants, some were provided with an additional teaching post(s)), schools would adopt diversified strategies to support their students with SEN according to school-based circumstances. Different criteria are used under these funding modes in providing additional resources for schools. For example, schools implementing IE Programme or IRTP were provided with additional teaching manpower but the LSG was not available for flexible deployment in catering for each student with SEN. Besides, there was a basic provision under the LSG in the past, i.e. schools with 1 to 6 student(s) requiring tier-3 support were all provided with the same amount of basic provision. In view of the above factors, the schools concerned might not report to the EDB the tier of support required by each of their students and the number of students receiving tier-3 support.

The EDB has implemented a series of enhanced measures (including the enhanced LSG) starting from the 2019/20 school year: (i) restructuring various subvented programmes for IE and extending the LSG to all public sector ordinary schools to replace IRTP and the IE Programme; (ii) increasing the LSG unit grant rate for tier-3 support to four times the rate for tier-2 support; (iii) converting/providing additional regular teaching post(s) titled as Special Educational Needs Support Teacher if the total amount of LSG received by the schools reaches the specific threshold. With the implementation of the above enhanced LSG, the amount of LSG received by each public sector ordinary school is calculated based on the number of their students with SEN requiring tier-2 and tier-3 support and the tier of support these students require. Schools are provided with additional resources under the same mode, which allows a more comprehensive and consistent approach in respect of the report of the tier of support required by students with SEN, and enables the EDB to collect complete data on the tier of support these students require from schools. The number of students with various types of SEN requiring tier-2 and tier-3 support in public sector ordinary primary and secondary schools in the 2019/20 school year is tabulated below:

2019/20 school year	No. of students requiring tier-2 support ^{Note}	No. of students requiring tier-3 support ^{Note}
Primary school	27 959	2 094
Secondary school	21 502	1 552

Note: These figures cannot be directly compared with those of the 2018/19 school year and before.

Basically, schools should draw up IEPs for students requiring tier-3 support. Besides, the statistics on the number of students with SEN studying in public sector ordinary primary and secondary schools set out at Appendix 2 were compiled from records of the Special Education Management Information System (SEMIS) of the EDB in the beginning of the 2019/20 school year. For the figures of the students with SEN shown in the table above, with students' type of SEN and the tier of support they required being scrutinised and submitted by schools to the EDB via SEMIS in the first term of the 2019/20 school year, they were examined and compiled by the EDB at the end of the first term of the same school year. As such, these 2 sets of figures are different.

(iv)

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 ordinary schools is inappropriate.

Major measures to support public sector ordinary schools in catering for students with special educational needs (SEN)

Major measures	Details	2019/20 school year (Revised estimate) (\$ million)
Learning Support Grant	Schools are provided with a cash grant based on the number of students with SEN and academic low achievers and the tier of support the students require to procure services and/or hire teachers and teaching assistants to provide school-based support services for the students concerned.	749.0
Special Educational Needs Support Teacher	Starting from the 2019/20 school year, schools with the total amount of Learning Support Grant received reach the different thresholds will have 1 to 3 additional Assistant Primary School Master/Mistress post(s) (primary schools) / Graduate Master/Mistress post(s) (secondary schools) converted/provided to strengthen the support provided to students with SEN.	655.0
Special Educational Needs Coordinator	All schools are provided with an Assistant Primary School Master/Mistress (primary schools) / a Graduate Master/Mistress (secondary schools) in the staff establishment to facilitate the schools' assignment of a designated teacher to take up the role of Special Educational Needs Coordinator (SENCO). Starting from the 2019/20 school year, the SENCO post in schools with a comparatively large number of students with SEN are upgraded to promotion rank. i.e. Primary School Master/Mistress (primary schools) / Senior Graduate Master/Mistress (secondary schools).	820.0
School-based Educational Psychology Service	School-based educational psychology service is provided to help schools cater for students' diverse educational needs.	182.4

Major measures	Details	2019/20 school year (Revised estimate) (\$ million)
Enhanced School-based Speech Therapy Service	Starting from the 2019/20 school year, school-based speech therapist (SBST) posts are created in public sector ordinary schools by phases to allow schools to form clusters to employ SBSTs to support students with speech and language impairment.	85.8
Enhanced Speech Therapy Grant	Eligible schools are provided with a cash grant for procuring school-based speech therapy services to support students with speech and language impairment.	52.0
Top-up Fund for Procurement of Special Furniture and Equipment or Carrying out Minor Conversion Works for Students with Disabilities in Ordinary Schools	Schools can apply for this cash grant to procure special furniture and equipment or carry out minor conversion works for students with disabilities.	2.6
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 students who have imminent needs for highly intensive support.	3.2
Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs	Starting from the 2019/20 school year, schools admitting non-Chinese speaking students with SEN have been provided with additional grant under a three-tier structure.	28.1
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.	398.1

Major measures	Details	2019/20 school year (Revised estimate) (\$ million)
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 ordinary and special schools.	21.5
Special Schools cum Resource Centres	Participating special schools are provided with a cash grant to enable them to share their experience and expertise with ordinary school teachers for empowering them to support students with SEN.	5.0
Enhanced Support Service for Students with Hearing Impairment	The school for children with hearing impairment is provided with an additional senior teacher, resource teachers, speech therapists and a recurrent administration grant to offer support services to students with hearing impairment in ordinary and special schools.	11.3
Teacher Training	Provision of professional development courses and various types of training activities related to supporting students with SEN for school teachers.	101.8
Intensive Remedial Teaching Programme	Participating schools are provided with additional teachers to provide intensive remedial support for students with SEN and academic low achievers. [In the 2019/20 school year, the Learning Support Grant has been extended to all public sector ordinary schools to replace the Intensive Remedial Teaching Programme and Integrated Education Programme.]	Not applicable
Integrated Education Programme on Whole School Approach	Participating schools are provided with additional teachers/learning support assistants and recurrent grants to support students with SEN through the Whole School Approach. [In the 2019/20 school year, the Learning Support Grant has been extended to all public sector ordinary schools to replace the Intensive Remedial Teaching Programme and Integrated Education Programme.]	Not applicable

Major measures	Details	2019/20 school year (Revised estimate) (\$ million)
Resource Schools on Whole School Approach	<p>The resource schools are provided with a cash grant to enable them to share their experience and strategies with ordinary schools in the implementation of the Whole School Approach to cater for students with SEN.</p> <p>[The Resource Schools on Whole School Approach has ended since the 2019/20 school year.]</p>	Not applicable
Professional Development Schools Scheme	<p>Participating special schools are provided with a cash grant to enable them to offer school-based support for ordinary schools in catering for students with SEN.</p> <p>[The Professional Development Schools Scheme has ended since the 2019/20 school year.]</p>	Not applicable

**Number of students with SEN studying in public sector ordinary primary and secondary schools
by grade level and by type of SEN from the 2015/16 to 2019/20 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
2019/20	2	147	2 651	3 004	2 767	2 627	2 354	2 253	2 145	1 762	1 527	1 434

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
2019/20	108	122	168	144	153	111	144	139	139	132	128	108

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
2019/20	977	879	1 166	1 159	1 126	1 092	939	914	858	665	543	487

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
2019/20	162	364	831	1 221	1 410	1 507	1 505	1 542	1 561	1 264	963	827

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
2019/20	15	19	17	18	27	15	18	17	37	29	14	26

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
2019/20	3	6	6	3	7	9	6	6	6	14	19	10

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
2019/20	69	64	79	62	64	55	60	43	53	50	49	51

Speech & 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
2019/20	29	1 160	645	438	303	236	187	106	91	57	42	26

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
2019/20	5	8	11	11	9	21	44	58	96	90	105	103

Notes:

- 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 ordinary 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 ordinary 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.
- 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 ordinary 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 2015/16 to 2018/19 school years**

No. of students with SEN requiring tier-2 support	No. of schools ^{Notes}							
	2015/16		2016/17		2017/18		2018/19	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	0	2	1	2	9	1	0	1
1 to 10	15	81	11	57	41	50	13	39
11 to 20	26	72	26	77	23	67	18	54
21 to 30	35	49	26	56	19	57	20	64
31 to 40	55	27	47	27	47	34	31	36
41 to 50	63	22	62	26	57	30	72	34
51 to 60	51	25	62	19	65	21	80	21
61 to 70	33	21	37	25	41	21	53	25
71 to 80	19	25	22	25	28	14	46	19
81 to 90	7	17	9	15	10	23	27	15
91 to 100	4	13	8	18	8	18	13	15
Over 100	2	28	3	35	7	49	8	62

Notes:

1. 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 in Primary Schools (IRTP) and Integrated Education (IE) Programme in the 2017/18 and 2018/19 school years) 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.
2. Before the 2019/20 school year, ordinary schools were provided with additional resources with reference to different criteria and principles under various funding modes to support students with SEN. Those schools opting to implement IE Programme or IRTP (i.e. not opting for LSG) might not report to the Education Bureau (EDB) the tier of support required by each of their students and the number of all students receiving tier-3 support. Starting from the 2019/20 school year, the amount of LSG received by each public sector ordinary school under the enhanced LSG measure is calculated based on the number of their students with SEN requiring tier-2 and tier-3 support and the tier of support these students require. Schools are provided with additional resources under the same mode, which allows a more comprehensive and consistent approach in reporting the tier of support required by students with SEN, and enables the EDB to collect complete data on the tier of support these students require from schools.

**Distribution of public sector ordinary 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 2015/16 to 2018/19 school years**

No. of students with SEN requiring tier-3 support	No. of schools ^{Notes}							
	2015/16		2016/17		2017/18		2018/19	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	42	77	39	72	66	60	32	50
1 to 5	253	294	259	295	270	309	283	299
6 to 10	10	6	11	8	12	9	41	21
11 to 15	1	3	1	4	3	1	11	11
16 to 20	1	0	2	1	1	3	6	0
Over 20	3	2	2	2	3	3	8	4

Notes:

- 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 in Primary Schools (IRTP) and Integrated Education (IE) Programme in the 2017/18 and 2018/19 school years) 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.

2. Before the 2019/20 school year, ordinary schools were provided with additional resources with reference to different criteria and principles under various funding modes to support students with SEN. Those schools opting to implement IE Programme or IRTP (i.e. not opting for LSG) might not report to the Education Bureau (EDB) the tier of support required by each of their students and the number of all students receiving tier-3 support. Starting from the 2019/20 school year, the amount of LSG received by each public sector ordinary school under the enhanced LSG measure is calculated based on the number of their students with SEN requiring tier-2 and tier-3 support and the tier of support these students require. Schools are provided with additional resources under the same mode, which allows a more comprehensive and consistent approach in reporting the tier of support required by students with SEN, and enables the EDB to collect complete data on the tier of support these students require from schools.

- End -

CONTROLLING OFFICER'S REPLY**EDB148****(Question Serial No. 2734)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (000) Operational expensesProgramme: (6) Other Educational Services and Subsidies, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

The Education Bureau (EDB) is responsible for, among others, formulating education policies, introducing relevant legislations, and monitoring the performance of the entire education sector. As at 31 March 2020, there are 6 352 posts under the establishment of the EDB. In this connection, please advise this Committee of the following:

- (a) Please set out, in the form of a table, the establishment of various departments in the past 5 years by rank, salary point and expenditure:

Department (branch/division/section)	Rank	No. of staff	Salary point	Expenditure

- (b) The EDB estimates that there will be an increase of 115 posts in 2020-21. Which department(s) will these posts be deployed to? What are the details? Please use the table below to set out the relevant information:

Department (branch/division/section)	Rank	No. of staff	Reason for the increase	Salary point	Expenditure

(c) Which divisions/sections are responsible for handling complaints about teachers or educators? What were the establishment, division of labour and number of staff of these divisions/sections in the past 5 years? Please use the table below to set out the relevant information:

Department (branch/division/section)	Rank	No. of staff	Nature of work	Salary point	Expenditure

(d) Further to (c) above, how many complaints did the divisions/sections responsible for handling complaints about teachers or educators receive? What are the complaint handling procedures, the average time required to process a complaint, and the expenditures involved? Please use the table below to set out the relevant figures in the past 5 years. If such information is unavailable, what are the reasons?

School year	Category and details of complaint	No. of cases received (anonymous/non-anonymous cases)	No. of cases rejected (anonymous/non-anonymous cases)	No. of completed cases (anonymous/non-anonymous cases)	No. of substantiated complaints (anonymous/non-anonymous cases)	Processing time	Expenditure incurred (breakdown/amount)
2019/20	(Example) Classroom teaching performance: (Details)						
	(Example) Inappropriate remarks: (Details)						
2018/19						

(e) Further to (d) above, among the substantiated complaints, how many cases (i) were handled at school level before, and (ii) were considered unsubstantiated at school level? (iii) What are the reasons that the EDB and the school concerned have different investigation results?

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 62)

Reply:

(a) The establishment and salary expenditure of the Education Bureau (EDB) from 2016 to 2020 are set out at Annexes 1 and 2 respectively.

(b) The increase of 115 posts in the EDB in 2020-21 is the net result of the planned creation of 191 posts and planned deletion of 76 posts. Details of these posts are set out at Annex 3.

(c) to (e) Under the Project on Enhancement of Complaint Management in Schools, upon receipt of complaints from parents, students or members of the public against the daily operation or internal affairs of schools, including complaints against school staff, the EDB will refer the complaints to the schools for direct handling upon seeking the respective

complainant’s consent. The school concerned should handle the complaint and reply to the complainant in accordance with its school-based mechanism and procedures, and send a copy of the reply to the EDB for information. The EDB will scrutinise the school’s reply and, depending on the circumstances, take follow-up actions as appropriate. However, if the nature of the complaint is serious, the EDB will conduct direct investigation. As for other school-related complaints that involve the Education Ordinance, education policies and services rendered directly by the EDB, complaints referred by other departments, complaints lodged by school staff, etc., they will be handled by the EDB and a reply will be given to the complainant upon completion of the investigation.

Regarding complaints against school staff received by the EDB, some of them were made through emails. While the complainants’ email addresses were given, we are unable to confirm whether the names provided by the complainants are real. Notwithstanding this, as the words and deeds of teachers have a direct impact on students, if the allegations involve remarks or acts which obviously fail to meet the ethical standards acceptable to the general public, risk safety of students, or harm the healthy development of students, the EDB has the responsibility to seriously follow up the complaints even when they are made anonymously. Hence, we do not categorise the complaints by whether they are anonymous. Moreover, given the extensive coverage of these complaints and the unique nature of various cases, with quite a number of them involving multiple allegations, we do not categorise these complaints by type. As for the time required to process a complaint case, it depends on the nature and complexity of the complaint concerned. In general, it takes about two to three months to handle a complaint and a longer time for a complicated case. Since complaint handling is part of day-to-day work of the sections under the EDB and the expenses incurred have been subsumed under the EDB’s overall manpower and operating expenditure, a breakdown is not available.

The number of complaints against teachers received by the EDB from the 2015/16 to 2019/20 school years and their position are set out in the table below:

School year	No. of complaints	No. of completed cases	No. of substantiated complaints	No. of cases not being able to follow up #
2015/16	97	93	20	4
2016/17	86	84	25	2
2017/18	103	98	20	5
2018/19	164	134	46	7
2019/20 (as at January 2020)	190	118	61 [^]	0

In principle, all cases would be followed up by the EDB. However, for a few complaints with vague content or insufficient information, and where the complainants could not be contacted, follow-up actions could not be taken.

[^] Including the complaints that the EDB has largely completed the investigation and initially considered that the cases might be substantiated, pending the submission of written representations by the teachers concerned.

For complaints about teachers suspected of violating professional misconduct, schools, as employers, are obligated to conduct investigation according to the established mechanism and procedures and take follow-up actions as appropriate, with a view to safeguarding the well-being of students and upholding teachers' professionalism. Moreover, schools are required to submit reports and relevant information to the EDB. Upon receipt of the reports, the EDB will scrutinise the contents in detail, including the investigation procedures by schools, response from the teachers concerned, and the follow-up actions taken by schools. If necessary, the EDB will seek clarification from schools or interview the parties concerned and scrutinise the relevant documents at the schools.

Establishment of the EDB from 2016 to 2020 (as at 31 March of each year)

(i) 2016

<u>Category/Grade</u>	<u>No. of posts</u>
Senior directorate officers and supporting staff	
Directorate officers	8
Other grades ^{Note 1}	12
 Further and Higher Education Branch	
Directorate officers	2
Education grades ^{Note 2}	
- Non-teaching grades	7
Other grades ^{Note 1}	58
 Planning, Infrastructure and School Places Allocation Branch	
Directorate officers	4
Education grades ^{Note 2}	
- Non-teaching grades	96
Other grades ^{Note 1}	135
 Professional Development & Special Education Branch	
Directorate officers	4
Education grades ^{Note 2}	
- Teaching grades	22
- Non-teaching grades	298
Other grades ^{Note 1}	120
 School Development & Administration Branch (including government schools)	
Directorate officers	4
Education grades ^{Note 2}	
- Teaching grades	2 963
- Non-teaching grades	256
Other grades ^{Note 1}	649
 Curriculum and Quality Assurance Branch	
Directorate officers	5
Education grades ^{Note 2}	
- Non-teaching grades	291
Other grades ^{Note 1}	159

<u>Category/Grade</u>	<u>No. of posts</u>
Corporate Services Branch	
Directorate officers	5
Education grades ^{Note 2}	
- Non-teaching grades	29
Other grades ^{Note 1}	400
Total:	<hr/> 5 527

Note 1: Including grades of Administrative Officer, Executive Officer, Information Officer, Treasury Accountant, Laboratory Technician, Clerical Officer, Clerical Assistant, Workman II, etc.

Note 2: Including teaching grades (grades of Education Officer, Primary School Master/Mistress and Certificated Master/Mistress) and non-teaching grades (grades of Education Officer (Administration), Education Assistant, Inspector (Graduate), Inspector (Non-Graduate) and Specialist (Education Services)).

(ii) 2017

<u>Category/Grade</u>	<u>No. of posts</u>
Senior directorate officers and supporting staff	
Directorate officers	8
Other grades ^{Note 1}	12
Further and Higher Education Branch	
Directorate officers	2
Education grades ^{Note 2}	
- Non-teaching grades	8
Other grades ^{Note 1}	60
Planning, Infrastructure and School Places Allocation Branch	
Directorate officers	4
Education grades ^{Note 2}	
- Non-teaching grades	98
Other grades ^{Note 1}	136
Professional Development & Special Education Branch	
Directorate officers	6
Education grades ^{Note 2}	
- Teaching grades	20
- Non-teaching grades	314
Other grades ^{Note 1}	133
School Development & Administration Branch (including government schools)	
Directorate officers	4
Education grades ^{Note 2}	
- Teaching grades	2 987
- Non-teaching grades	252
Other grades ^{Note 1}	648
Curriculum and Quality Assurance Branch	
Directorate officers	5
Education grades ^{Note 2}	
- Non-teaching grades	297
Other grades ^{Note 1}	166

<u>Category/Grade</u>	<u>No. of posts</u>
Corporate Services Branch	
Directorate officers	5
Education grades ^{Note 2}	
- Non-teaching grades	29
Other grades ^{Note 1}	404
Total:	<hr/> 5 598

Note 1: Including grades of Administrative Officer, Executive Officer, Information Officer, Treasury Accountant, Laboratory Technician, Clerical Officer, Clerical Assistant, Workman II, etc.

Note 2: Including teaching grades (grades of Education Officer, Primary School Master/Mistress and Certificated Master/Mistress) and non-teaching grades (grades of Education Officer (Administration), Education Assistant, Inspector (Graduate), Inspector (Non-Graduate) and Specialist (Education Services)).

(iii) 2018

<u>Category/Grade</u>	<u>No. of posts</u>
Senior directorate officers and supporting staff	
Directorate officers	8
Other grades ^{Note 1}	12
Further and Higher Education Branch	
Directorate officers	2
Education grades ^{Note 2}	
- Non-teaching grades	8
Other grades ^{Note 1}	87
Planning, Infrastructure and School Places Allocation Branch	
Directorate officers	4
Education grades ^{Note 2}	
- Non-teaching grades	98
Other grades ^{Note 1}	138
Professional Development & Special Education Branch	
Directorate officers	6
Education grades ^{Note 2}	
- Teaching grades	20
- Non-teaching grades	324
Other grades ^{Note 1}	143
School Development & Administration Branch (including government schools)	
Directorate officers	4
Education grades ^{Note 2}	
- Teaching grades	3 151
- Non-teaching grades	254
Other grades ^{Note 1}	708
Curriculum and Quality Assurance Branch	
Directorate officers	5
Education grades ^{Note 2}	
- Non-teaching grades	303
Other grades ^{Note 1}	169

<u>Category/Grade</u>	<u>No. of posts</u>
Corporate Services Branch	
Directorate officers	5
Education grades ^{Note 2}	
- Non-teaching grades	29
Other grades ^{Note 1}	412
Total:	<hr/> 5 890

Note 1: Including grades of Administrative Officer, Executive Officer, Information Officer, Treasury Accountant, Laboratory Technician, Clerical Officer, Clerical Assistant, Workman II, etc.

Note 2: Including teaching grades (grades of Education Officer, Primary School Master/Mistress and Certificated Master/Mistress) and non-teaching grades (grades of Education Officer (Administration), Education Assistant, Inspector (Graduate), Inspector (Non-Graduate) and Specialist (Education Services)).

(iv) 2019

<u>Category/Grade</u>	<u>No. of posts</u>
Senior directorate officers and supporting staff	
Directorate officers	8
Other grades ^{Note 1}	13
Further and Higher Education Branch	
Directorate officers	2
Education grades ^{Note 2}	
- Non-teaching grades	8
Other grades ^{Note 1}	87
Planning, Infrastructure and School Places Allocation Branch	
Directorate officers	4
Education grades ^{Note 2}	
- Non-teaching grades	102
Other grades ^{Note 1}	149
Professional Development & Special Education Branch	
Directorate officers	6
Education grades ^{Note 2}	
- Teaching grades	20
- Non-teaching grades	345
Other grades ^{Note 1}	148
School Development & Administration Branch (including government schools)	
Directorate officers	4
Education grades ^{Note 2}	
- Teaching grades	3 176
- Non-teaching grades	259
Other grades ^{Note 1}	711
Curriculum and Quality Assurance Branch	
Directorate officers	5
Education grades ^{Note 2}	
- Non-teaching grades	315
Other grades ^{Note 1}	169

<u>Category/Grade</u>	<u>No. of posts</u>
Corporate Services Branch	
Directorate officers	5
Education grades ^{Note 2}	
- Non-teaching grades	29
Other grades ^{Note 1}	431
Total:	<hr/> 5 996

Note 1: Including grades of Administrative Officer, Executive Officer, Information Officer, Treasury Accountant, Laboratory Technician, Clerical Officer, Clerical Assistant, Workman II, etc.

Note 2: Including teaching grades (grades of Education Officer, Primary School Master/Mistress and Certificated Master/Mistress) and non-teaching grades (grades of Education Officer (Administration), Education Assistant, Inspector (Graduate), Inspector (Non-Graduate) and Specialist (Education Services)).

(v) 2020 (revised estimate)

<u>Category/Grade</u>	<u>No. of posts</u>
Senior directorate officers and supporting staff	
Directorate officers	8
Other grades ^{Note 1}	13
Further and Higher Education Branch	
Directorate officers	2
Education grades ^{Note 2}	
- Non-teaching grades	8
Other grades ^{Note 1}	99
Planning, Infrastructure and School Places Allocation Branch	
Directorate officers	4
Education grades ^{Note 2}	
- Non-teaching grades	102
Other grades ^{Note 1}	164
Professional Development & Special Education Branch	
Directorate officers	7
Education grades ^{Note 2}	
- Teaching grades	21
- Non-teaching grades	423
Other grades ^{Note 1}	160
School Development & Administration Branch (including government schools)	
Directorate officers	7
Education grades ^{Note 2}	
- Teaching grades	3 289
- Non-teaching grades	267
Other grades ^{Note 1}	775
Curriculum and Quality Assurance Branch	
Directorate officers	6
Education grades ^{Note 2}	
- Non-teaching grades	321
Other grades ^{Note 1}	175

<u>Category/Grade</u>	<u>No. of posts</u>
Corporate Services Branch	
Directorate officers	5
Education grades ^{Note 2}	
- Non-teaching grades	30
Other grades ^{Note 1}	466
Total:	<hr/> 6 352

Note 1: Including grades of Administrative Officer, Executive Officer, Information Officer, Treasury Accountant, Laboratory Technician, Clerical Officer, Clerical Assistant, Workman II, etc.

Note 2: Including teaching grades (grades of Education Officer, Primary School Master/Mistress and Certificated Master/Mistress) and non-teaching grades (grades of Education Officer (Administration), Education Assistant, Inspector (Graduate), Inspector (Non-Graduate) and Specialist (Education Services)).

Salary expenditure of the EDB from 2016 to 2020

Financial year	Salary expenditure (\$ million)
2015-16	3,054.43
2016-17	3,188.42
2017-18	3,311.72
2018-19	3,517.52
2019-20	3,773.90 (revised estimate)

Details on the increase of 115 posts in the EDB in 2020-21

<u>Rank</u>	<u>No. of posts to be created</u>	<u>Pay scale</u>	<u>Annual salary^{Note} (\$ million)</u>
Further and Higher Education Branch			
Chief Executive Officer	1	Master Pay Scale Points 45 to 49	1.51
Senior Executive Officer	1	Master Pay Scale Points 34 to 44	1.12
Executive Officer II	1	Master Pay Scale Points 15 to 27	0.53
Planning, Infrastructure and School Places Allocation Branch			
Education Officer (Administration)	1	Master Pay Scale Points 34 to 44	1.12
Assistant Education Officer (Administration)	2	Master Pay Scale Points 21 to 33	1.41
Building Services Engineer	1	Master Pay Scale Points 32 to 44	0.82
Structural Engineer	1	Master Pay Scale Points 32 to 44	0.82
Building Services Inspector	1	Master Pay Scale Points 24 to 33	0.74
Assistant Building Services Inspector	1	Master Pay Scale Points 13 to 23	0.46
Maintenance Surveyor	1	Master Pay Scale Points 30 to 44	1.03
Assistant Clerk of Works	1	Master Pay Scale Points 13 to 23	0.46
Executive Officer II	2	Master Pay Scale Points 15 to 27	1.07
Assistant Clerical Officer	1	Master Pay Scale Points 3 to 15	0.29
Professional Development & Special Education Branch			
Assistant Education Officer (Administration)	1	Master Pay Scale Points 21 to 33	0.70
Principal Inspector	1	Master Pay Scale Points 45 to 49	1.51
Senior Inspector	2	Master Pay Scale Points 40 to 44	2.45
Inspector (Graduate)	1	Master Pay Scale Points 34 to 39	0.99
Assistant Inspector (Graduate)	1	Master Pay Scale Points 23 to 33	0.74
Specialist (Education Services) I	12	Master Pay Scale Points 34 to 44	13.49
Specialist (Education Services) II	4	Master Pay Scale Points 23 to 33	2.95
Speech Therapist	10	Master Pay Scale Points 16 to 33	6.42
Executive Officer II	3	Master Pay Scale Points 15 to 27	1.60
Assistant Clerical Officer	1	Master Pay Scale Points 3 to 15	0.29

**School Development & Administration Branch
(including government schools)**

Assistant Education Officer (Administration)	7	Master Pay Scale Points 21 to 33	4.93
Principal I	4	Master Pay Scale Points 45 to 49	6.06
Senior Education Officer	24	Master Pay Scale Points 38 to 41	26.99
Education Officer	5	Master Pay Scale Points 34 to 39	4.93
Senior Primary School Master/Mistress	31	Master Pay Scale Points 34 to 35	28.00
Senior Executive Officer	1	Master Pay Scale Points 34 to 44	1.12
Executive Officer I	2	Master Pay Scale Points 28 to 33	1.62
Executive Officer II	4	Master Pay Scale Points 15 to 27	2.14
Assistant Clerical Officer	12	Master Pay Scale Points 3 to 15	3.47
Workman II	1	Model Scale 1 Pay Scale Points 0 to 8	0.18

Curriculum and Quality Assurance Branch

Principal Inspector	1	Master Pay Scale Points 45 to 49	1.51
Senior Inspector	1	Master Pay Scale Points 40 to 44	1.22
Inspector (Graduate)	5	Master Pay Scale Points 34 to 39	4.93
Assistant Inspector (Graduate)	11	Master Pay Scale Points 23 to 33	8.11
Executive Officer I	1	Master Pay Scale Points 28 to 33	0.81
Executive Officer II	5	Master Pay Scale Points 15 to 27	2.67
Assistant Clerical Officer	7	Master Pay Scale Points 3 to 15	2.02

Corporate Services Branch

Analyst/Programmer I	2	Master Pay Scale Points 28 to 33	1.62
Analyst/Programmer II	15	Master Pay Scale Points 16 to 27	8.02
Clerical Officer	1	Master Pay Scale Points 16 to 21	0.46

Sub-total (A): 191

<u>Rank</u>	<u>No. of posts to be deleted</u>	<u>Pay scale</u>	<u>Annual salary^{Note} (\$ million)</u>
Further and Higher Education Branch			
Executive Officer II	-1	Master Pay Scale Points 15 to 27	0.53
Assistant Clerical Officer	-1	Master Pay Scale Points 3 to 15	0.29
School Development & Administration Branch (including government schools)			
Assistant Education Officer (Administration)	-4	Master Pay Scale Points 21 to 33	2.81
Principal II	-4	Master Pay Scale Points 40 to 44	4.89
Assistant Education Officer	-30	Master Pay Scale Points 15 to 33	19.26
Primary School Master/Mistress	-30	Master Pay Scale Points 30 to 33	25.37
Assistant Primary School Master/Mistress	-1	Master Pay Scale Points 15 to 29	0.56
Curriculum and Quality Assurance Branch			
Inspector (Graduate)	-2	Master Pay Scale Points 34 to 39	1.97
Assistant Inspector (Graduate)	-3	Master Pay Scale Points 23 to 33	2.21
Sub-total (B):	-76		
Net total [(A)+(B)]:	115		

Note: Notional Annual Mid-point Salary is used for calculating the salaries for civil service posts.

- End -

CONTROLLING OFFICER'S REPLY**EDB149****(Question Serial No. 2735)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (6) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

The Education Bureau (EDB) has all along provided support for the Council on Professional Conduct in Education (CPC). In this connection, please advise this Committee of the following:

(a) in the form of a table, the amount of funding provided for the CPC to cover its expenditures in each of school years from 2014/15 to 2019/20:

	Support items	School year					
		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
1 (example)	Administrative expenditures						
2 (example)	Manpower arrangements						
3 (example)	Expenditures on communication						

(b) the percentage of the relevant expenditures in the total expenditures under this Programme;

(c) the criteria that the Administration adopts in providing relevant support for the CPC and the criteria for adjusting the amount of funding;

(d) in the form of a table, the number of cases handled by the CPC in each of the school years from 2014/15 to 2019/20:

School year	Type of complaints and details	No. of cases received (anonymous complaint/ non-anonymous complaint)	No. of cases not accepted (anonymous complaint/ non-anonymous complaint)	No. of cases with handling procedures completed (anonymous complaint/ non-anonymous complaint)	No. of complaints substantiated (anonymous complaint/ non-anonymous complaint)	Handling time required	Expenditures involved (breakdown/ amount)

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 37)

Reply:

(a) - (c)

The Government established the Council on Professional Conduct in Education (“the CPC”) in 1994 following the recommendation of Education Commission Report No. 5. The CPC is a non-statutory body and plays the role of an advisory body. At present, there are 28 members under 4 categories, including the teacher-nominated category (13), the organisation-nominated category (8), the parent representative-nominated category (3), and the Permanent Secretary for Education-nominated category (4), of which one being the representative of the Education Bureau (EDB). All members of the CPC, except the EDB representative, serve on a voluntary basis and receive only meeting allowance. The salary of the EDB representative and the administrative expenses involved in the provision of secretariat support for the CPC have been subsumed under the establishment and general expenditures of the EDB, hence a separate breakdown is not available.

In the past 5 financial years, the meeting allowance and its percentage share of the total expenditure under this Programme is provided in the table below:

	Expenditure incurred in the financial year				
	2014-15	2015-16	2016-17	2017-18	2018-19
Meeting allowance	\$24,838	\$25,226	\$15,654	\$28,545	\$29,087
Percentage share of the total expenditure under this Programme (%) [#]	0.00068	0.00322	0.00098	0.00322	0.00069

Rounded down to 5 decimal places

(d)

The CPC has not categorised the complaints it received. In general, most of the cases involve maladministration, staff disputes, failure to carry out teaching duties properly, improper behaviour, etc. Upon receiving the complaint form submitted by a complainant, the CPC will handle the case in accordance with the Case Handling Procedures. Among cases handled by the CPC in the past 5 school years, 1 was found substantiated in the 2014/15 school year. Among the closed cases in the other 4 school years, there were no substantiated cases. Details of the complaint cases handled are provided in the table below:

School year	No. of cases received (a+b+c+d)	a. No. of cases closed (e+f closed cases)	b. No. of cases withdrawn	c. No. of cases in progress (unsubstantiated)	d. No. of cases suspended*	e. No. of cases not filed /unaccepted	f. No. of cases filed (In progress) +(Closed)	g. Average processing time (Month)@
2014/15	32	26	1	1	4	24	(1)+(2)	12.00
2015/16	21	19	1	1	0	19	(1)+(0)	10.36
2016/17	27	17	6	4	0	17	(4)+(0)	6.67
2017/18	30	21	7	1	1	21	(1)+(0)	9.18
2018/19	22	12	2	8(5)	0	12	(3)+(0)	5.89

* Legal proceedings are underway, the case has been referred to law enforcement agencies or relevant organisations for follow-up actions, or other reasons accepted by the Case-filing Panel.

@ Rounded down to 2 decimal places; average processing time for closed cases only.

- End -

CONTROLLING OFFICER'S REPLY

EDB150

(Question Serial No. 2752)

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:

“Enhance the additional funding to all public sector and DSS primary schools admitting a relatively small number of non-Chinese speaking (NCS) students under a new two-tiered arrangement to facilitate the implementation of the “CSL Learning Framework.”

How is the bureau going to enable EM children to bridge over the mainstream Chinese language curriculum?

Is the bureau going to develop a Chinese language curriculum with stage learning objectives including teaching and learning materials for P1.-P.6 non-Chinese students?

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 13)

Reply:

Starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding to schools, 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. Starting from the 2014/15 school year, 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 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 relatively small number of NCS students (i.e. 1 to 9 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 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. To enhance the support for NCS students in learning Chinese and create an inclusive learning environment in schools, the EDB will, starting from the 2020/21 school year, provide a new two-tiered subsidy for all schools admitting a relatively small number of NCS students (1 to 5 NCS students and 6 to 9 NCS students respectively) and increase the amount of the additional funding from currently \$50,000 to \$0.15 million or \$0.3 million. The amount of the additional funding provided to schools admitting NCS students will also be adjusted based on the year-on-year movement of the Composite Consumer Price Index and/or the annual rates of the Civil Service Pay Adjustment.

As NCS students take Hong Kong as their home, it is hoped that they will attain the Chinese proficiency level comparable to that of the Chinese-speaking students in the long run so that their competitiveness in the workplace will be similar to that of other Chinese-speaking people in the end. We consider that formulating a separate curriculum with a level different from that for other students is not beneficial to the future of NCS students, and it is also likely to create a labelling effect.

Starting from the 2014/15 school year, the EDB has implemented the “Learning Framework” in primary and secondary schools, and made a revision to it in January 2019. The “Learning Framework”, designed on the basis of the mainstream Chinese Language curriculum, provides steps and methods for learning and teaching, and assessment for teachers’ reference in teaching and making flexible adaptations according to the learning progress of NCS students. Teachers can make reference to the “Learning Framework”, which is not independent of the mainstream Chinese Language curriculum, to set learning targets, learning progress and expected learning outcomes on reading, speaking, listening and writing, as well as adapt and develop teaching materials at the school-based level for NCS students with different starting points and abilities, so as to help these second language learners to use a “small-step” learning approach to learn Chinese progressively.

The EDB has been continuously developing diversified learning and teaching resources such as the “Chinese Language Assessment Tools for NCS Students” and teaching reference materials to provide guidelines and support for teachers with regard to curriculum planning, learning and teaching, and assessment. These resources have been uploaded to the EDB webpage and will be updated on an ongoing basis. A series of learning and teaching materials, including student textbooks, workbooks and teaching reference materials for NCS students at primary levels is being developed for teachers’ reference and use. The materials for lower primary levels (i.e. Primary 1 to 3) have been uploaded to the EDB webpage and distributed to schools. The materials for upper primary levels (i.e. Primary 4 to 6) have been uploaded to the EDB webpage by phases starting from December 2019.

The Chinese Language curriculum framework provides schools with some flexibility. The curriculum documents also provide suggestions on learning targets, curriculum content, curriculum organisation and design, class hours, teaching strategies, and assessment. Schools can make adjustments in respect of curriculum, teaching, and assessment in light of school context and make use of the assessment tools with reference to the needs and learning progress of students with different backgrounds and learning abilities to help students to make progress.

- End -

CONTROLLING OFFICER'S REPLY

EDB151

(Question Serial No. 2765)

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:

Is the bureau going to set up a dedicated team in the EDB to develop teaching resources and organize workshops for teachers to support NCS students who have difficulties learning other subjects taught in Chinese; including but not limited to subjects such as Mathematics, Chinese History and Liberal Studies etc?

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 14)

Reply:

The Education Bureau (EDB) is committed to facilitating the adaptation of non-Chinese speaking (NCS) students (especially ethnic minority students) to the local education system and their mastery of the Chinese language for their early integration into the community. To support NCS students' learning, officers in different sections of the EDB have been taking up an active role in the provision of professional support. As far as Chinese Language is concerned, starting from the 2014/15 school year, a series of enhanced support measures have been introduced, including the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") in primary and secondary schools, a substantial increase in the additional funding to schools, provision of diversified teaching resources for schools, and teacher training and professional support for schools to facilitate the implementation of the "Learning Framework" and creation of an inclusive learning environment in schools. Besides, the Standing Committee on Language Education and Research has been making use of the Language Fund to develop learning and teaching materials, so as to create a rich linguistic environment for Chinese language learning to enhance NCS students' interests in learning Chinese and enable them to be exposed to a wide range of information in Chinese, with a view to consolidating their knowledge base about Chinese and enhancing their learning effectiveness for subjects taught in Chinese.

To provide support for schools, EDB officers in charge of the curriculum of various subjects have been developing different types of learning and teaching resources, such as teaching design and learning activity exemplars, sample teaching materials, multimedia learning and teaching resources for teachers' reference. As for professional development of teachers, EDB officers have been providing professional support for teachers of different Key Learning Areas/subjects, including seminars, workshops and network activities. In fact, the existing Chinese Language curriculum and curricula of other subjects provide schools with flexibility. The curriculum documents also provide suggestions on learning targets, curriculum content, curriculum organisation and design, lesson hours, teaching strategies, and assessment. Schools can make adaptations in respect of curriculum, teaching, and assessment in light of school context and make use of the information of the student assessment with reference to the needs and learning progress of students with different backgrounds and learning abilities to help students to make progress. If necessary, schools may apply for the school-based professional support services provided by the EDB (such as the support services on Liberal Studies provided by the professional officers of the EDB to schools admitting NCS students, and on-site support on Mathematics provided by a university commissioned by the EDB). The professional officers of the EDB will put the focus on catering for learner diversity (including the learning of NCS students) and assist schools to adapt their school-based curricula and adopt diversified teaching strategies, with a view to enhancing effectiveness of the learning and teaching.

Currently, different sections of the EDB are engaged in the provision of support for NCS students. With their collaboration to optimise the benefits of the professional support, it is not necessary to set up a dedicated team which represents duplication of effort. EDB officers will continue to implement and enhance multiple support measures to assist NCS students to learn effectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB152

(Question Serial No. 2766)

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 are the additional resources under a 3-tier structure to public sector ordinary and Direct Subsidy Scheme primary schools admitting non-Chinese speaking students with special educational needs?

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 15)

Reply:

To further support non-Chinese speaking (NCS) students with special educational needs (SEN) to adapt to school life and make smooth transition through different learning stages, starting from the 2019/20 school year, the Education Bureau has provided a recurrent cash grant known as the Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs (the Grant) for public sector ordinary primary and secondary schools as well as Direct Subsidy Scheme (DSS) schools admitting these students 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. The Grant is disbursed under a 3-tier structure according to the number of NCS students with SEN enrolled in each school, i.e. \$100,000 for 1 to 9 students, \$200,000 for 10 to 25 students, and \$300,000 for 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. In the 2019/20 school year, about 400 students studying in public sector ordinary and DSS primary schools benefit from the provision, which involves an estimated expenditure of around \$18.3 million.

- End -

CONTROLLING OFFICER'S REPLY**EDB153****(Question Serial No. 2767)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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 2015/16 to 2019/20 academic years.

	No. of S6 non-Chinese speaking (NCS) students in schools offering local curriculum	No. of S6 NCS students sitting for HKDSE	No. of S6 NCS students met the general entrance requirements of undergraduate programmes	No. of S6 NCS students admitted to UGC-funded FYFD programmes through the JUPAS	No. of local NCS students who were admitted to UGC-funded FYFD programmes through non-JUPAS route
2015/16					
2016/17					
2017/18					
2018/19					
2019/20					

- B. 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 2015/16 to 2019/20 academic years.

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 47)

Reply:

- A. In the 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20 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 is 1 150, 1 186, 1 317, 1 218 and 1 334 respectively. Among them, the number of NCS S6 students who sat for the Hong Kong Diploma of Secondary Education Examination (HKDSE) in the 2015/16, 2016/17, 2017/18 and 2018/19 school years is 1 035, 1 062, 1 189 and 1 094 respectively and the number of NCS students who met the general entrance requirements of undergraduate programmes is 320, 350, 385 and 331 respectively. The information for the 2019/20 school year 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. local students whose 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 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20 academic years is 84, 87, 119, 116 and 104 (figure for the 2019/20 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 104, 98, 123, 151 and 129 (figure for the 2019/20 academic year is provisional) respectively.

- B. Eligible S4 to S6 school candidates entering 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 entering 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 Government’s measure to pay the examination fees for school candidates entering for the 2019 and 2020 HKDSE, the “subsidised examination fee” of

eligible NCS students entering for the aforementioned non-local Chinese Language examinations in the 2018/19 and 2019/20 school years was waived accordingly.

The number of NCS students subsidised to enter for the aforementioned examinations from the 2015/16 to 2019/20 school years is tabulated below:

Alternative Chinese Language examinations	Number of NCS students subsidised (Number of NCS students subsidised to enter for the examinations for the first time)				
	2015/16 school year	2016/17 school year	2017/18 school year	2018/19 school year	2019/20 school year
GCSE Chinese	1 000 (938)	1 205 (1 140)	1 373 (1 269)	526 (486)	878 (794)
IGCSE Chinese	91 (91)	96 (90)	125 (108)	537 (517)	634 (503)
GCE AS-Level Chinese	289 (284)	245 (241)	300 (295)	428 (421)	520 (516)
GCE A-Level Chinese	156 (150)	201 (192)	152 (130)	53 (45)	76 (75)
Total	1 536	1 747	1 950	1 544	2 108

The expenditure on subsidy for NCS students to enter for the aforementioned examinations from the 2015/16 to 2019/20 school years is tabulated below:

Alternative Chinese Language examinations	Expenditure on subsidy for NCS students to enter for the examinations (Expenditure on subsidy for NCS students to enter for the examinations for the first time)				
	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)	Actual expenditure in the 2018/19 school year (\$ million)	Estimated expenditure for the 2019/20 school year (\$ million)
GCSE Chinese	0.71 (0.67)	0.99 (0.93)	1.23 (1.14)	0.86 (0.79)	1.54 (1.39)
IGCSE Chinese	0.16 (0.16)	0.20 (0.18)	0.25 (0.22)	1.51 (1.46)	1.90 (1.51)
GCE AS-Level Chinese	0.71 (0.70)	0.66 (0.66)	0.83 (0.82)	1.58 (1.56)	1.98 (1.97)
GCE A-Level Chinese	0.51 (0.48)	0.73 (0.70)	0.63 (0.54)	0.29 (0.25)	0.44 (0.43)
Total	2.09 (2.02)	2.58 (2.47)	2.94 (2.72)	4.24 (4.06)	5.86 (5.30)

Note: The aforementioned expenditure does not cover the expenditure on the full or half fee remission under the EFRS for eligible needy NCS students entering 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB154

(Question Serial No. 2769)

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 of the following:

- (a) How many primary and secondary school teachers were employed from the 2017/18 to 2019/20 school years as a result of the regularisation of the pilot project? What was the expenditure on their salaries?
- (b) How many primary and secondary schools were involved from the 2017/18 to 2019/20 school years?
- (c) According to the reply from the Education Bureau (EDB) last year, most schools have appointed a suitable teacher as SENCO through internal deployment. What are the numbers of SENCOs appointed through internal deployment as well as the primary and secondary schools concerned? If no such data is available, what are the reasons?
- (d) Further to (c) above, is the EDB confirming that teachers employed under the project are so employed by schools as new teachers to take up non-SENCO duties (i.e. to become an additional teacher under the general establishment) leaving the SENCO post to be filled by an existing/experienced/senior teacher (such as assistant principal) through internal deployment?

(e) Has the project been completed as planned? If no, what are the reasons? How many primary and secondary school teachers will be employed respectively under the project in the coming school year (i.e. the 2020/21 school year)? What will be the expenditure on their salaries?

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 10)

Reply:

(a), (b) and (e)

Starting from the 2017/18 school year, the Education Bureau (EDB) provides, by phases in three years, each public sector ordinary primary and secondary school with an additional graduate teacher post to facilitate the schools' assignment of a designated teacher to take up the role of Special Educational Needs Coordinator (SENCO). In the 2019/20 school year, all public sector ordinary schools have been provided with a SENCO. In addition, starting from this school year, the rank of SENCO in public sector ordinary schools admitting comparatively large number of students with special educational needs (SEN) will be upgraded to promotion rank (i.e. Primary School Master/Mistress or Senior Graduate Master/Mistress). The expenditures on the provision of SENCO in ordinary schools in the 2017/18 and 2018/19 school years are \$164 million and \$376 million respectively. For the 2019/20 school year, the revised estimated expenditure is \$820 million. The number of schools with provision of SENCO in each of these 3 years is set out in the table below:

School year	No. of schools with provision of SENCO		
	Secondary school	Primary school	Total
2017/18	118	126	244
2018/19	244	300	544
2019/20	389	455	844

Provision of SENCO has become a regular item starting from the 2019/20 school year. From the 2020/21 school year onwards, all public sector ordinary schools have the SENCO provision. The estimated expenditure for the 2020/21 school year is about \$834 million.

(c) and (d)

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.

According to the aforementioned requirements, schools will, having regard to actual circumstances and students' needs, either assign a teacher as SENCO through internal deployment or open recruitment. A SENCO, regardless of whether he/she is assigned through deployment or open recruitment, is required to lead the student support team and designated to assist the school principal and the vice-principal(s) in planning, coordinating and promoting the Whole School Approach to Integrated Education. We gather from school visits that schools are aware of the responsibilities of SENCO and have assigned the staff member to carry out the related duties, and most schools have appointed a suitable teacher as SENCO through internal deployment.

- End -

CONTROLLING OFFICER'S REPLY

EDB155

(Question Serial No. 1863)

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 view of the persistent novel coronavirus epidemic, the Education Bureau (EDB) has announced the suspension of all school classes in the territory, and classes will resume on 20 April this year the earliest. This has not only seriously slowed down the progress of teaching, but also reflected the inadequate support provided by the EDB in respect of online teaching resources. In this connection, would the Administration advise this Committee of the following:

- (1) whether it will provide additional resources to support schools in developing online teaching resources; if yes, of the details; if no, of the reasons;
- (2) with teaching seriously behind schedule in all schools, its policy to support schools and students being affected, and the expenditure involved; and
- (3) whether, in response to this epidemic, a task force will be set up or an emergency mechanism will be put in place to coordinate policies that address the impacts of the epidemic on schools and students?

Asked by: Hon LAU Ip-keung, Kenneth (LegCo internal reference no.: 45)

Reply:

During class suspension, schools should optimise the use of different modes, for example, by sending learning materials through emails and school websites, or using online platforms to practice e-learning, so as to keep providing learning and emotional support for students. Schools may also devise weekly learning plans to enable students to continue to systematically engage in a moderate amount of learning in order to achieve the goal of "suspending classes without suspending learning". Currently, schools may, having regard to their operational needs for information technology (IT) in education, flexibly deploy various subsidies (including the Composite Information Technology Grant and Information

Technology Staffing Support Grant) to procure software and hardware for online teaching, and strengthen the IT staffing support in schools.

The Government has been implementing information technology in education for more than 20 years. Provided with relevant infrastructure and support, schools have practised e-learning in light of their context. To support students' learning, teachers have also optimised the use of diversified online teaching resources, including online resources provided by different sections/units of the Education Bureau (EDB), multimedia and reading materials available from Hong Kong Education City (HKEdCity), and online assessment systems (STAR platform). The EDB also makes use of different channels to render support.

A dedicated webpage has been set up by the EDB and HKEdCity following the announcement on class suspension. The HKEdCity has upgraded the bandwidth of its network, while the EDB has been in active negotiation with copyright owners of resources such as educational television programmes for granting direct access to cross-boundary students to enable their online viewing in the Mainland. In February, visits to the HKEdCity website registered a fourfold increase when compared with the same period last year. Moreover, the EDB recently produced a series of curricular resources related to the COVID-19 to assist teachers in disseminating tips on epidemic prevention and relevant knowledge under different topics, and help students develop a positive attitude.

During class suspension, schools have been actively supporting students who are unable to undertake Internet learning due to the lack of necessary equipment, for example, by lending them mobile computer devices and helping them with the application for financial assistance. Moreover, school premises remain open during class suspension and there are staff members on duty to take care of students who need to return to schools and answer parents' enquiries. In case of doubt or difficulties, students and parents may approach the school directly to seek assistance as appropriate. The Government and charitable organisations also provide necessary support for needy students. For example, the Student Finance Office and the Social Welfare Department have implemented the Subsidy Scheme for Internet Access Charges since the 2010/11 school year to provide eligible families with Internet access subsidies so as to facilitate needy students' e-learning at home. Starting from the 2018/19 school year, the EDB also provides, through the Community Care Fund, subsidises for needy primary and secondary students for purchasing mobile computer devices to facilitate the practice of e-learning in public sector schools. To alleviate the burden of parents in this regard, the Government will provide an additional \$1,000 to each student receiving the Student Grant in the 2019/20 school year, i.e. the Student Grant amount of this year will be increased from \$2,500 to \$3,500, through the newly established \$30 billion Anti-epidemic Fund. No separate applications by parents are necessary. This will involve an additional expenditure of about \$900 million. Moreover, to help needy students engage in e-learning at home, the Hong Kong Jockey Club Charity Trust is giving 100 000 local primary and secondary school students free Internet access (via mobile data SIM cards) for 4 months with the help of 2 non-governmental organisations.

While optimising the use of online resources can bring benefits, thorough consideration is required in actual practice. For example, it is not advisable for students studying at kindergarten, P1 and P2 levels, and students with special educational needs displaying attention deficit to engage in onscreen learning for a long period of time. Given schools'

varying contexts and students' diverse needs, it is not appropriate to adopt e-learning without consideration of the actual circumstances. Alternatively, open-ended learning activities, such as reading and project-based learning, are arranged in some schools to create more opportunities for self-learning. Such learning experiences are essential to one's acquisition of knowledge, inspiration of creativity and building of emotional qualities.

We understand that home learning cannot fully replace classroom learning. Upon class resumption, we trust schools will suitably adjust their teaching and learning arrangements, with a view to keeping the learning progress of the students. If individual schools consider it necessary, they may arrange supplementary lessons at their discretion for individual cases, according to their school-based circumstances and needs of students. The EDB has been maintaining liaison with different government departments and stakeholders in respect of learning support during class suspension. We will keep in view the impact of the epidemic on schools and students while understanding their needs and providing appropriate support. We do not have any plan to set up a task force separately.

- End -

CONTROLLING OFFICER'S REPLY

EDB156

(Question Serial No. 1864)

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 estimate for Programme (6) Other Educational Services and Subsidies is \$277.8 million higher than that for 2019-20 and there will be an increase of 33 posts. Please advise this Committee of:

- (1) the amount of expenditure for strengthening Constitution and Basic Law education;
- (2) the programmes that aim to strengthen Constitution and Basic Law education, as well as the manpower and expenditure involved; and
- (3) the functions of the newly created 33 posts and the expenditure involved.

Asked by: Hon LAU Ip-keung, Kenneth (LegCo internal reference no.: 46)

Reply:

(1) and (2) The Education Bureau (EDB) has been continuously adopting a wide array of measures to strengthen the implementation of Basic Law education (BLE), which include developing learning and teaching (L&T) resources, providing teacher training for school sponsoring bodies, school leaders and teachers, organising life-wide learning activities for students, etc. Such support measures enable schools and teachers to acquire a deeper understanding of the relationship between the Constitution of our country and the Basic Law as well as the concepts embodied in the Basic Law, and to understand that the Basic Law is the cornerstone of Hong Kong's development and is closely related to our daily life, which in turn facilitate schools to enhance L&T efficacy by making plans for and taking forward BLE more effectively. In view of the needs of the school sector, the EDB will continue to strengthen BLE through diversified strategies, taking into consideration the school curriculum and learning pace of students, to enhance students' understanding of the Constitution and the Basic Law as well as to foster their awareness of the rule of law in Hong Kong. Besides updating L&T resources and organising teacher training activities on

an ongoing basis, the EDB will continue to organise student activities such as Basic Law quizzes and suitable exchange programmes and visits to enhance students' understanding of the historical background of the Basic Law and its implementation.

Since the promotion of the Constitution and the Basic Law among students and teachers is an integral part of the EDB's day-to-day curriculum development work, the staff cost involved has been subsumed under the Bureau's recurrent expenditure and is not confined to Programme (6). A breakdown of the relevant manpower and expenditure is therefore not available.

(3) A total of 33 posts will be created in the EDB under Programme (6) in 2020-21. The breakdown of these posts by rank is as follows –

<u>Rank</u>	<u>Post to be created</u>
Principal Inspector	1
Senior Inspector	2
Inspector (Graduate)	1
Assistant Inspector (Graduate)	1
Specialist (Education Services) I	12
Specialist (Education Services) II	4
Speech Therapist	10
Executive Officer II	2
Total:	33

The 33 additional posts are mainly for enhancing the professional and administrative support to a number of services, including the strengthening of various support measures for the implementation of integrated education.

- End -

CONTROLLING OFFICER'S REPLY

EDB 157

(Question Serial No. 1872)

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:

During 2020-21, the Education Bureau will redeploy resources previously dedicated to production of educational television programmes to development of diversified educational multimedia resources. What are the details of manpower and resource deployment?

Asked by: Hon LAU Ip-keung, Kenneth (LegCo internal reference no.: 22)

Reply:

Starting from 2020-21, educational television (ETV) service will be repositioned in light of the recommendations made in the Director of Audit's Report No.71. The Education Bureau (EDB) will redeploy resources previously dedicated to the production of ETV programmes and cease to provide annual funding for Radio Television Hong Kong (RTHK) to produce a certain number of ETV programmes. Instead, the EDB will develop diversified multimedia learning and teaching resources with reference to curricular needs, including thematic short videos, micro movies, photos, sound tracks, interactive games, as well as picture books, nursery rhymes and props for storytelling for kindergartens. Moving beyond the confines of television programmes, these educational resources are produced to better meet schools' teaching needs. To produce the diversified learning and teaching resources outlined above, the EDB will increase the scale of commissioning the production of multimedia resources by engaging service providers in the market to tap innovative inputs and enhance production quality. RTHK will be invited to bid for the contracts just like other service providers with production experience. The estimated expenditure for the development of diversified educational multimedia resources for 2020-21 is \$30 million. Since the development of learning and teaching resources (including multimedia educational resources) is an integral part of the day-to-day curriculum development work of the EDB, it is not practical to give separate figures on the manpower involved in individual development tasks.

- End -

CONTROLLING OFFICER'S REPLY**EDB158****(Question Serial No. 0259)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding “extending the enhanced School-based Educational Psychology Service (SBEPS)”, would the Government inform this Committee of:

- (a) the ratios of educational psychologists to (1) schools and (2) students in the past 3 years;
- (b) the details of the enhanced SBEPS for the next 3 years; and
- (c) the divisions, manpower and resources involved.

Asked by: Hon LEE Kok-long, Joseph (LegCo internal reference no.: 46)Reply:

(a) to (c)

Since the 2016/17 school year, all public sector ordinary primary and secondary schools have been provided with the School-based Educational Psychology Service (SBEPS). From that school year onwards, the Education Bureau (EDB) has progressively improved the ratio of educational psychologist (EP) to school to 1:4 for public sector ordinary primary and secondary schools with a comparatively larger number of students with special educational needs (SEN), i.e. the Enhanced SBEPS. The number of schools receiving the Enhanced SBEPS in the recent 3 school years is tabulated as follows:

School year	2017/18	2018/19	2019/20
No. of schools	80	119	169

The EDB plans to extend the Enhanced SBEPS to about 210 schools in the 2020/21 school year and will keep in view the implementation of the Enhanced SBEPS and the supply and

demand of EPs to decide the additional number of schools to be included annually thereafter.

The SBEPS is delivered by EPs from the EDB and school sponsoring bodies (SSBs). EPs are deployed by the EDB and SSBs on the basis of the number of schools while the number of students is not the major consideration for deployment. As such, we do not have figures on the EP to student ratio. At present, each EP serves 7 to 8 public sector ordinary primary and secondary schools with assorted number of students with SEN. In the school years from 2017/18 to 2019/20, the number of EPs providing SBEPS (including the Enhanced SBEPS) for public sector ordinary primary and secondary schools in the territory is 144, 151 and 156 respectively, and the total expenditure involved is tabulated as follows:

School year	2017/18	2018/19	2019/20 (revised estimate)
Expenditure (\$ million)	127	139	183

- End -

CONTROLLING OFFICER'S REPLY

EDB159

(Question Serial No. 1189)

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 numbers 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.: 16)

Reply:

The respective number of kindergartens (KGs) operating half-day (HD), whole-day (WD) and both HD and WD classes, and the number of their students and serving teachers in the 2019/20 school year (Note 1) by District Council district are tabulated below:

(i) KGs with HD classes only

District	No. of KGs	No. of students	No. of teachers
Central & Western	27	3 989	323
Wan Chai	20	5 368	388
Eastern	31	3 925	315
Southern	17	1 588	150
Sham Shui Po	16	3 237	262
Yau Tsim Mong	16	3 244	236
Kowloon City	49	15 716	962
Wong Tai Sin	7	2 077	131
Kwun Tong	16	3 819	248
Tsuen Wan	18	4 134	280
Tuen Mun	10	2 671	154
Yuen Long	23	6 605	398
North	7	2 274	131
Tai Po	9	1 298	93
Sha Tin	24	6 017	371
Sai Kung	22	3 321	220
Islands	12	1 028	79
Kwai Tsing	11	2 986	187

(ii) KGs with WD classes only

District	No. of KGs	No. of students	No. of teachers
Central & Western	10	780	102
Wan Chai	9	942	119
Eastern	17	1 141	146
Southern	8	707	88
Sham Shui Po	14	1 638	208
Yau Tsim Mong	15	1 501	187
Kowloon City	24	2 406	294
Wong Tai Sin	18	1 644	206
Kwun Tong	27	2 564	300
Tsuen Wan	9	1 026	120
Tuen Mun	19	1 552	191
Yuen Long	18	1 840	233
North	10	922	120
Tai Po	9	905	114
Sha Tin	22	2 113	239
Sai Kung	14	1 197	157
Islands	5	491	51
Kwai Tsing	17	1 560	188

(iii) KGs with both HD and WD classes

District	No. of KGs	No. of students	No. of teachers
Central & Western	12	1 434	140
Wan Chai	3	740	59
Eastern	38	5 860	481
Southern	15	2 076	185
Sham Shui Po	23	5 038	381
Yau Tsim Mong	8	1 584	143
Kowloon City	29	4 257	370
Wong Tai Sin	23	3 227	300
Kwun Tong	35	5 804	513
Tsuen Wan	14	1 852	184
Tuen Mun	40	7 561	644
Yuen Long	37	7 903	614
North	31	5 671	453
Tai Po	19	4 346	324
Sha Tin	36	6 037	511
Sai Kung	31	4 524	395
Islands	19	2 762	226
Kwai Tsing	36	5 395	475

Among the KGs operating WD classes shown in tables (ii) and (iii) above, the number of former aided child care centres (FACs) (Note 2) and the number of their students and serving teachers are tabulated below:

District	No. of FACs	No. of students	No. of teachers
Central & Western	9	742	97
Wan Chai	6	521	71
Eastern	17	1 097	142
Southern	8	694	88
Sham Shui Po	13	1 470	187
Yau Tsim Mong	14	1 407	175
Kowloon City	15	1 480	183
Wong Tai Sin	17	1 579	200
Kwun Tong	24	2 287	272
Tsuen Wan	10	1 109	127
Tuen Mun	19	1 514	188
Yuen Long	18	1 840	233
North	10	922	120
Tai Po	9	905	114
Sha Tin	20	1 907	213
Sai Kung	13	1 104	143
Islands	5	382	44
Kwai Tsing	19	1 708	204

The wastage (Note 3) of teachers in local KGs with WD, HD and both HD and WD classes in the 2017/18, 2018/19 and 2019/20 school years, and their average years of service, average salary per month and academic qualifications are tabulated below:

(i) 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
No. 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
No. of teachers with Certificate in Early Childhood Education or above	186	332	547

(ii) 2018/19 school year

	Teachers in local KGs		
	KGs with WD classes only	KGs with HD classes only	KGs with both HD and WD classes
No. 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
No. of teachers with Certificate in Early Childhood Education or above	315	388	678

(iii) 2019/20 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
No. of wastage	360	428	756
Average years of service	10.7	10.4	12.3
Average salary per month	\$26,391	\$25,768	\$24,390
No. of teachers with Certificate in Early Childhood Education or above	340	347	664

Among the above KGs operating WD classes, the wastage of teachers in FACs (Note 2) in the 2017/18, 2018/19 and 2019/20 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	2017/18	2018/19	2019/20 (Note1)
No. of wastage	215	334	354
Average years of service	11.9	9.5	10.9
Average salary per month	\$21,966	\$23,828	\$26,451
No. of teachers with Certificate in Early Childhood Education or above	199	321	338

Note:

1. Figures for the 2019/20 school year are provisional.
2. FACs refer to aided child care centres operated under the Social Welfare Department before harmonisation of pre-primary services. 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

EDB160

(Question Serial No. 1334)

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) has formulated a well-defined integrated education policy to guide primary and secondary schools in supporting students with special educational needs (SEN), and created a Special Educational Needs Coordinator (SENCO) post within the establishment of public sector primary and secondary schools to coordinate various support measures provided by the school for students with SEN. Since many studies have revealed that for a child with SEN, the golden period for intervention is before the age of 6, the Government has set "early identification and immediate intervention" as its policy objective. However, no SENCO post is created within the staff establishment of schools under the EDB's kindergarten education scheme. Would the Administration advise this Committee of the following:

(1) As far as kindergarten education is concerned, what is the EDB's prevailing policy to support students with SEN? Please give a full list of items and provide figures on the resources involved in the past 3 years.

(2) What reasons does the EDB have for not creating a SENCO post within the establishment of kindergartens? What alternative measures are in place to ensure that students with SEN are given appropriate support?

Asked by: Hon LEUNG Che-cheung (LegCo internal reference no.: 35)

Reply:

(1) and (2)

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 the Department of Health, Hospital Authority, Social Welfare Department (SWD) and the Education Bureau (EDB). At present, the SWD provides pre-school rehabilitation services for children with special needs and helps the

families of these children meet their special needs, such as the Pilot Scheme on On-site Pre-school Rehabilitation Services (OPRS) implemented in November 2015. 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 over 7 000 at present, which will be further increased by 1 000 in each school year from 2020/21 to 2022/23, making an aggregated increase of 3 000 service places which will bring the total number to 10 000. 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 render support to teachers/child care workers and parents. As OPRS is not under the purview of the EDB, information on the expenditure involved is not available.

The enhancement in requirement for teacher to pupil ratio from 1:15 (including the principal) to 1:11 (principal not included) under the kindergarten education scheme (KG Scheme) allows kindergarten (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, communicate with parents and cater for the diverse needs of students. As for training, since the 2015/16 school year, the EDB has organised teacher professional development programmes on catering for students with developmental needs by commissioning tertiary institutions and non-governmental organisations to provide basic training for KG teachers, and it has also devised a professional development framework. Starting from the 2018/19 school year, the EDB has further provided KG teachers with structured in-service training courses at basic and advanced levels. These teacher professional development programmes cover content such as fundamental knowledge and skills in early identification and intervention, 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. Moreover, according to the information of SWD, apart from offering training courses for special child care workers recognised by the SWD, tertiary institutions usually include special child care worker training modules recognised by the SWD, i.e. no less than 210 hours of training on catering for children with special needs, in the pre-service and in-service training courses for obtaining the teacher professional qualifications in early childhood education. The above courses have been introduced for over a decade, and a certain amount of serving KG teachers have received the relevant training. Therefore, under the collaboration between the EDB and the SWD, there has been an increasing number of KG teachers equipped with the fundamental knowledge and skills in identifying and catering for children with special needs.

The EDB will continue to promote an inclusive culture in KGs, make a sustained effort to provide more KG teachers with relevant training, and continue to develop evidence-based intervention models and teaching resource packages on catering for children with learning and developmental needs for use by KG teachers. At this stage, we have no plan to create a Special Educational Needs Coordinator post in KGs. The EDB will review the implementation of the relevant measures on an on-going basis and consider the introduction of appropriate and specific improvement measures as and when required.

- End -

CONTROLLING OFFICER'S REPLY

EDB161

(Question Serial No. 2169)

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 (EDB) announced that classes of all schools will be suspended temporarily until 20 April due to the novel coronavirus outbreak. All students in the territory will return to schools by then. Regarding cross-boundary students, would the EDB inform this Committee:

- whether there will be enough resources to meet the learning needs of cross-boundary students if the epidemic persists; if yes, the details;
- whether the EDB has resources and measures in place to handle cross-boundary students when schools resume and whether these students need to be quarantined; and
- whether the Administration has allocated resources to support cross-boundary students and their parents.

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 67)

Reply:

During class suspension, schools have employed diversified modes of learning, including e-learning, to enable students (including cross-boundary students (CBS)) to learn at home. Students are also provided with learning materials, exercises and extracurricular reading materials so that they can make good use of their time and achieve the goal of “suspending classes without suspending learning”. Dedicated webpages have been set up by the Education Bureau (EDB) and the Hong Kong Education City to facilitate home learning during class suspension. The EDB is also in active talks with relevant copyright holders to allow CBS in the Mainland to access resources such as educational television programmes through the Internet.

As the epidemic is still evolving, the date of class resumption is subject to further assessment. The EDB will take into account the professional advice from health experts, and follow up on the readiness of schools as well as the supply of epidemic preventive materials in the community to assess whether the conditions to resume classes are sufficient. When there are sufficient conditions to resume classes, we will decide the date of class resumption. As regards CBS, we will take into account the anti-epidemic measures at that time (including the immigration control measures and quarantine arrangements, etc.), epidemic situation in neighbouring regions and professional advice from health experts when formulating the arrangements. We will continue to closely liaise with the relevant Government departments, including the Centre for Health Protection, to draw up the anti-epidemic measures for class resumption, and make reference to the views of school sectors to formulate concrete arrangements.

- End -

CONTROLLING OFFICER'S REPLY

EDB162

(Question Serial No. 2170)

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:

Regarding the novel coronavirus epidemic, please advise this Committee of the following:

- the amount of resources allocated by the Education Bureau (EDB) to support local parents in coping with the epidemic;
- whether the EDB will directly provide students with sufficient masks upon class resumption, given the existing difficulty in obtaining masks; and
- whether the EDB will allocate additional resources for the Caring and Sharing Scheme under the Working Family Allowance Office to subsidise the students concerned in buying technology products for multimedia electronic or online learning during the epidemic.

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 68)

Reply:

During class suspension, primary and secondary schools can optimise the use of different modes of learning to enable students to continue to engage in learning systematically so as to achieve the goal of “suspending classes without suspending learning”. E-learning is merely one of the modes. In respect of e-learning, we have been taking various measures to support grassroots students. For example, under the Subsidy Scheme for Internet Access Charges, which has been implemented by the Student Finance Office and the Social Welfare Department since the 2010/11 school year, internet access subsidies are disbursed to eligible families to facilitate needy students’ internet learning at home. Starting from the 2018/19 school year, the Education Bureau (EDB) also provides subsidies, through the Community Care Fund, to needy primary and secondary students for purchasing mobile computer devices to facilitate the practice of e-learning in public sector schools. While the

application for the current school year has been closed, schools are encouraged to continue submitting applications for students in need, given that many students have to engage in e-learning at home with mobile computer devices when classes are suspended during the epidemic. Such applications will be flexibly processed depending on the circumstances. In addition, schools may loan mobile computer devices to students for their use at home.

Meanwhile, we understand that many parents have to make the usual education-related payments, in whole or in part, for their children during class suspension, and some may have to increase their spending on learning materials or e-learning devices for their children. To alleviate parents' burden in defraying these expenses, the Government will provide an additional \$1,000 to each recipient of the Student Grant for the 2019/20 school year, i.e. the Student Grant amount of this year will be increased from \$2,500 to \$3,500, through the newly established Anti-epidemic Fund. No extra applications by parents are necessary. The additional expenditure involved is about \$900 million.

To support schools' efforts in epidemic prevention, the EDB provides a one-off Special Anti-epidemic Grant to all schools offering full and formal curriculum to help them replenish their epidemic prevention supplies (such as face masks and handrub), clean the school premises and pay for the other expenses related to epidemic prevention. The provision is estimated to benefit some 2 200 schools. For example, a public sector school with 24 classes or more will receive a grant of \$25,000. Furthermore, the boarding sections of special schools have been operating to cater for students in need of boarding service during class suspension. To enhance the support for the boarding sections to guard against the epidemic and to reduce the risk of the spread of the epidemic, the EDB has provided a one-off additional grant for 21 special schools with a boarding section. Details are set out in the circular issued on 6 March. As schools differ in respect of the type and quantity of anti-epidemic supplies (including face masks) they need, it is more appropriate for schools to procure these supplies according to their school-based circumstances. As the epidemic is evolving, the date of class resumption is subject to further assessment. Parents and schools should have time to make preparations. When considering the arrangement for class resumption, the EDB will take into account the availability of anti-epidemic supplies (including face masks).

- End -

CONTROLLING OFFICER'S REPLY

EDB163

(Question Serial No. 2171)

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:

Junior secondary Chinese History has finally been made a compulsory subject. However, the curriculum of Liberal Studies (LS), which is a compulsory examination subject, remains too broad and without a precise scope. In this connection, would the Administration advise this Committee of the following:

- Regarding the LS Curriculum and Assessment Resource Package and the LS Curriculum Resources Booklet Series published by the Education Bureau (EDB), how often are they used by teachers? What are the details?
- The EDB has introduced professional consultancy services for the voluntary participation of LS textbook publishers. At present, how does the Administration effectively monitor LS teachers' pedagogies and the schools' role in it?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 69)

Reply:

In respect of supporting the teaching of senior secondary Liberal Studies (LS), the Education Bureau (EDB) and the Hong Kong Examinations and Assessment Authority jointly prepared the Liberal Studies Curriculum and Assessment Resource Package – Interpreting the Curriculum and Understanding the Assessment (“Resource Package”) in 2013 to help teachers understand the breadth and depth of the curriculum and the requirements of public assessment. On the basis of this Resource Package, the EDB subsequently published the Liberal Studies Curriculum Resources Booklet Series (“Resources Booklet”) to further illustrate the curriculum focus for teachers and align with the results of the Medium-term Review released in 2015. In accordance with the curriculum requirements, the Resources Booklet provides teachers and students with a more appropriate interpretation of all modules of the curriculum, including the learning and teaching focus of relevant themes. The above-mentioned resources and other learning and

teaching resources developed for senior secondary LS by the EDB are available on the Liberal Studies Web-based Resource Platform (ls.edb.hkedcity.net) for teachers of senior secondary LS to download and use. In fact, it is hard to tell exactly how the teaching materials are used, including whether they are fully or partially used, to what extent they are used, etc. Therefore, similar to other teaching materials provided for teachers' use by the EDB, we do not collect statistics on the utilisation rate of teaching materials for LS. Instead, the EDB learns about the use of these teaching materials in schools through channels including curriculum development visits, school-based support service, school networking activities and focus inspections. According to our observations and the information provided by teachers, schools and teachers generally consider that the content and information provided in the Resource Package and the Resources Booklet can help teachers with curriculum planning, and enable students to grasp progressively the content and requirements of the curriculum.

The so-called "textbooks" for senior secondary Liberal Studies (LS) available on the market have not been reviewed by the Education Bureau (EDB). The EDB is fully aware of the public concerns over the quality of these teaching materials. To safeguard the well-being of students, the EDB introduced a special measure to provide a one-off professional consultancy service for publishers of senior secondary LS "textbooks" in September 2019 with a view to enhancing the quality of "textbooks" already published. For details, please refer to the written reply furnished by the EDB to a question raised at the Legislative Council meeting in November 2019 (<https://www.info.gov.hk/gia/general/201911/13/P2019111300657.htm>). Under this measure, 7 major publishers of LS "textbooks" participated voluntarily in the professional consultancy service with their latest editions of a total of 10 sets of senior secondary LS "textbooks" (including the English "versions"). As at March 2020, personnel responsible for rendering the professional consultancy service have finished reviewing the "textbooks" received in a professional manner in accordance with the aims and objectives of the LS curriculum. The EDB has met with the publishers concerned and provided them with professional feedback for improving the quality of the senior secondary LS "textbooks". Publishers that participated in the professional consultancy service undertook to duly follow up the amendments suggested by the EDB and are now revising their "textbooks". It is expected that the publishers will complete the revision as early as possible so that the revised "textbooks" can be ready for schools' adoption in the coming school year. Taking into account the experience of the professional consultancy service, the EDB will consider long-term quality assurance measures for the subject, including the feasibility of establishing a textbook review mechanism.

Under the principle of school-based management, monitoring the quality of learning and teaching of different subjects, while being a fundamental part of school staff management, also reflects the school's accountability for the quality of student learning and school education. Therefore, it is incumbent on the school management to understand and monitor the implementation of the LS curriculum in schools, including the quality of school-based teaching materials, assessment design, effectiveness of classroom learning and teaching, etc., to ensure that teachers are implementing the curriculum according to its aims and objectives. Officers from the EDB have been monitoring the overall quality of learning and teaching in the school sector through such means as inspections and curriculum development visits. During inspections, inspectors get a grasp of the school's implementation of the curriculum through scrutiny of relevant curriculum documents,

student assignments and examination papers, discussions with school personnel, as well as observation of lessons and activities conducted for the subject. Having regard to the school context, inspectors evaluate the subject performance and provide schools with specific professional advice for their continuous improvement in the implementation of the subject curriculum. Should the quality of learning and teaching of a school (including LS) fall short of satisfaction, the EDB will take follow-up actions in accordance with the established mechanism, including urging the incorporated management committee/school management committee to make improvements based on the inspection report, encouraging the school to apply for our school-based support services, and, if necessary, arranging a follow-up inspection to ensure that the school is following up the recommendations to improve the quality of learning and teaching and foster the school's development and accountability continuously.

- End -

CONTROLLING OFFICER'S REPLY

EDB164

(Question Serial No. 2172)

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, (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Last year, quite a number of students were involved in the large-scale social movement and were even put under arrest. As at 1 March 2020, 7 704 persons have been arrested, and 40% of them are students (3 113 persons). Among these students, 1 725 are studying at tertiary institutions, 1 302 at secondary schools, and 4 at primary schools (3 P6 students and 1 P5 student). The youngest arrestee is only at the age of 11. The situation is worrying. In this connection, please advise this Committee of the following:

- as far as the student arrestees are concerned, whether the Administration will allocate resources to support schools, students and parents; if yes, of the details; if no, of the reasons; and
- whether the Administration will review the relevant curriculum policies to enhance resource provision for national and civic education as well as promotion of law-abiding awareness.

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 70)

Reply:

The Education Bureau (EDB) issued a letter to all schools in December 2019, reiterating that schools should state in no unclear terms to students and parents that any breach of school regulations will not be tolerated and schools will handle students' misbehaviour based on the prevailing disciplinary and counselling mechanisms. We shall never give up on students who have violated the law or even students convicted by the court. We should counsel them, deploying appropriate guidance and discipline measures, and bring them back to the right track. It is suggested that schools should develop a long-term personalised counselling programme for each arrested or prosecuted student as early as possible, strengthening education on positive values, positive thinking, proper attitude in social

communication, and to maintain close contact with their parents. Schools should also take care of other students who may be affected by cases of students arrested or prosecuted, and help them manage their emotions and understand the issues.

The Government has been continuously increasing the provision of resources on professionals. For example, the “one social worker for each school” policy has been implemented in public sector primary schools according to school-based circumstances starting from the 2018/19 school year; and the “two social workers for each school” policy has been implemented in secondary schools starting from the 2019/20 school year. In addition, the ratio of school-based educational psychologist to school has been progressively increased. Under the whole school approach to guidance and discipline, these school professionals (including school social workers, student guidance personnel and school-based educational psychologists) collaborate with teachers to provide remedial, preventive and developmental guidance programmes for the arrested or prosecuted students as necessary, as well as to encourage parents to listen actively and patiently to their children’s inner voices, support them with a caring attitude when they are in distress, and maintain communication with schools with a view to helping the students reintegrate into school life and solving their behavioural problems.

Social incidents might affect the emotions of students arrested for engagement as well as other students. In this regard, the EDB has issued to all schools guidelines on caring the emotions of teachers and students, stating the basic principles on helping students manage their emotions and providing information on mental health and professional support services for teachers and professionals in schools. To enable schools to take care of their students’ emotional needs, the EDB has also organised relevant workshops and thematic talks that help schools understand the techniques for communicating with students, methods for handling mental health crisis, and psychological support for teaching and non-teaching staff and students after the occurrence of an emergency incident. Meanwhile, the Social Welfare Department (SWD) has organised a series of training courses and workshops for social workers in secondary schools to enhance their capacity in addressing students’ problems.

To enhance students’ resilience, schools may join the student development programmes launched by the EDB, such as the Understanding Adolescent Project for primary schools and the Enhanced Smart Teen Project for secondary schools. Starting from the 2019/20 school year, the EDB has allocated more resources to refine these programmes by, for example, increasing the number of group-based student activities and training sessions for parents, and reducing the group size under the Intensive Programme of the Understanding Adolescent Project; as well as gradually increasing the number of training places under the Enhanced Smart Teen Project to benefit more students.

In addition, it is noted that the SWD, through non-governmental organisations, has implemented the Community Support Service Scheme for providing support services to young people aged 10 to under 18 who are cautioned under the Police Superintendent’s Discretion Scheme, arrested youth and their peers with delinquent behaviours (including students). Through individual and family counselling, therapeutic groups/skill training/educational groups, positive life training, community services, crime prevention activities, etc., these support services help young people eliminate their deviant and unlawful behaviours and reduce their likelihood of law infringement.

As for post-secondary institutions, the EDB understands that they have, by deploying the resources available, established counselling and support mechanisms to provide appropriate assistance and support to students in need. Generally speaking, institutions would, based on the actual situation, provide students with ways to seek legal advice, counselling support, temporary accommodation, and other support measures as necessary. Furthermore, institutions would initiate suitable disciplinary procedures as needed, so that the students in contravention of the institutions' regulations or the law could understand and correct their mistakes, and take responsibility for their own actions.

Regarding the policy for primary and secondary school curriculum, moral, civic and national education (MCNE) is a crucial element in whole-person education. At the primary and secondary levels, we have been providing students with holistic learning experiences through the synergy of classroom teaching in different key learning areas/subjects and out-of-classroom life-wide learning activities (e.g. visits, voluntary services, field trips and exchange activities). Diversified strategies have been adopted to promote values education (including MCNE) to instil in students' positive values and attitudes such as "respect for others", "responsibility", "national identity", "commitment", "integrity", "care for others", "abiding by law" and "civic-mindedness". The EDB has been developing learning resources and organising professional training programmes for teachers on an ongoing basis to support schools in promoting MCNE.

It is worrying and distressing for us to see teachers and students get involved in unlawful or even violent acts during the months-long social incidents. We will strengthen values education further. In this connection, "expressing gratitude, to cherish, be proactive and optimistic" has been chosen as the theme for promoting values education in schools for the current and the next two school years. All schools in the territory are encouraged to create a favourable ambiance for positive education. More life event exemplars will also be developed as learning and teaching resources, covering topics such as "obeying the law", "rule of law", "responsibility", "respect for others", "identification of real and fake information", etc. to help students uphold ethics in this cyber age and understand the importance of respecting and accommodating differences in views. We will also organise more professional training programmes for principals and teachers of primary and secondary schools to further enhance their professional capacity to develop a favourable school culture and encourage parents' participation in promoting positive values together. The Task Force on Review of School Curriculum, set up in November 2017, has made 6 initial recommendations, among which the implementation of values education is accorded a high priority. The Task Force will submit a report on directional recommendations to the EDB in due course. If accepted by the EDB, the recommendations will be taken forward by relevant sections under the existing mechanism as soon as practicable for implementation in schools.

For post-secondary institutions, the EDB respects their 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", and boosting their sense of national identity. Universities would organise a wide array of public talks, seminars and workshops in relation to the Basic Law, governance and politics, and national education. Many institutions also offer general education and inter-disciplinary courses to increase students' understanding of the Basic Law. Universities may continue to make full use of their resources to take

forward the promotion, education and research, as necessary, on such topics as the Basic Law and “One Country, Two Systems”. As regards University Grants Committee-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 is subsumed under the block grant to the universities, a breakdown is not available.

The reasons for young people’s participation in unlawful activities are complicated. Apart from school education, factors like families, peers, social atmosphere, media/online information also play a crucial role. To effectively instil positive values in our young people, it is incumbent on the EDB to step up efforts in various tasks. It is hoped that various stakeholders’ recognition and active participation can be obtained with a view to nurturing positive values and attitudes in our young people with concerted efforts.

- End -

CONTROLLING OFFICER'S REPLY

EDB165

(Question Serial No. 2173)

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:

During the anti-extradition amendment bill protest, a number of teachers took to the social media platforms to spew hateful remarks and hurl abuses at children of police officers, violating their codes of professional conduct. The situation is alarming. In this connection, would the Administration advise this Committee:

- of the number of teachers who allegedly committed professional misconduct, the number of teachers penalised by the Administration because of it, and the number of cases requiring follow-up actions;
- whether there is a mechanism to investigate and penalise teachers who allegedly committed professional misconduct; if yes, of the details; and
- whether the Administration will allocate resources to review the mechanism that has enabled some undisciplined teachers to take advantage of their long teaching hours to instil prejudices in students; if yes, of the details.

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 71)

Reply:

From June 2019 to the end of January 2020, the EDB received a total of 171 complaints about suspected professional misconduct of teachers. We have substantially completed the investigation of 125 cases, of which 47 were found unsubstantiated.

Among the above-mentioned 125 cases, the EDB has taken follow-up actions on 39 of them, including issuing reprimand letters to 13 teachers and warning letters to another 4. The EDB may consider cancelling these teachers' registration pursuant to the Education Ordinance if they misconduct themselves again. We have also issued advisory letters to 9 teachers and verbal reminders to another 13 to remind them to refrain from activity that is

detrimental to the image of the teaching profession and to show respect to the behavioural norms acceptable to society. For the remaining 39 cases, our initial view is that they are likely to be substantiated. In accordance with the established procedures, we are currently waiting for or considering the responses from the teachers concerned with a view to determining the appropriate follow-up actions.

We have adopted a prudent approach to handling every complaint involving professional misconduct of teachers. We carefully consider and scrutinize the available information and evidence as well as the school's investigation report and representation from the teacher concerned before ruling on whether a complaint is substantiated. If it is our initial view that the complaint is likely to be substantiated, we will notify the teacher concerned of our view and invite him/her to submit a written representation. Upon receiving the written representation, we will examine the complaint as a whole for follow-up actions. To determine the necessary follow-up action for each case, we will conduct a thorough assessment of the background of the case, the incident that led to the complaint, the impact of the incident on students and the education sector, the representation made by the teacher concerned and past precedents. If a teacher is found to have committed a serious offence or act of misconduct, the EDB will follow up the case in a stringent manner in accordance with the Education Ordinance. For serious cases, the registration of the teacher concerned may be cancelled.

Under the principle of school-based management, the school management, which includes all chairpersons of subject panels and committees under the administrative framework, has the responsibility to uphold the spirit of accountability by understanding, monitoring and enhancing the quality of learning and teaching in school. The EDB has all along been monitoring and improving the quality of learning and teaching in schools and continuously fostering school development and accountability through such means as inspections and curriculum development visits. As in the past, we will review and refine the current arrangements on an ongoing basis with a view to further enhancing school accountability.

- End -

CONTROLLING OFFICER'S REPLY

EDB166

(Question Serial No. 0615)

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:

At present, since the Education Bureau (EDB) has neither a dedicated grant nor policies to support STEM education, primary and secondary schools can merely make use of the Life-wide Learning Grant and apply for provision under the Dedicated Funding Programme for Publicly-funded Schools in promoting STEM education. In this connection, please advise this Committee of the following:

- (1) whether the EDB will consider setting up a support fund on STEM education so as to consolidate various support initiatives and grants for STEM subjects, provide schools with more resources in a systematic manner, and enhance efforts to enable more students to study STEM subjects;
- (2) whether the EDB will consider modifying the school curriculum to include more STEM-related content, and place greater emphasis on increasing students' exposure to STEM-related knowledge in primary and junior secondary education;
- (3) whether the EDB will consider allocating more resources to schools so as to progressively increase the proportion of coding education in the primary school curriculum; and
- (4) whether the EDB will consider providing a recurrent grant that supports primary and secondary school teachers teaching the STEM curriculum in pursuing continuing education programmes funded by the Government?

Asked by: Hon LO Wai-kwok (LegCo internal reference no.: 20)

Reply:

(1) STEM education is not a separate new subject. At the primary and secondary levels, STEM education is implemented through the curricula of Science, Technology and Mathematics Education Key Learning Areas (KLAs) (such as Mathematics at the primary and secondary levels, Science and Computer Literacy at the junior secondary level, and General Studies at the primary level). The Education Bureau (EDB) has been providing schools with necessary resources, including recurrent subvention under the Expanded/Operating Expenses Block Grant and relevant subject resources, to promote relevant subjects and STEM-related learning activities. Schools may continue to flexibly and effectively deploy different resources to promote STEM education taking into account school context and students' needs. In the 2015/16 and 2016/17 school years, the EDB 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 strengthen or kick-start school-based STEM education. Schools may also obtain additional resources through applying for funding from the Quality Education Fund (QEF). The QEF has included STEM education as one of the priority themes and implemented the Dedicated Funding Programme for Publicly-funded Schools for 4 school years starting from the 2018/19 school year for schools to apply for funding to launch school-based curriculum development and/or student support measures, including the development of school-based STEM education. Furthermore, schools with outstanding performance in implementing STEM education will be provided with additional resources through the QEF Thematic Networks to support other schools through networking activities on different STEM-related themes. Starting from the 2019/20 school year, the EDB has provided a recurrent Life-wide Learning Grant for public sector and DSS schools. To cater for the implementation of STEM education, schools may use the Grant to organise more out-of-classroom experiential learning activities and other diversified learning activities so as to broaden students' horizon and foster their learning. Schools may deploy resources flexibly and implement STEM education at their own pace in light of school context and development focus. The feedback collected through different means such as day-to-day contacts, school visits, school inspections, etc. reveals that primary and secondary schools have been promoting STEM education in a positive manner. Despite a varying pace, schools have been implementing STEM education according to their own school context, including organising STEM learning activities in class so that all students have access to STEM education. Furthermore, additional learning activities are provided for students with exceptional potential to further develop their talents in STEM. Since schools are currently provided with resources through various channels and they may flexibly deploy such resources to implement STEM-related measures in light of their context, we have no plan to set up a support fund on STEM education.

(2) and (3) To support the development of STEM education, the EDB renewed the curriculum guides for Science, Technology and Mathematics Education KLAs, as well as the General Studies at the primary level in 2017. The renewal emphasises the holistic curriculum planning and collaboration across KLAs for the purpose of enhancing students' capabilities in integrating and applying knowledge and skills, and stresses the use of student-centred teaching strategies such as hands-on and minds-on investigative activities, design-and-make activities and application of the acquired knowledge in real-life situations. To support schools in developing students' computational thinking skills, the EDB also released the "Computational Thinking – Coding Education: Supplement to the Primary Curriculum" (Supplement) in the end of 2017 for the implementation of coding education at

the primary level. The Supplement is now under review and revision for better implementation of coding education and the relevant work is expected to be completed in 2020.

(4) The EDB has been providing teachers with KLA-based and cross-KLA training on STEM education. From the 2017/18 to 2019/20 school years, we have organised 5 batches of Intensive Training Programme on STEM Education for the school leaders and middle managers 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. The last batch of training programmes is scheduled for completion in 2020. STEM Education was one of the programme themes under the Paid Non-local Study Leave Scheme for Secondary School Teachers (i-Journey) in the 2017/18 and 2018/19 school years. The Scheme aims to broaden teachers' professional perspectives and keep them abreast of the latest trend in global education developments so as to inspire their professional ideas in learning and teaching through their participation in specific courses and an overseas school attachment programme lasting for about 3 months. To support primary school teachers in implementing coding education, the EDB has organised training programmes on developing students' capabilities in computational thinking and coding from the 2017/18 to 2019/20 school years. Building on this foundation, we will continue to launch different types of professional training programmes for teachers, covering areas in knowledge enrichment (including knowledge enrichment on information technology), curriculum planning and teaching and assessment practices. Regarding coding education, we will also enhance related training programmes, in particular the application of coding education in different subjects and STEM-related projects at the primary level.

- End -

CONTROLLING OFFICER'S REPLY

EDB167

(Question Serial No. 0616)

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 the 2016/17 academic year, the Pilot Subsidy Scheme for Students of Professional Part-time Programmes provides a tuition fee subsidy for students admitted to designated professional part-time programmes offered by the Vocational Training Council. Successful applicants will be refunded 60% of the tuition fees of eligible programmes. The Scheme covers programmes in the disciplines of construction, engineering and technology. In this connection, would the Government advise this Committee of the following:

- (1) the respective number of applicants and subsidy recipients, and the amount of funding involved in each of the years since implementation;
- (2) whether the Government will explore the regularisation of the Scheme and enhance the provision of tuition fee subsidy by increasing the rate to 70%, subject to a maximum of \$50,000; and
- (3) whether the Scheme will be extended to cover disciplines in other professional spheres in order to encourage more working adults to upgrade themselves through learning and hence improve their upward mobility?

Asked by: Hon LO Wai-kwok (LegCo internal reference no.: 21)

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 working adults in 3 cohorts from the 2016/17 academic year admitted to designated part-time programmes offered by the Vocational Training Council (VTC) in the disciplines of construction, engineering and technology. The amount of subsidy is 60% of the tuition fee capped at \$45,000 per person. The respective number of applicants, subsidy recipients, and the amount of tuition fee

subsidy granted in each of the academic years since the implementation of the Scheme are set out below –

Academic Year	No. of Applicants	No. of Subsidy Recipients #	Tuition Fee Subsidy Granted* (\$ million)
2016/17	1 673	1 550	37.5
2017/18	1 651	1 543	28.3
2018/19	1 725	1 274	12.9

To receive the tuition fee subsidy, applicants must meet the relevant criteria, including the requirement as Hong Kong residents who are lawfully employable in Hong Kong, who have successfully enrolled into a designated part-time programme offered by the VTC for the first time; also, applicants must not have applied for or being granted any other form of Government subsidy or financial assistance or subsidy from their employers for the same programmes. Each applicant may apply for tuition fee refund for not more than two programmes. The tuition fee will be reimbursed by instalments at the end of each term of the programme upon successful completion.

* Figures as at 31 October 2019

The Government has earlier conducted a review on the Pilot Scheme and has decided to continue implementing the Pilot Scheme with an additional funding of \$234 million to provide tuition fee subsidy for another 5 600 students admitted to the above designated part-time programmes offered by the VTC 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 include creative industry programmes. It is expected that 2 500 practitioners in the creative industry will receive tuition fee subsidy with the amount of subsidy 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.

The Task Force on Promotion of Vocational and Professional Education and Training (VPET) submitted its review report to the Government in January 2020, it recommends, among other things, that the Government consider expanding the Pilot Scheme to include students pursuing a wider range of dedicated part-time programmes, with a view to encouraging working adults to pursue higher VPET qualifications. The Government is carefully studying the report and will actively follow up on its recommendations. The Government and the VTC will continue to assess the effectiveness of the Pilot Scheme in a timely manner and decide its way forward (including whether the Pilot Scheme should be regularised, the scope of programmes covered, percentage of tuition fee subsidy, and the maximum amount of subsidy), having regard to the application statistics, programme completion rate, stakeholders' views, etc.

- End -

CONTROLLING OFFICER'S REPLY

EDB168

(Question Serial No. 2250)

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 2019/20 school year;
- (2) the estimated expenditure on managing all vacant school premises in the territory for the 2020/21 school year;
- (3) as at February 2020, 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.: 44)

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 assess the VSP's suitability for school or other educational uses having regard to factors including the size, location, physical conditions, etc., of the relevant premises, as well as the educational needs and relevant policy measures. When the EDB confirms that the VSP is no longer required by the EDB for reallocation for school use, the EDB will, in accordance with the Central Clearing House Mechanism, inform the Planning Department (PlanD) and other relevant departments (such as the Lands Department (LandsD) and the Housing Department) for the PlanD's consideration of suitable alternative long-term uses. 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 2020, there are 9 VSP under the EDB's purview which are earmarked/retained for school or other educational uses, and the EDB is taking follow-up action on the earmarked uses.

All the VSP under the EDB's purview are earmarked/retained for school or other educational uses, including catering for the anticipated demand for school places, reprovisioning of existing schools to improve their learning and teaching environment, decanting use by schools undergoing in-situ redevelopment or extension works, etc. 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, the LandsD, the 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 applications 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 2019-20 and 2020-21, the revised estimated expenditure and estimated expenditure of the EDB for the management of VSP are \$0.86 million and \$1.818 million respectively which mainly include security patrol and inspections, pest control, removal of litter, as well as cleansing and weeding. The increase of around \$0.96 million in the estimate for 2020-21 over 2019-20 is mainly due to the anticipated upward adjustment in the contract price for 2020-21 following a lower than expected actual contract price for the soon to be expired 2019-20 contract. In addition, rising labour costs and the need to enhance pest control works also contribute to an increase in the estimated expenditures.

- End -

CONTROLLING OFFICER'S REPLY

EDB169

(Question Serial No. 2269)

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 2020-21, 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 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? What measures are in place to support schools and teachers in implementing e-teaching, particularly the adoption of electronic resources for students' continuous learning during class suspension?

(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.: 71)

Reply:

(a) Under the Fourth Strategy on Information Technology in Education (ITE4), we have already completed the establishment of WiFi campus for some 1 000 public sector schools in Hong Kong. The ITE4 involves a total non-recurrent funding of \$105 million.

(b) and (c)

There are currently 59 sets of e-textbooks on the Recommended e-Textbook List (eRTL) for schools' adoption, covering 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. Since March 2019, there has been an addition of 2 sets of e-textbooks on English Language for primary levels to the eRTL. Among these 59 sets of e-textbooks, 34 sets were developed under the e-Textbook Market Development Scheme (EMADS).

(d) To continuously enhance various support measures under the ITE4, we have been reviewing the progress and effectiveness of relevant measures by collecting data from schools through different means. For 4 consecutive school years from 2015/16 to 2018/19, the Education Bureau (EDB) conducted annual questionnaire surveys on the use of e-textbooks in schools. Among the school respondents, 292 primary schools and 144 secondary schools purchased and used e-textbooks for one or more subjects in the 2018/19 school year. We have learnt from past questionnaire surveys that the adoption of e-textbooks in schools is becoming more popular. Positive about e-learning, schools generally agree that it is conducive to students' greater learning motivation and better self-directed learning ability. Information on the number of schools using e-textbooks in the 2019/20 school year 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 Humanities Education KLA (History, Geography, etc.).

(e) At present, 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 are listed on the eRTL together with those developed under EMADS for adoption by schools. To create favourable conditions for the development and adoption of e-textbooks, the EDB will continue to communicate regularly with the publishing industry. In addition, a task group on e-textbook development was set up in June 2018 with representatives from textbook publisher associations and the Hong Kong Education City. We have since been maintaining close communication with the publishing industry through meetings and discussions to improve the technical and functional design of e-textbooks, enhance the quality of e-textbooks, and encourage textbook publishers and developers to submit more e-textbooks for review, with a view to expanding the number of e-textbooks on the eRTL and hence offering more choices to schools.

(f) The EDB will continue to strengthen teachers' professional capabilities in using e-textbooks and other e-learning resources in learning and teaching at the right time through professional development programmes, learning communities, school visits, etc. Moreover, we will keep inviting teachers to participate in a learning community set up since September 2018 to try out e-textbooks and share good practices and experiences gathered from the try-outs. We will also provide schools with support in using electronic resources, including e-textbooks, properly in teaching, with a view to motivating schools and teachers to promote e-learning.

(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 promotion of e-learning and development of e-textbooks. In addition, we conduct school visits and arrange meetings with teachers to get a better understanding of the concerns and considerations of schools and teachers in adopting e-textbooks and offer appropriate support.

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 practising e-learning in 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 the EDB's efforts to promote e-learning, schools are encouraged to adopt the right technology to teaching and learning at the right time when considering whole school planning and applying IT to 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 focus group meetings.

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 that schools should follow. It is therefore a school-based decision as to whether e-learning should be adopted across the board. The EDB will keep in view schools' needs for support in e-learning.

- End -

CONTROLLING OFFICER'S REPLY**EDB170****(Question Serial No. 2273)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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 2018/19 and 2019/20 school years? What is the amount of provision that the EDB and the HAB have earmarked for implementing the Scheme in the 2020/21 school year?

(b) Using the table below, please provide details of the programmes which were held/have been confirmed to be held under the Scheme in the 2018/19 and 2019/20 school years:

School year:					
Name of sports organisation	Name of school (district)	No. of programmes	Type of sports	School facilities hired	No. of participants
Total:	Total:	Total:	Total:	Total:	Total:

(c) To enable more sports organisations 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) Will the Administration expand the list of eligible participants so that more sports organisations could benefit from the Scheme? If yes, what are the details? If no, what are the reasons?

(e) 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.: 76)

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 a total of \$3.29 million and \$5.46 million actual and estimated subsidies to participating schools in the 2018/19 and 2019/20 school years respectively, and will earmark \$6.31 million for the 2020/21 school year. The expenditure will be shared equally between the two bureaux.

(b) The details of programmes held/confirmed to be held/planned to be held under the Scheme in the 2018/19 and 2019/20 school years are set out at Annex.

(c) The EDB issues a circular memorandum annually to all public sector schools (including government schools, aided schools and caput schools) and Direct Subsidy Scheme schools attaching a list of eligible sports organisations provided by the HAB. The HAB has also 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 initiate discussions with different sports organisations on the relevant opening up arrangements according to their school-based sports development needs, with an aim to enhance students' participation in physical activities and enable reviews on sports development in schools.

(d) In the 2019/20 school year, the HAB allowed, for the first time, non-profit-making organisations with ability, experience and a track record of running sports programmes in schools and the community to join the Scheme on a pilot basis. Participating schools are eligible to apply for a grant ranging from \$0.7 million to \$4 million from the Sir David Trench Fund for Recreation for improving or upgrading their sports facilities so as to attract more sports organisations to hire their school facilities. The EDB and the HAB will continue to collect views from participating schools and sports organisations for evaluation and on-going enhancement of the Scheme, with a view to encouraging more schools and sports organisations to participate in the Scheme.

(e) 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 participant gets injured arising from the negligence of the school while using such facilities during the hiring period, it is covered by the Public Liability Insurance section of the BIP. 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 activities held under the Scheme, 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 according to the nature of the programmes organised.

**Opening up School Facilities for
Promotion of Sports Development Scheme**

Programmes Details

School year: 2018/19 (programmes held)					
Sports organisation	School (District)	No. of programmes	Sport	School facilities hired	No. of participants
Explorer Sports Club	HKSKH Bishop Hall Secondary School (Kwun Tong)	6	Handball	Playground	150
Hong Kong Baseball Association Limited	HKTA Shun Yeung Primary School (Shatin)	6	Baseball	Baseball field	86
Sha Tin Sports Association		6	Baseball	Baseball field	150
Hong Kong Rugby Union	YMCA of Hong Kong Christian College (Islands)	12	Rugby	Artificial turf football pitch	314
	De La Salle Secondary School NT (North)	4	Rugby	Grass pitch	80
Sai Kung District Sports Association	Yan Chai Hospital Wong Wha San Secondary School (Sai Kung)	2	Badminton	Hall	60
Leap Judo Club		3	Judo	Activity room, playground	15
Hong Kong Rope Skipping Club			2	Rope skipping	Activity room, playground
	Hong Kong and Kowloon Chiu Chow Public Association Secondary School (Yau Tsim Mong)	2	Rope skipping	Hall	40
	Tin Shui Wai Methodist Primary School (Yuen Long)	6	Rope skipping	Hall	40
	Heung To Middle School (Sham Shui Po)	6	Rope skipping	Pitch	40
	SKH Li Fook Hing Secondary School (Eastern)	4	Rope skipping	Hall	40
	Mu Kuang English School (Kwun Tong)	6	Rope skipping	Hall, playground	40

Hong Kong Rope Skipping Club	Maryknoll Fathers' School (Sham Shui Po)	10	Rope skipping	Playground	280
Eastern District Recreation and Sports Advancement Association	SKH Li Fook Hing Secondary School (Eastern)	5	Volleyball	Volleyball court	20
Central Baseball Club	Islamic Kasim Tuet Memorial College (Eastern)	2	Baseball	Playground	20
Scout Association of Hong Kong, 120 th Kowloon Group	SKH Good Shepherd Primary School (Kowloon City)	6	Athletics, basketball, badminton	Hall, classroom, activity room	180
Tai Po Balance Bike Club	Lam Tsuen Public Wong Fook Luen Memorial School (Tai Po)	6	Balance bike	Playground	150
Tuen Mun Sports Association	Ho Ngai College (Sponsored by Sik Sik Yuen) (Tuen Mun)	9	Basketball, football	Basketball court, hall	320
	Ching Chung Hau Po Woon Secondary School (Tuen Mun)	6	Football	Basketball court	22
Yuen Long Football Club	Buddhist Wing Yan School (Yuen Long)	6	Football	Playground	15
Hong Kong Ice Hockey Association	Yan Oi Tong Tin Ka Ping Primary School (Sai Kung)	6	Ice hockey	Synthetic ice rink	400
	Fukien Secondary School Affiliated School (Kwun Tong)	3	Ice hockey	Synthetic ice rink	90
Eastern Force Archery Club	Cheung Chuk Shan College (Eastern)	6	Archery	Playground	132
Unicycling Association of Hong Kong, China	Chan's Creative School (Hong Kong Island) (Eastern)	3	Unicycling	Playground	90
	PLK Chong Kee Ting Primary School (Shatin)	2	Unicycling	Playground	20
	Kwok Man School (Islands)	3	Unicycling	Playground	20

Unicycling Association of Hong Kong, China	HKFEW Wong Cho Bau School (Islands)	3	Unicycling	Hall	30
	Fukien Secondary School Affiliated School (Kwun Tong)	3	Unicycling	Hall	90
The Central and Western District Recreation and Sports Association	Lok Sin Tong Leung Kau Kui College (Central and Western)	6	Basketball	Playground	60
Chinese YMCA of Hong Kong	Chinese YMCA College (Shatin)	8	Handball, walking football, cycling & physical fitness	Pitch, cycling room, gymnasium	240
Hong Kong Chido Taekwondo Association	Kwok Man School (Islands)	3	Taekwondo	Activity room	20
Hong Kong East Archery Club	True Light Middle School of Hong Kong (Wan Chai)	1	Archery	Rooftop sports ground	18
Total: 20	Total: 27	Total: 162	Total: 18	Total: 14	Total: 3 392

School year: 2019/20 (programmes confirmed to be held/planned to be held)					
Sports organisation	School (District)	No. of programmes	Sport	School facilities hired	Estimated no. of participants
Hong Kong Rope Skipping Association, China	Queen Elizabeth School Old Students' Association Secondary School (Yuen Long)	4	Rope skipping	Hall, covered playground	120
Explorer Sports Club	HKSKH Bishop Hall Secondary School (Kwun Tong)	6	Handball	Playground, sports room	240
Yuen Long Football Club	Buddhist Wing Yan School (Yuen Long)	4	Football	Playground	100
The Hong Kong Table Tennis Association	Yu Chun Keung Memorial College No. 2 (Southern)	1	Table tennis	Hall, playground	500
South China Athletic Association	HKTA Ching Chung Secondary School (Kwun Tong)	3	Handball	Playground	90
Tai Po Balance Bike Team	Lam Tsuen Public Wong Fook Luen Memorial School (Tai Po)	6	Balance bike	Covered playground	150
	Tai Po Baptist Public School (Tai Po)	6	Balance bike		150
Hong Kong Rope Skipping Club	Yan Chai Hospital Wong Wha San Secondary School (Sai Kung)	3	Rope skipping	Activity room	120
	Maryknoll Fathers' School (Sham Shui Po)	6	Rope skipping	Covered playground	360
	PLK Tong Nai Kan Junior Secondary College (Sham Shui Po)	1	Rope skipping	Hall	40
	HKKKWA Sun Fong Chung Primary School (Tai Po)	6	Rope skipping	Covered playground	240
	Catholic Ming Yuen Secondary School (Sai Kung)	1	Rope skipping	Covered playground	40

Hong Kong Rope Skipping Club	SKH Li Fook Hing Secondary School (Eastern)	4	Rope skipping	Hall	160
	Tin Shui Wai Methodist Primary School (Yuen Long)	5	Rope skipping	Hall	200
	Hong Kong and Kowloon Chiu Chow Public Association Secondary School (Yau Tsim Mong)	4	Rope skipping	Covered playground	160
	Tsuen Wan Chiu Chow Public School (Tsuen Wan)	2	Rope skipping	Covered playground	80
	SKH St. Benedict's School (Wong Tai Sin)	1	Rope skipping	Hall	40
	Lung Cheung Government Secondary School (Wong Tai Sin)	2	Rope skipping	Hall	60
	HKSYC & IA Chan Nam Chong Memorial College (Kwai Tsing)	2	Rope skipping	Hall, covered playground	80
	Mu Kuang English School (Kwun Tong)	6	Rope skipping	Hall	180
	Heung To Middle School (Sham Shui Po)	5	Rope skipping	Covered playground	200
Physical Fitness Association of Hong Kong, China	Fortress Hill Methodist Secondary School (Eastern)	3	Resistance training	Gymnasium, classroom	84
	St. Joseph's Anglo-Chinese School (Kwun Tong)	3	Physical fitness	Hall, classroom	170
	Chinese YMCA College (Shatin)	1	Physical fitness	Hall	80
Leap Judo Club	Yan Chai Hospital Wong Wha San Secondary School (Sai Kung)	3	Judo	Activity room	60
Unicycling Association of Hong Kong	PLK Chong Kee Ting Primary School (Shatin)	3	Unicycling	Playground	72

Unicycling Association of Hong Kong	HKFEW Wong Cho Bau School (Islands)	3	Unicycling	Hall	96
	Chan's Creative School (Hong Kong Island) (Eastern)	3	Unicycling	Hall	84
	Kwok Man School (Islands)	3	Unicycling	Playground	60
	Fukien Secondary School Affiliated School (Kwun Tong)	3	Unicycling	Hall	84
Hong Kong Ice Hockey Association	Yan Oi Tong Tin Ka Ping Primary School (Sai Kung)	3	Ice hockey	Playground, hall	210
	Yan Oi Tong Tin Ka Ping Primary School (Sai Kung)	6	Ice hockey	Playground, synthetic ice rink	300
Central Baseball Club	YMCA of Hong Kong Christian College (Islands)	3	Baseball	Playground, basketball court	36
	Islamic Kasim Tuet Memorial College (Eastern)	3	Baseball	Playground	36
	SKH Li Fook Hing Secondary School (Eastern)	3	Baseball	5-a-side soccer pitches	36
Eastern Force Archery Club	Cheung Chuk Shan College (Eastern)	6	Archery	Covered playground	96
Tai Po Sports Association	Ling Liang Church MH Lau Secondary School (Tai Po)	1	Archery	Pitch	24
I Robot	The Yuen Yuen Institute MFBM Nei Ming Chan Lui Chung Tak Memorial College (Yuen Long)	3	Handball	Playground, sports room	120
EVO Sports Organisation	St. Francis Xavier's School, Tsuen Wan (Tsuen Wan)	6	Handball	Playground, sports room	240
The Central and Western District Recreations and Sports Association	Lok Sin Tong Leung Kau Kui College (Central and Western)	6	Basketball	Playground	180

Tuen Mun Sports Association	Ching Chung Hau Po Woon Secondary School (Tuen Mun)	6	Football	Basketball court	180
	Ho Ngai College (Sponsored By Sik Sik Yuen) (Tuen Mun)	6	Football	Hall	120
Chinese YMCA of Hong Kong	Chinese YMCA College (Shatin)	1	Physical Fitness	Gymnasium	15
		4	Walking football	Pitch	120
Rhino Hockey Club	Tung Koon District Society Fong Shu Chuen School (Yau Tsim Mong)	6	Hockey	Playground	144
Handball Association of Hong Kong, China	HKTA Ching Chung Secondary School (Kwun Tong)	3	Handball	Playground	90
Hamazing Korfball Club	Chinese YMCA Primary School (Yuen Long)	2	Korfball	Basketball court	40
Hong Kong Rugby Union	YMCA of Hong Kong Christian College (Islands)	15	Rugby	Artificial turf football pitch	1385
International Taekwondo Hong Kong	Queen Elizabeth School Old Students' Association Secondary School (Yuen Long)	6	Taekwondo	Activity room	180
Hong Kong Shuttlecock Association	Chinese YMCA College (Shatin)	2	Shuttlecock	Badminton court	40
Hong Kong China Bodybuilding and Fitness Association	True Light Middle School of Hong Kong (Wan Chai)	3	Bodyweight workout	Rooftop sports ground	45
	Buddhist Chi King Primary School (Kwun Tong)	1	Physical fitness	Hall	22
	Tsuen Wan Government Primary School (Tsuen Wan)	1	Physical fitness	Activity room	22
Kowloon City District Recreation and Sports Council	Jordan Valley St. Joseph's Catholic Primary School (Kwun Tong)	4	Basketball	Basketball court	200

Eastern District Recreation and Sports Advancement Association	SKH Li Fook Hing Secondary School (Eastern)	2	Volleyball	Volleyball court	50
The Scout Association of Hong Kong, 120 th Kowloon Group	SKH Good Shepherd Primary School (Kowloon City)	6	Scoutcraft (including ball skills, marching and orienteering)	Hall, classroom, activity room	360
Sha Tin Sports Association	HKTA Shun Yeung Primary School (Shatin)	6	Baseball	Baseball field	150
Hong Kong Baseball Association		6	Baseball	Baseball field	616
Hong Kong FloorCurling Association	Islamic Dharwood Pau Memorial Primary School (Wong Tai Sin)	6	Floor curling	Hall	144
	Maryknoll Secondary School (Kwun Tong)	5	Floor curling	Hall	120
	Chan's Creative School (Hong Kong Island) (Eastern)	3	Floor curling	Hall	72
	Islamic Primary School (Tuen Mun)	4	Floor curling	Hall	96
Hong Kong Chido Taewondo Association	Kwok Man School (Islands)	3	Taekwondo	Activity room	60
Hong Kong YWCA-Y Fitness	SKH Li Fook Hing Secondary School (Eastern)	3	Fitness dance	Activity room	36
Inspiring Hong Kong Sports Foundation	Lok Sin Tong Leung Kau Kui College (Central and Western)	2	Roller skating	Covered playground	32
	Tin Shui Wai Methodist Primary School (Yuen Long)	2	Fencing, basketball	Covered playground, playground	40
	Kowloon Technical School (Sham Shui Po)	3	Cross country running, shuttlecock	Playground	75

	Father Cucchiara Memorial School (Kwai Tsing)	2	Shuttlecock	Covered playground	40
	SKH Tsoi Kung Po Secondary School (Kowloon City)	2	Dodgebee	Covered playground	40
	Fung Kai Liu Yun Sum Memorial School (North)	2	Fencing	Activity room	40
	Confucius Hall Secondary School (Wan Chai)	2	Boxing, dancing	Classroom	32
	Fortress Hill Methodist Secondary School (Eastern)	2	Tchoukball	Playground	40
Hong Kong Rope Skipping Union	Yan Chai Hospital Lan Chi Pat Memorial Secondary School (Sai Kung)	2	Rope skipping	Hall	70
The Cycling Association of Hong Kong	Lok Sin Tong Leung Chik Wai Memorial School (Kwai Tsing)	2	Cycling	Covered playground	40
	St. Francis of Assisi's College (North)	2	Cycling	Activity room	40
	HKTA The Yuen Yuen Institute No.3 Secondary School (Sai Kung)	2	Cycling	Cycling training centre	40
	The Salvation Army William Booth Secondary School (Wong Tai Sin)	2	Cycling	Classroom	40
	Ling Liang Church MH Lau Secondary School (Tai Po)	2	Cycling	Hall	40
Total: 37	Total: 60	Total: 276	Total: 32	Total: 17	Total: 10 294 (Estimate)

- End -

CONTROLLING OFFICER'S REPLY**EDB171****(Question Serial No. 1308)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (4) Secondary Education, (6) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

(1) Please provide this Council with the list of career guidance programmes or projects partially or fully funded by the government currently run for non-Chinese speaking students, and for each programme, the content, the amount of the funding, the name of the institution/organisation running the programmes, the duration and specific target group of the programme, the number of schools involved, the number of students enrolled and completed the programme. Please refer to the following table for the format.

Name of programme	Institution/organisation	Target participants	Objectives	Expenditure (\$)	Duration	Number of schools involved	Number of students enrolled	Number of students completed the programme

(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, and whether final reports are accessible to the public. If no, why not?

(3) Please list out the support, training and resources provided, organized or developed by the EDB to schools in supporting the career guidance of NCS students.

Asked by: Hon MAK Mei-kuen, Alice (LegCo internal reference no.: 45)Reply:

(1) and (3)

The Education Bureau (EDB) has all along been supporting secondary schools to implement Life Planning Education and provide career guidance services, including arranging

diversified life planning activities for students. To prepare non-Chinese speaking (NCS) students for further studies and career pursuits, the 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 enabled 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. The learning resource kit developed in this project has been uploaded onto the Life Planning Information website for teachers' reference and use. Starting from the 2018/19 school year, the EDB has continued to commission an NGO to organise career exploration activities for NCS students, including visits to post-secondary institutions, workplace visits and work experience programmes, etc., to help them make informed choices on further studies and careers, set personal goals and plan their future. The programme has also been providing training courses for teachers and parents of participating schools to enhance their capability to provide life planning education in supporting NCS students. The relevant information is as follows:

Name of programme	Name of institution	Target participants	Objectives	Duration of the programme	Expenditure (\$ million)	No. of schools involved	No. of participating students	No. of students completed the programme
Programme on Providing Life Planning Education Services for NCS Students in Secondary Schools	Caritas – Hong Kong	NCS students attending secondary schools	To assist NCS students to understand their career orientation and learn about different study pathways and jobs through career exploration activities and work experience opportunities	2018/19 school year	0.7	40	320	320
				2019/20 school year	Around 1.3	80*	620*	620*

* Estimated figures

(2) The EDB has adopted various means to evaluate and monitor the effectiveness and progress of the programme, such as conducting regular visits to the participating schools to keep track of the implementation of the activities and listen to the views and needs of teachers and students, as well as conducting review meetings with the service provider and requesting the submission of reports by the service provider.

- End -

CONTROLLING OFFICER'S REPLY

EDB172

(Question Serial No. 1309)

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:

- (1) the respective numbers of ethnic minority (EM) students enrolled in each member institution of the Vocational Training Council (VTC) in the past 4 academic years, with a breakdown by ethnicity and programme, and the expenditure on EM students;
- (2) the respective numbers of EM graduates from each member institution of the VTC in the past 4 academic years, with a breakdown by ethnicity and programme; and
- (3) the numbers of EM students enrolled in programmes (both solely and not solely for non-Chinese speaking students) offered by the VTC in the past 4 academic years, with a breakdown by ethnicity and programme.

Asked by: Hon MAK Mei-kuen, Alice (LegCo internal reference no.: 46)

Reply:

The Vocational Training Council (VTC) provides programmes designated for non-Chinese speaking (NCS) students as well as programmes not designated for 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. The number of NCS graduates of each member institution of the VTC is also unavailable.

Based on the data available, a breakdown of the number of NCS students by major ethnic groups from the 2016/17 to 2019/20 academic years is given below –

Ethnicity	2016/17 Academic Year	2017/18 Academic Year	2018/19 Academic Year	2019/20 Academic Year (Provisional)
Pakistani	128	118	125	128
Nepalese	103	119	106	94
Filipino	90	95	85	81
Indian	51	55	47	45
Thai	12	14	10	9
Others ^(Note 1)	78	111	103	154

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 2016/17 to 2019/20 by programme type is set out below –

Type of Programme	2016/17 Academic Year	2017/18 Academic Year	2018/19 Academic Year	2019/20 Academic Year (Provisional)
Undergraduate Degree	36	45	50	57
Higher Diploma	178	208	201	205
Diploma of Foundation Studies/Foundation Diploma	162	179	127	152
Diploma/Certificate of Vocational Education	86	80	98	97

- End -

CONTROLLING OFFICER'S REPLY

EDB173

(Question Serial No. 1310)

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:

Regarding the 2016/17, 2017/18, 2018/19 and 2019/20 school years, please provide the following information:

- (a) the total number of students and the number of local non-Chinese speaking (NCS) students who have completed 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 graduated with a Vocational Training Council Diploma of Vocation Education, Vocational Training Council Diploma or Vocational Training Council Certificate; and if such data are unavailable, whether the Vocational Training Council will conduct a survey to find out; and
- (e) the amount of financial resources allocated to various post-secondary institutions by the Government for promoting Chinese learning among the NCS students (to help them acquire vocational Chinese language skills).

Asked by: Hon MAK Mei-kuen, Alice (LegCo internal reference no.: 47)

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 from the 2016/17 to 2019/20 school years 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) from the 2016/17 to 2019/20 academic years is set out at **Annex 2**. For self-financing institutions, we do not collect information on local NCS students.

The local student intake (including local NCS students) of UGC-funded full-time sub-degree and undergraduate programmes from the 2016/17 to 2019/20 academic years is set out at **Annex 3**. The number of students and NCS students intake of full-time and part-time subsidised programmes offered by the Vocational Training Council (VTC) from the 2016/17 to 2019/20 academic years 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 2019/20 academic year are as follows:-

Type of Programme	Annual Tuition Fees in the 2019/20 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 annual tuition fees for self-financing programmes are as follows –

Type of Programme	Annual Tuition Fees in the 2019/20 Academic Year
Undergraduate (including Top-up Degree)	\$54,900 - \$298,775
Sub-degree (including Associate Degree and Higher Diploma)	\$42,000 - \$95,540
Diploma of Foundation Studies	\$27,600
Diploma of Vocational Education	N/A (Note)

Note: Self-financing Diploma of Vocational Education programmes are not offered by the VTC.

(d) The VTC does not have information on the average annual salary of local NCS graduates. Currently, the VTC conducts annual graduate surveys to collect information such as the annual salary level of local graduates (including NCS graduates). The survey results are not broken down by the graduates' race or mother tongue. Currently, graduates participating in the surveys are also not required to reveal their ethnicity to the VTC. To avoid unnecessary misunderstanding, the VTC currently has no plan to collect such information about 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 utilised 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
from the 2016/17 to 2019/20 School Years**

	2016/17 School Year	2017/18 School Year	2018/19 School Year	2019/20 School Year
No. of Secondary 6 Students ^{Note}	51 844	51 535	47 998	45 687
No. of NCS Students Attending Secondary 6	1 186	1 317	1 218	1 334

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 mid-September of the respective school years.
3. Figures include public sector and Direct Subsidy Scheme secondary schools offering the local curriculum, but not 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
from the 2016/17 to 2019/20 Academic Years**

Institution	2016/17 Academic Year				2017/18 Academic Year				2018/19 Academic Year				2019/20 Academic Year			
	No. of Students				No. of Students				No. of Students				No. of Students			
	Sub-degree	First-year-first-degree (Note 2)	Top-up Degree	Total	Sub-degree	First-year-first-degree (Note 2)	Top-up Degree	Total	Sub-degree	First-year-first-degree (Note 2)	Top-up Degree	Total	Sub-degree	First-year-first-degree (Note 2)	Top-up Degree	Total
Caritas Bianchi College of Careers	284	-	-	284	307	-	-	307	272	-	-	272	258	-	-	258
Caritas Institute of Community Education	157	-	-	157	149	-	-	149	105	-	-	105	76	-	-	76
Caritas Institute of Higher Education	320	509	586	1 415	265	711	558	1 534	284	1 180	194	1 658	321	1 360	188	1 869
Centennial College	-	292	79	371	-	150	62	212	-	94	42	136	-	49	19	68
Chu Hai College of Higher Education	-	974	-	974	-	620	201	821	-	444	168	612	-	396	170	566
City University of Hong Kong and its School of Continuing and Professional Education, and Community College	6 217	227	1 018	7 462	5 936	451	917	7 304	5 398	657	720	6 775	-	625	409	1 034
Community College of City University/UOW College of Hong Kong													4 587	53	189	4 829
Gratia Christian College	-	60	-	60	6	77	-	83	19	99	1	119	44	70	38	152
The Hang Seng University of Hong Kong	-	4 149	382	4 531	-	4 322	547	4 869	-	3 876	861	4 737	-	4 223	1 372	5 595
HKU SPACE Po Leung Kuk Stanley Ho Community College	2 138	-	-	2 138	1 785	-	-	1 785	1 818	-	-	1 818	2 147	-	-	2 147

Institution	2016/17 Academic Year				2017/18 Academic Year				2018/19 Academic Year				2019/20 Academic Year			
	No. of Students				No. of Students				No. of Students				No. of Students			
	Sub-degree	First-year-first-degree (Note 2)	Top-up Degree	Total	Sub-degree	First-year-first-degree (Note 2)	Top-up Degree	Total	Sub-degree	First-year-first-degree (Note 2)	Top-up Degree	Total	Sub-degree	First-year-first-degree (Note 2)	Top-up Degree	Total
Hong Kong Art School	75	104	-	179	70	98	-	168	65	109	-	174	71	103	-	174
Hong Kong Baptist University and its Academy of Film, School of Continuing Education, and College of International Education	3 542	379	1 796	5 717	3 236	534	1 679	5 449	3 318	599	1 695	5 612	3 542	766	1 658	5 966
Hong Kong College of Technology and HKCT Institute of Higher Education	415	@	@	415	392	@	@	392	412	@	@	412	455	@	@	455
Hong Kong Institute of Technology	491	139	161	791	344	281	68	693	310	127	281	718	317	99	241	657
Hong Kong Nang Yan College of Higher Education	12	33	17	62	1	34	13	48	-	71	7	78	-	88	1	89
Hong Kong Shue Yan University	-	4 454	-	4 454	-	3 883	268	4 151	-	3 642	482	4 124	-	3 188	709	3 897
Lingnan University and its Community College, and Lingnan Institute of Further Education	938	-	-	938	930	-	-	930	973	-	-	973	932	29	-	961
SCAD Foundation (Hong Kong) Limited/Savannah College of Art and Design, Inc.	-	553	-	553	-	583	-	583	-	629	-	629	-	647	-	647
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 881	-	165	2 046	1 694	-	98	1 792	1 598	-	85	1 683	1 703	-	18	1 721

Institution	2016/17 Academic Year				2017/18 Academic Year				2018/19 Academic Year				2019/20 Academic Year			
	No. of Students				No. of Students				No. of Students				No. of Students			
	Sub-degree	First-year-first-degree (Note 2)	Top-up Degree	Total	Sub-degree	First-year-first-degree (Note 2)	Top-up Degree	Total	Sub-degree	First-year-first-degree (Note 2)	Top-up Degree	Total	Sub-degree	First-year-first-degree (Note 2)	Top-up Degree	Total
The Hong Kong Academy for Performing Arts	-	697	-	697	-	728	-	728	-	741	-	741	-	762	-	762
The Education University of Hong Kong	92	1 189	250	1 531	-	1 019	325	1 344	-	798	433	1 231	-	535	376	911
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	9 228	-	2 323	11 551
The Hong Kong University of Science and Technology	-	120	-	120	-	142	-	142	-	144	-	144	-	165	-	165
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	1 773	6 605	2 628	11 006	1 579	6 491	2 622	10 692	1 611	6 351	3 031	10 993	1 811	6 335	2 934	11 080
The University of Hong Kong – HKU SPACE and HKU SPACE Community College	5 185	159	645	5 989	4 800	132	375	5 307	5 758	165	227	6 150	6 604	112	239	6 955
Tong Wah College	318	1 533	442	2 293	431	1 537	398	2 366	475	1 646	407	2 528	423	1 816	416	2 655
Vocational Training Council (Note 3)	5 527	2 779	1 670	9 976	4 469	3 130	1 824	9 423	3 748	3 227	2 062	9 037	3 316	2 941	1 888	8 145
Yew Chung Community College	213	-	-	213	177	-	-	177	169	10	20	199	193	30	34	257
YMCA College of Careers	57	-	-	57	41	-	-	41	26	-	-	26	12	-	-	12

Notes:

1. Provisional figures as at end of December 2019. The final number of students may vary.
2. Figures include students receiving subsidies under the Study Subsidy Scheme for Designated Professions/Sectors.
3. Only self-financing sub-degree, first-year-first-degree and top-up degree programmes offered by the VTC are included (Please refer to **Annex 4** for relevant information on subsidised programmes offered by the VTC).
4. [-] No such programmes are offered.
5. @ Figures are not available from the institution.

**Local Student Intake (including Local NCS Students) of
Full-time UGC-funded Sub-degree and Undergraduate Programmes by University and Level of Study
from the 2016/17 to 2019/20 Academic Years**

Academic Year	Level of Study		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total (headcount)
2016/17	Sub-degree	Total no. of local students admitted	459	-	-	-	334	1 135	-	-	1 928
		No. of local NCS students admitted	15	-	-	-	4	2	-	-	21
	Undergraduate	Total no. of local students admitted	3 515	1 760	649	3 660	773	4 132	2 119	3 418	20 026
		No. of local NCS students admitted	62	5	1	24	-	4	77	37	210
2017/18	Sub-degree	Total no. of local students admitted	379	-	-	-	377	621	-	-	1 377
		No. of local NCS students admitted	6	-	-	-	1	8	-	-	15
	Undergraduate	Total no. of local students admitted	3 484	1 817	648	3 746	792	3 939	2 149	3 416	19 991
		No. of local NCS students admitted	73	14	10	31	11	23	92	42	296
2018/19	Sub-degree	Total no. of local students admitted	339	-	-	-	386	421	-	-	1 146
		No. of local NCS students admitted	5	-	-	-	14	3	-	-	22
	Undergraduate	Total no. of local students admitted	3 449	1 899	666	3 692	806	3 988	2 118	3 369	19 987
		No. of local NCS students admitted	72	11	7	36	20	18	91	58	313

Academic Year	Level of Study		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total (headcount)
2019/20 (Provisional)	Sub-degree	Total no. of local students admitted	214	-	-	-	358	515	-	-	1 087
		No. of local NCS students admitted	8	-	-	-	11	4	-	-	23
	Undergraduate	Total no. of local students admitted	3 409	1 848	645	3 645	851	4 102	2 183	3 400	20 083
		No. of local NCS students admitted	72	20	10	36	11	20	83	36	288

Notes:

1. Figures include first year student intakes and senior year student intakes.
2. Refer to local students whose spoken language at home is not Chinese.
3. [-] denotes nil.

4. 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

**Number of Student Intake of Full-time and Part-time Subsidised Programmes Offered by the VTC
from the 2016/17 to 2019/20 Academic Years**

Level of Study	2016/17 Academic Year	2017/18 Academic Year	2018/19 Academic Year	2019/20 Academic Year
Higher Diploma	11 367	9 784	9 892	9 092
Diploma of Foundation Studies	3 750	4 178	4 113	4 174
Diploma of Vocational Education	5 334	4 592	4 571	4 022
Certificate of Vocational Education	933	895	716	652
Other Diplomas/Certificates	1 568	1 764	1 691	1 751
Number of Students	22 952	21 213	20 983	19 691

**Number of NCS Student Intake of Subsidised and Self-financing Degree and Diploma Programmes (Full-time and Part-time)
Offered by the VTC from the 2016/17 to 2019/20 Academic Years**

Level of Study	2016/17 Academic Year	2017/18 Academic Year	2018/19 Academic Year	2019/20 Academic Year
Local NCS Students	462	512	476	511
Undergraduate Degree	36	45	50	57
Higher Diploma	178	208	201	205
Diploma of Foundation Studies/ Foundation Diploma	162	179	127	152
Diploma/Certificate of Vocational Education	86	80	98	97

Note 1: The above figures include all NCS students enrolled in the listed full-time and part-time programmes regardless of whether they are local students, but exclude NCS students enrolled in the programmes of short duration.

Note 2: There is no breakdown of NCS student enrolment by funding.

- End -

CONTROLLING OFFICER'S REPLY

EDB174

(Question Serial No. 2203)

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:

- (1) the number of aided primary and secondary schools adopting PMIC, and their respective percentages against 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 schools adopting PMIC in the past 3 years disaggregated by home language;
- (3) the measures that were taken to support NCS students in schools adopting PMIC in the 2019/20 school year and the expenditures involved;
- (4) whether the Bureau will conduct a comprehensive review of the current implementation of PMIC policy as some academics and members of the education sector have pointed out that PMIC is not very effective in enhancing students' competence in Chinese; if yes, of the details; if not, of the reasons;
- (5) the number of aided primary and secondary schools that have adopted PMIC reverting back to using Cantonese as medium of instruction for teaching the Chinese Language Subject in the past 3 years.

Asked by: Hon MO Claudia (LegCo internal reference no.: 32)

Reply:

- (1), (2)
and (5) Whether to use Putonghua as the medium of instruction for teaching the Chinese Language Subject (PMIC) is a school-based policy. Primary and secondary schools may make decisions and arrangements 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

EDB175

(Question Serial No. 2230)

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, (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 indicates that it will “continue to improve the learning and teaching of the English Language so as to lay a solid foundation for students’ diversified needs of English learning in future”. In this connection, please advise this Committee:

- (1) of the measures implemented in the past 5 years and this year to improve students’ English proficiency, and the expenditures involved;
- (2) whether the Administration has assessed the effectiveness of various measures implemented to improve students’ English proficiency; if yes, of the details; if no, of the reasons?
- (3) whether the Administration will raise students’ proficiency and competence in English for everyday life so as to enhance their competitiveness in the international arena, and allocate additional resources to schools for training local teachers and supporting schools in enhancing English Language education.

Asked by: Hon MO Claudia (LegCo internal reference no.: 59)

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. 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 financial years) is \$794.24 million (of which \$25.74 million is from the Language Fund), \$838.35 million (of which \$27.7 million is from the Language Fund), \$883.29 million (of which \$44.31 million is from the Language Fund), \$940.91 million (of which \$71.97 million is from the Language Fund) and \$811.5 million (of which \$76.01 million is from the Language Fund) respectively. In the 2020-21 financial year, the provision is \$1.03278 billion, of which \$51.19 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 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 in Primary Schools	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 no less than 6 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 post.
2.	The Enhanced Native-speaking English Teacher (NET) Scheme in Secondary Schools	NETs collaborate with local English teachers to enhance the effectiveness of English learning and teaching by providing a more favourable English language learning environment and using 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 post.
*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 to enhance their international competitiveness.

- End -

CONTROLLING OFFICER'S REPLY**EDB176****(Question Serial No. 2326)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Will the Government inform this Council of:

- (a) the total number of NCS and ethnic minority students by school level in the recent 3 years in local schools:

	2017/18			2018/19			2019/20		
School level	No. of students in total	No. of NCS students	No. of ethnic minority students	No. of students in total	No. of NCS students	No. of ethnic minority students	No. of students in total	No. of NCS students	No. of ethnic minority students
K1-K3									
P1-P3									
P4-P6									
S1-S3									
S4-S6									

- (b) 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

(c) the number of NCS students studying in the district by school level:

District	No. of KG students	No. of KG NCS students	No. of primary students	No. of primary NCS students	No. of secondary students	No. of secondary NCS students

Asked by: Hon MO Claudia (LegCo internal reference no.: 61)

Reply:

- (a) According to the information collected through the annual Enrolment Survey, the number of students and the number of non-Chinese speaking (NCS) students studying in kindergartens, public sector and Direct Subsidy Scheme (DSS) primary and secondary schools by class level from the 2017/18 to 2019/20 school years are tabulated at Annex A. The number of ethnic minority students studying in kindergartens and the number of NCS ethnic minority students studying in public sector and DSS primary and secondary schools by class level from the 2017/18 to 2019/20 school years are tabulated at Annex B. The number of NCS students provided in Annex A and the number of NCS ethnic minority students provided in 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).
- (b) The number of public sector and DSS primary and secondary schools and the number of public sector and DSS primary and secondary schools with NCS students by district in the 2019/20 school year are tabulated at Annex C.
- (c) The number of students and the number of NCS students studying in kindergartens and public sector and DSS primary and secondary schools by district and class level in the 2019/20 school year are tabulated at Annex D.

**Number of students and number of non-Chinese speaking (NCS) students
studying in kindergartens, primary and secondary schools by class level
in the 2017/18, 2018/19 and 2019/20 school years**

Class level	2017/18 school year		2018/19 school year		2019/20 school year	
	No. of students	No. of NCS students (Note 2)	No. of students	No. of NCS students (Note 2)	No. of students	No. of NCS students (Note 2)
Kindergarten K1 to K3	181 147	12 409	174 402	12 968	174 297	12 956
P1 to P3	158 714	4 965	163 307	5 046	161 065	5 119
P4 to P6	150 333	4 657	154 343	4 803	155 943	4 932
S1 to S3	152 556	5 064	154 868	5 043	161 018	5 201
S4 to S6	154 549	4 319	146 158	4 438	141 157	4 595

Notes:

1. Figures refer to the position as at mid-September of the respective school 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 for kindergartens include K1, K2 and K3 classes of kindergarten-cum-child care centres. Figures include both local and non-local kindergartens.
4. Figures for primary and secondary schools include public sector and Direct Subsidy Scheme primary and secondary schools, but exclude special schools.

**Number of ethnic minority students studying in kindergartens by class level
in the 2017/18, 2018/19 and 2019/20 school years**

Class level	2017/18 school year	2018/19 school year	2019/20 school year
Kindergarten K1 to K3	10 773	10 922	10 619

**Number of non-Chinese speaking (NCS) ethnic minority students
studying in primary and secondary schools by class level
in the 2017/18, 2018/19 and 2019/20 school years**

Class level	2017/18 school year	2018/19 school year	2019/20 school year
P1 to P3	4 618	4 656	4 774
P4 to P6	4 391	4 533	4 641
S1 to S3	4 676	4 641	4 808
S4 to S6	3 831	3 959	4 129

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures for kindergartens include K1, K2 and K3 classes of kindergarten-cum-child care centres. Figures include both local and non-local kindergartens.
3. Figures for kindergartens include ethnic minority students regardless of their spoken language.
4. Figures for primary and secondary schools include public sector and Direct Subsidy Scheme primary and secondary schools, but exclude 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 exclude those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

**Number of primary and secondary schools and number of
primary and secondary schools with non-Chinese speaking (NCS) students by district
in the 2019/20 school year**

District	No. of primary schools	No. of primary schools with NCS students	No. of secondary schools	No. of secondary schools with NCS students
Central & Western	16	10	11	11
Wan Chai	15	14	17	16
Eastern	28	22	30	23
Southern	13	11	15	12
Yau Tsim Mong	21	18	18	18
Sham Shui Po	24	16	26	19
Kowloon City	34	23	36	23
Wong Tai Sin	25	20	23	15
Kwun Tong	35	19	33	18
Sai Kung	26	14	26	15
Sha Tin	41	24	44	20
Tai Po	19	12	20	9
North	28	10	20	4
Yuen Long	48	43	39	31
Tuen Mun	35	27	37	26
Tsuen Wan	21	12	14	8
Kwai Tsing	31	20	31	24
Islands	16	16	11	10
All districts	476	331	451	302

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. School district is determined by the District Council district in which the school premises are located.
4. Figures include public sector and Direct Subsidy Scheme primary and secondary schools, but exclude students in special schools.

**Number of students and number of non-Chinese speaking (NCS) students
studying in kindergartens, primary and secondary schools by district and class level
in the 2019/20 school year**

Kindergartens

District	K1 to K3	
	No. of students	No. of NCS students (Note 2)
Central & Western	6 203	1 373
Wan Chai	7 050	1 408
Eastern	10 926	922
Southern	4 371	1 201
Yau Tsim Mong	6 329	817
Sham Shui Po	9 913	627
Kowloon City	22 379	1 122
Wong Tai Sin	6 948	129
Kwun Tong	12 187	213
Sai Kung	9 042	933
Sha Tin	14 167	441
Tai Po	6 549	196
North	8 867	51
Yuen Long	16 348	854
Tuen Mun	11 784	329
Tsuen Wan	7 012	171
Kwai Tsing	9 941	658
Islands	4 281	1 511
All districts	174 297	12 956

Primary schools

District	P1 to P3		P4 to P6	
	No. of students	No. of NCS students (Note 2)	No. of students	No. of NCS students (Note 2)
Central & Western	4 351	362	4 091	325
Wan Chai	4 336	559	4 193	530
Eastern	9 224	142	8 943	106
Southern	3 354	18	3 239	22
Yau Tsim Mong	7 565	575	7 035	575
Sham Shui Po	8 861	448	8 475	485
Kowloon City	11 379	198	11 177	171
Wong Tai Sin	7 438	159	7 664	167
Kwun Tong	13 219	386	12 978	414
Sai Kung	8 359	177	7 890	110
Sha Tin	16 115	56	14 806	57
Tai Po	7 462	42	7 385	54
North	9 862	23	9 839	24
Yuen Long	16 593	565	16 787	493
Tuen Mun	12 402	328	12 278	371
Tsuen Wan	7 017	67	6 614	47
Kwai Tsing	9 751	462	9 587	473
Islands	3 777	552	2 962	508
All districts	161 065	5 119	155 943	4 932

Secondary schools

District	S1 to S3		S4 to S6	
	No. of students	No. of NCS students (Note 2)	No. of students	No. of NCS students (Note 2)
Central & Western	4 774	113	4 138	88
Wan Chai	5 806	458	5 018	381
Eastern	9 627	411	8 607	333
Southern	4 603	88	3 874	83
Yau Tsim Mong	6 346	335	6 278	369
Sham Shui Po	10 251	1020	8 743	813
Kowloon City	13 971	188	12 540	172
Wong Tai Sin	8 269	65	7 363	34
Kwun Tong	12 525	438	11 952	523
Sai Kung	9 335	303	7 815	257
Sha Tin	15 737	78	13 472	194
Tai Po	7 144	62	5 709	25
North	8 732	1	7 031	3
Yuen Long	14 634	401	12 558	280
Tuen Mun	11 309	481	9 401	436
Tsuen Wan	4 770	27	4 508	27
Kwai Tsing	10 613	147	9 788	100
Islands	2 572	585	2 362	477
All districts	161 018	5 201	141 157	4 595

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. School district is determined by the District Council district in which the school premises are located.
4. Figures for kindergartens include K1, K2 and K3 classes of kindergarten-cum-child care centres. Figures include both local and non-local kindergartens.
5. Figures for primary and secondary schools include public sector and Direct Subsidy Scheme primary and secondary schools, but exclude special schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB177

(Question Serial No. 2327)

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:

Will the Government inform this Council of:

- (a) School years from 2015/16 to 2019/20, the number of NCS students in public primary and secondary schools who have previously attended kindergarten in Hong Kong, and the number of NCS primary and secondary school students locally born. If the EDB does not collect such information, please explain why.
- (b) According to the questionnaire surveys on the Territory-wide System Assessment, and the annual plans submitted by primary and secondary schools with NCS students (i.e. those provided with additional funding), how many NCS students are locally born and have previously attended kindergarten in Hong Kong? Please tabulate the answer:

Source of information	No. of schools involved	No. of NCS students involved	No. of NCS students who have previously attended kindergarten in Hong Kong	No. of NCS students who are locally born	No. of NCS students who resides in HK less than 3 years

Asked by: Hon MO Claudia (LegCo internal reference no.: 62)

Reply:

- (a) Currently, the Education Bureau (EDB) collects information of all primary and secondary students in public sector schools and Direct Subsidy Scheme (DSS) schools offering the local curriculum through the Enrolment Survey, which is conducted to maintain and update basic information of these students. The Survey does not collect information on whether the students (including non-Chinese speaking (NCS) students) have attended kindergartens in Hong Kong and whether they were born 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.
- (b) To help NCS students overcome the difficulties in learning Chinese as a second language, schools with 10 or more NCS students are currently provided with an additional funding ranging from \$0.8 million to \$1.5 million per year. These schools should submit annual plans on support to be provided for NCS students in learning Chinese. In planning the school-based support measures, these schools will also take into account whether their NCS students have attended kindergartens in Hong Kong. In the 2018/19 school year, 127 primary schools and 114 secondary schools admitted 10 or more NCS students, in which the number of NCS students were 9 192 and 8 811 respectively. According to the annual plans submitted by the schools concerned, about 80% and 40% of their NCS students have attended local kindergartens respectively. Information on the annual plans for the 2019/20 school year is not available as it is still being compiled.

EDB annually commissions an independent research institute to conduct a research study on “Students’ Learning Attitude and Motivation Questionnaire Survey” (research study) alongside the Territory-wide System Assessment (TSA), with a view to identifying the non-academic factors (such as support measures provided by schools) that affect students’ (including NCS students) learning and performances in TSA in that particular year. Participation in the research study is voluntary, and it does not maintain statistics at territory-wide level as to whether NCS students have attended local kindergartens or whether they were born in Hong Kong. As such, EDB is not able to provide the information as requested.

- End -

CONTROLLING OFFICER'S REPLY**EDB178****(Question Serial No. 2328)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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.

Will the government inform this council of:

- (a) 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;
- (b) 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 2019/20:

	Schools with 10 or more NCS students			Schools with 1-9 NCS students		
	No. of schools with NCS students	No. of schools receiving funding	No. of schools using assessment tools	No. of schools with NCS students	No. of schools receiving funding	No. of schools using assessment tools
2015/16						
2016/17						
2017/18						
2018/19						
2019/20						

- (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 2019/20?

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
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 assessed						
No. of primary 4-6 NCS students reached Key Stage II						
No. of primary 1-3 NCS students assessed						
No. of primary 1-3 NCS students reached Key Stage I						
No. of NCS students assessed prior to primary one						
No. of NCS students reached Entry Stage						

Asked by: Hon MO Claudia (LegCo internal reference no.: 63)

Reply:

Starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding to schools, 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”, designed on the basis of the mainstream Chinese Language curriculum, provides steps and methods for learning and teaching, and assessment for teachers’ reference in teaching and making flexible adaptations according to the learning progress of NCS students. Teachers can make reference to the “Learning Framework”, which is not independent of the mainstream Chinese Language curriculum, to set learning targets, learning progress and expected learning outcomes on listening, speaking, reading and writing, as well as adapt and develop teaching materials at the school-based level for

NCS students with different starting points and abilities, so as to help these second language learners to use a “small-step” approach to learn Chinese progressively.

Schools are 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 Tools, which are jointly developed by 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 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. The frequency of assessments conducted and whether adaptation to the questions is made vary across schools or even among individuals. Schools are not required to submit information about the frequency of assessments they have conducted. As the relevant manpower resources and expenditure for development of the “Assessment Tools” are subsumed under the overall expenditure of EDB, a breakdown of the expenditure in this regard is not available.

Starting from the 2014/15 school years, 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. From the 2015/16 to 2019/20 school years, the respective number of schools is 197, 216, 228, 241 and 252, and the respective number of NCS students is 16 450, 17 015, 17 681, 18 003 and 18 499. 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. All the schools above adopt a school-based approach in using the “Assessment Tools” to assess NCS students’ learning progress annually, and accordingly arrange diversified intensive learning and teaching modes as appropriate, and adapt the school-based curriculum as well as the learning and teaching materials and progress. The number of NCS students who have attained certain levels at different learning stages is not available. As regards schools admitting a relatively small number of NCS students (i.e. 1 to 9 students), their NCS students can benefit from the immersed Chinese language environment of the school as well as the “Learning Framework”. From the 2015/16 to 2019/20 school years, the respective number of schools is 410, 382, 387, 391

and 380. 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 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. From the 2015/16 to 2019/20 school years, 83, 179, 213, 216 and 212 (provisional) schools were provided with an additional funding to offer after-school Chinese language support programmes respectively. Over the past 5 years, some schools that admitted a relatively small number of NCS students did not submit funding applications to EDB, and hence these schools were not provided with the additional funding. EDB will continue to encourage schools that admitted NCS students 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.

Currently, schools make use of the “Assessment Tools” to assess their NCS students’ learning progress on their own. Inevitably, differences may arise among schools and there is also a lack of objective comparison of the performance of students in different schools. Therefore, EDB is exploring how to assess NCS students’ learning progress in Chinese at system level, with a view to providing feedback to schools and enhance related support measures. Moreover, 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. Nevertheless, the learning effectiveness of NCS students, after all, is affected by other factors (such as parents’ expectation and cooperation, students’ learning attitude).

- End -

CONTROLLING OFFICER'S REPLY**EDB179****(Question Serial No. 2329)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

The Government has previously mentioned that that the University of Hong Kong has been 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:

- the total expenditure of the service provided by the University of Hong Kong;
- the report of the analysis to date; if the report is not available for the public, why not?
- the indicators to evaluate the effectiveness of the Learning Framework; if no indicators were set, why not?
- information collected by the University of Hong Kong on the following:

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Number of schools with NCS funding						
No. of NCS students 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 the supporting materials. Please state the number of groups or individuals consulted, titles of individuals, and method of collection (e.g. meetings, submission papers, etc.)

Asked by: Hon MO Claudia (LegCo internal reference no.: 64)

Reply:

Starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding to schools, 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 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.

From the 2015/16 to 2019/20 school years, the respective number of schools is 197, 216, 228, 241 and 252. 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 an 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. Subject to the coverage of the service concerned, the annual expenditure ranges from about \$0.4 million to \$0.8 million from the 2014/15 to 2018/19 school years.

According to the findings of the analysis in each of the school years from the 2014/15 to 2018/19 school years, 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 2018/19 school year showed that the overall performance of primary NCS students at corresponding learning stages improved steadily in areas of character recognition/reading and character writing/writing. Besides, the performance of primary students in Chinese reading and writing improved along with the promotion in grade levels. 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, 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. Such analysis aims to assist schools provided with the additional funding to have a better understanding of the overall performance of NCS students in reading and writing to facilitate schools' planning of school-based curriculum and support measures. To avoid exerting unnecessary pressure on students/schools, we will not release the report which contains detailed assessment data. 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.

The existing education measure to enhance the support for NCS students in learning Chinese is a unique attempt of Hong Kong. It needs to be refined where necessary and it takes time for such measure to take root. Besides, we understand that the learning effectiveness of NCS students is affected by other factors (such as students' learning attitude, parents' expectation and cooperation). It is therefore neither appropriate nor possible to evaluate the effectiveness of the measure solely based on the indicator of its capability to enhance the Chinese proficiency of NCS students. 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, 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.

- End -

CONTROLLING OFFICER'S REPLY**EDB180****(Question Serial No. 3228)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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 BCA in 2017/2018, 2018/19 and 2019/20, and their percentage share of the total number of non-Chinese speaking students in that grade level, as tabulated in the table below:

BCA	Number of schools with NCS students participated in BCA	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 (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 BCA in 2017/2018, 2018/19 and 2019/20, and their percentage share of the total number of students in that grade level, as tabulated in the table below:

	Number of schools participated in BCA	Number of students	Total number of students in the grade level	Percentage of students in the grade level who have taken this test (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. (This data is important to assess the quality of education for NCS and all students; hence, there is no labelling effect.)

Asked by: Hon MO Claudia (LegCo internal reference no.: 65)

Reply:

Starting from the 2017/18 school year, the Primary 3 (P3) Territory-wide System Assessment (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” and the Education Bureau (EDB) has since then not maintained detailed information about the number of students or schools taking part in the P3 TSA. The Hong Kong Examinations and Assessment Authority (HKEAA) will separately sample a certain number of non-Chinese speaking (NCS) students for the assessment to meet statistical requirements. The information requested in different parts of the questions is as follows:-

(a)

The total number of P3, Primary 6 (P6) and Secondary 3 (S3) NCS students* in the 2017/18 school year was 1 979, 1 590 and 1 681 respectively. In the same school year, the number of P6 Δ and S3 NCS students# participating in the TSA was 192 and 1 499 respectively, representing 12.1% and 89.2% of the total number of students in the respective class levels. As for the number of schools, there were 118 secondary schools with S3 NCS students participating in the TSA in the 2017/18 school year.

The total number of P3, P6 and S3 NCS students in the 2018/19 school year was 2 059, 1 821 and 1 630 respectively, and the number of P6 and S3 NCS students participating in the TSA in the same year was 1 499 and 1 521 respectively, representing 82.3% and 93.3% of the total number of students in the respective class levels. As for the number of schools, there were 132 primary schools and 124 secondary schools with P6 and S3 NCS students participating in the TSA in the 2018/19 school year.

The total number of P3, P6 and S3 NCS students in the 2019/20 school year was 2 135, 1 850 and 1 676 respectively. In view of the development of the latest situation of COVID-19, the EDB has announced the suspension of TSA at all class levels in the 2019/20 school year. Therefore, other related figures are unavailable.

* NCS students cover those students who are non-Chinese speaking based on the spoken language at home.

These NCS students were provided with accommodation measures according to their needs as requested by their schools when participating in the TSA

Δ 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.

(b)

The total number of P3, P6 and S3 students in the 2017/18 school year was 55 368, 50 602 and 50 536 respectively, and about 2 500 P6 Δ students and 50 000 S3 students participated in the TSA. As for the number of schools, there were 447 secondary schools participating in the TSA in the 2017/18 school year.

The total number of P3, P6 and S3 students in the 2018/19 school year was 56 315, 54 102 and 49 970 respectively, and about 52 000 P6 students and 50 000 S3 students participated in the TSA. As for the number of schools, there were 504 primary schools and 445 secondary schools participating in the TSA in the 2018/19 school year.

The total number of P3, P6 and S3 students in the 2019/20 school year was 59 789, 55 887 and 50 859 respectively. In view of the development of the latest situation of COVID-19, the EDB has announced the suspension of TSA at all class levels in the 2019/20 school year. Therefore, other related figures are unavailable.

Δ 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.

(c)

In the 2017/18 school year, the percentage of P3 students achieving Basic Competencies (BCs) in Chinese Language, English Language and Mathematics was 86.7%, 80.8% and 88.0% respectively. In the same school year, the percentage of S3 students achieving BCs in the above-mentioned subjects was 76.9%, 69.8% and 80.0% respectively. The 2017/18 school year is an even-numbered year and participation in the P6 TSA was on a voluntary basis, the HKEAA thus did not provide territory-wide data.

In the 2018/19 school year, the percentage of P3 students achieving BCs in Chinese Language, English Language and Mathematics was 85.8%, 79.8% and 87.7% respectively. In the same school year, the percentage of P6 students achieving BCs in the above-mentioned subjects was 77.9%, 72.8% and 84.2% respectively. For S3, the percentage of students achieving BCs in the above-mentioned subjects was 76.4%, 69.5% and 79.6% respectively.

The Basic Competency Descriptors under the TSA are applicable to students in general rather than a specific group such as NCS students. TSA does not provide the performance data of individual students. The TSA data should not be used alone to interpret NCS students' learning performances in the related subjects given the comparatively varied learner diversity.

- End -

CONTROLLING OFFICER'S REPLY**EDB181****(Question Serial No. 3229)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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:

(a) Number of schools and additional funding received according to the funding model by government school, aided school, direct subsidy school in the school years 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20:

School year	No. of NCS Students	Total funding provided (primary schools)	Total no. of primary schools (with and without receiving funding)	No. of Primary schools receiving the additional funding				Total funding provided (secondary schools)	Total no. of secondary schools (with and without receiving funding)	No. of Secondary schools receiving the additional funding			
				Government school	Aided school	Direct subsidy school	Total no. of school			Government school	Aided school	Direct subsidy school	Total no. of school
2015/16	None												
	Less than 10												
	10 – 25												
	26 – 50												
	51 – 75												
	76 – 90												
	91 or more												
2016/17	None												

	Less than 10												
	10 – 25												
	26 – 50												
	51 – 75												
	76 – 90												
	91 or more												
2017/18	None												
	Less than 10												
	10 – 25												
	26 – 50												
	51 – 75												
	76 – 90												
2018/19	None												
	Less than 10												
	10 – 25												
	26 – 50												
	51 – 75												
	76 – 90												
2019/20	None												
	Less than 10												
	10 – 25												
	26 – 50												
	51 – 75												
	76 – 90												
	91 or more												

(b) In 2019/20, the number of schools without NCS students by types of school, i.e. government school, aided school, direct subsidy school.

(c) 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.

(d) The number of NCS students in each stage according to the Learning Framework.

(e) 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 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20.

(f) Use of the funding with details as follows in 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20:

Funding use	Actual expenditure	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)			

(g) Tabulate the various types of support measures for NCS students and the respective number of schools finding such mode effective from 2015/16 to 2019/20 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.: 66)

Reply:

- (a) Starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding to schools, 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 relatively small number of NCS students (i.e. 1 to 9 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 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. The number of schools provided with and not provided with the above-mentioned funding (with breakdown by school funding mode and number of NCS students ranging from “0”, “1 to 9”, “10 to 25”, “26 to 50”, “51 to 75”, “76 to 90” and “91 or more”) and the expenditure from the 2015/16 to 2019/20 school years are tabulated at [Annex A](#).

- (b) In the 2019/20 school year, the number of government, aided and DSS schools with no NCS students is tabulated at [Annex A](#).
- (c) 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 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 schools’ major stakeholders by means of questionnaires, interviews, etc., so as to review the implementation of support measures.

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 so that information on support for NCS students can be provided by schools. Public sector schools and DSS schools offering the local curriculum that admitted NCS students 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. From the 2019/20 school year onwards, EDB has further enhanced the newly added column by requesting the schools concerned to provide more details of the relevant support measures. EDB has encouraged schools to continue to enrich the content of the English version of their School Profiles and/or school webpages with regard to their school-based support measures for NCS students for the reference of parents of NCS students.

- (d) The “Learning Framework”, designed on the basis of the mainstream Chinese Language curriculum, provides steps and methods for learning and teaching, and assessment for teachers’ reference in teaching and making flexible adaptations according to the learning progress of NCS students. Teachers can make reference to the “Learning Framework”, which is not independent of the mainstream Chinese Language curriculum, to set learning targets, learning progress and expected learning outcomes on listening, speaking, reading and writing, as well as adapt and develop teaching materials at the school-based level for NCS students with different starting points and abilities, so as to help these second language learners to use a “small-step” approach to learn Chinese progressively. The number of NCS students at different learning stages is not available.

- (e) The respective number of kindergartens (KGs) admitting 1 to 9 NCS students from the 2015/16 to 2019/20 school years is 351, 361, 340, 351 and 364 (figures refer to the position as at mid-September of the respective school years, and include K1, K2 and K3 of KG-cum-child care centres while 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 217, 207, 203, 205 and 195, while the respective number for secondary schools is 193, 175, 184, 186 and 185. 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 and 2018/19 school years, about 150 KGs received the additional grant in each of the years, and the expenditure involved was about \$54 million and \$57 million respectively. EDB has, starting from the 2019/20 school year, provided a five-tiered grant for KGs joining the Scheme according to the number of NCS students admitted, so that these KGs can render more appropriate support to their NCS students.

Details of the five-tiered grant for each eligible KG in the 2019/20 school year are set out as follows:

Tier	Number of NCS students	Grant rate	Full-year grant rate for the 2019/20 school year (\$)
1	1 to 4	New cash grant of \$50,000 per year	50,000
2	5 to 7	New subsidy at a rate of 0.5 KG teacher	198,960
3	8 to 15	Subsidy at a rate of 1 KG teacher	397,920
4	16 to 30	Increased subsidy at a rate of 1.5 KG teachers	596,880
5	31 or more	Increased subsidy at a rate of 2 KG teachers	795,840

As at February 2020, about 430 KGs have been provided with the grant. The estimated annual expenditure is about \$110 million. As the grant is calculated by EDB based on the student enrolment information of KGs, the number of KGs and the expenditure involved may vary during the school year due to updating of the enrolment information of NCS students by schools.

- (f) From the 2015/16 to 2019/20 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 ethnic minority (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 B. According to the reports on the usage of the above-mentioned funding for the 2015/16 to 2018/19 school years, as well as the plans on the usage of funding in the 2019/20 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.
- (g) 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 (a) above from the 2015/16 to 2019/20 school years are tabulated at Annex C. 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. As schools will adjust their teaching modes having regard to the learning progress of their students, the intensive learning and teaching modes adopted may vary between school years and schools.

**Number of schools provided with/not provided with the additional funding
(by school funding mode and number of non-Chinese speaking (NCS) students ranging from
“0”, “1 to 9”, “10 to 25”, “26 to 50”, “51 to 75”, “76 to 90” and “91 or more”)
and the expenditure from the 2015/16 to 2019/20 school years**

School year	No. of NCS students	Expenditure (Primary) (\$ million)	Total no. of primary schools	Primary schools				Expenditure (Secondary) (\$ million)	Total no. of secondary schools	Secondary schools				
				Government	Aided	Direct Subsidy Scheme (DSS)	Total			Government	Aided	Caput	DSS	Total
2015/16	0	N.A.	475	7	134	5	146	N.A.	454	11	151	1	12	175
	1-9	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 more	39.00		3	20	3	26	36.00		1	11	0	12	24
2016/17	0	N.A.	475	10	135	5	150	N.A.	454	10	155	1	14	180
	1-9	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 more	37.50		3	19	3	25	36.00		1	11	0	12	24
2017/18	0	N.A.	475	11	132	7	150	N.A.	453	12	133	1	16	162
	1-9	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 more	40.50		3	20	4	27	37.50		1	12	0	12	25
2018/19	0	N.A.	477	9	129	7	145	N.A.	452	11	125	1	14	151
	1-9	5.60		7	103	2	112	5.20		8	88	1	7	104
	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 more	42.00		3	21	4	28	31.50		1	10	0	10	21
2019/20	0	N.A.	476	8	130	7	145	N.A.	451	13	121	1	14	149
	1-9	5.60		10	99	3	112	5.00		5	89	1	5	100
	10-25	52.00		5	58	2	65	44.80		3	45	0	8	56
	26-50	30.40		3	27	2	32	20.90		1	16	0	5	22
	51-75	9.90		0	8	1	9	13.20		0	8	0	4	12
	76-90	1.25		0	1	0	1	3.75		0	2	0	1	3
	91 or more	43.50		3	22	4	29	34.50		1	11	0	11	23

Notes:

- Figures include public sector schools and DSS schools offering the local curriculum (1 DSS secondary school offering non-local curriculum only is not provided with the additional funding), but exclude special schools.
- Figures for the 2019/20 school year (including the number of schools and expenditure) are provisional.
- In the past 5 years, there were schools that admitted a relatively small number of NCS students (i.e. 1 to 9 students) and did not submit funding applications to EDB, and hence these schools were not provided with the additional funding.

**Usage of funding by schools provided with the additional funding
from the 2015/16 to 2019/20 school years**

Use of funding	2015/16 school year			2016/17 school year			2017/18 school year			2018/19 school year			2019/20 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	Estimated expenditure (\$million)	Estimated no. of primary schools	Estimated no. of secondary schools
Appointment of additional teachers	127.46	114	96	150.68	136	109	147.15	127	118	169.31	132	121	190.61	144	120
Appointment of additional teaching assistants	35.51	90	74	38.89	110	93	46.60	130	112	50.54	129	115	49.52	139	122
Appointment of ethnic minority assistants	9.20	24	21	10.54	23	23	9.77	20	23	11.38	24	25	12.67	26	26
Purchase of learning and teaching resources	4.07	74	78	4.09	88	105	3.54	90	123	3.31	87	114	3.83	117	137
Procurement of professional services	6.78	73	57	6.30	94	68	8.74	121	94	10.86	143	112	9.26	149	119
Organising activities to promote an inclusive environment in schools	1.66	40	42	2.88	50	65	4.03	75	86	3.33	94	98	5.04	122	116

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 2019/20 school year (including the number of schools and expenditure) are provisional.

**The intensive learning and teaching modes adopted by schools provided with the additional funding
from the 2015/16 to 2019/20 school years**

Intensive learning and teaching modes	2015/16		2016/17		2017/18		2018/19		2019/20	
	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	67	54	81	76	82	83	92	92	99	95
Split-class/group learning	36	35	30	36	29	39	41	37	35	32
Increasing Chinese Language lesson time	30	18	39	28	48	29	52	25	47	24
Learning Chinese across the curriculum	15	8	19	20	20	16	31	31	29	28
Co-teaching with 2 or more teachers/teaching assistants to provide in-class support	51	19	70	34	76	34	77	34	96	28
After-school consolidation	141	115	202	165	217	191	230	197	231	190

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 2019/20 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY**EDB182****(Question Serial No. 0751)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding encouraging schools to make good use of information technology to enhance learning and teaching effectiveness, would the Administration please provide the following information:

(1) The numbers of primary and secondary schools that have implemented the "Bring Your Own Device" (BYOD) policy (please also provide the percentages of these schools against the total numbers of public sector primary and secondary schools).

	No. of schools implementing the BYOD policy	Percentage share in the total no. of schools
Government, aided (including special), caput and Direct Subsidy Scheme (DSS) secondary schools		
Government, aided (including special), caput and DSS primary schools		

(2) The Education Bureau (EDB) currently learns about the progress of implementing e-learning in schools through questionnaire surveys (last year's response rate was 74% only). It has also stated that the total number of schools implementing the BYOD policy is unavailable. How will the implementation of e-learning and the BYOD policy as well as the effectiveness of e-learning among participating students be effectively monitored then?

(3) For primary and secondary schools that have already implemented the BYOD policy, what are the average expenditures by students on purchasing mobile computer devices and on participating in e-learning activities in schools (including purchasing devices, hardware,

software, etc.)? Please provide the information separately for primary and secondary schools.

	Students' average expenditure on purchasing mobile computer devices	Students' average expenditure on participating in e-learning activities in schools (including purchasing 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		

(4) Has the EDB provided schools with information about computer devices to help them purchase suitable devices for their students? If not, what are the reasons?

(5) In the previous school year, did the EDB and schools receive any complaints from parents and students about the high cost of participating in e-learning and insufficient subsidy? If yes, please provide the number of complaint cases and an account of the follow-up actions taken.

(6) Does the EDB have any new measures to continue subsidising needy primary and secondary students to purchase mobile computer devices? If yes, what are the details? If no, what are the reasons?

(7) Is the EDB aware of any cases where students from grassroots families are unable to participate in online learning at home? How many families have only 1 computer for their children to share and undertake online learning? Please paint a picture of the overall situation. Are there measures to help these students undertake online learning during class suspension?

Asked by: Hon MOK Charles Peter (LegCo internal reference no.: 62)

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. In the questionnaire survey on information technology in education conducted for the 2018/19 school year, about 88% of schools

responded. Among the respondents, about 34% of secondary schools, 31% of primary schools and 23% of special schools have already implemented the BYOD policy or are formulating related measures. Since the implementation of BYOD policy is not mandatory under the prevailing policy, the EDB has not collected data on the number of schools implementing the policy and the percentage of these schools against the total number of schools.

(2) To continuously enhance various support measures, we have been reviewing their progress and effectiveness through different means such as school visits, questionnaire surveys and focus group meetings. As the past questionnaire surveys suggest, the implementation of BYOD policy at schools is becoming prevalent. Schools also 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. Hence, it is a school-based decision as to whether the BYOD policy should be implemented.

(3) 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 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.

(4) The EDB has, through various channels such as its website, teacher professional training and a technical support team, provided schools with information and technical support on procurement, use and management of devices, etc. so that schools can better support students in the use of mobile computer devices for learning.

(5) The EDB did not receive any complaints from parents or students about the high cost of participating in e-learning in schools in the 2018/19 school year. As to whether schools have received similar complaints from parents or students, it is a school-based matter and we do not have the relevant information.

(6) In the 2018/19 school year, the Community Care Fund launched a 3-year assistance programme to subsidise needy students to purchase mobile computer devices for practising e-learning in schools implementing BYOD policy. The EDB is closely monitoring its implementation and will review its effectiveness so as to formulate measures that would continuously support needy students in e-learning.

(7) During class suspension, primary and secondary schools should optimise the use of different modes of learning, including e-learning, to enable students to continue to systematically engage in a moderate amount of learning so as to achieve the goal of “suspending classes without suspending learning”. As far as we understand, for students who are unable to undertake online learning due to the lack of the necessary equipment (such as computers), schools have been actively providing support, for example by lending them the necessary equipment for use. Homework assignments and worksheets are printed and mailed to students or collected by parents from schools according to their actual needs.

The Government has been keeping in view the learning needs of students and taking various measures to support grassroots students in e-learning. To support needy students' online learning at home, the Student Finance Office and the Social Welfare Department provide eligible families with Internet access subsidies. The Government also provides, through the Community Care Fund, subsidies for needy primary and secondary students for purchasing mobile computer devices. Students may use these devices to engage in e-learning. Concerted efforts have also been made by different sectors of the community to support needy students. To support students who have difficulties accessing the Internet for e-learning at home during class suspension, the Hong Kong Jockey Club Charity Trust has given 100 000 local primary and secondary school students free Internet access (via mobile data SIM cards) for 4 months with the help of 2 non-governmental organisations.

We understand that many parents have to make the usual education-related payments, in whole or in part, for their children during class suspension, and some may have to increase their spending on reading and learning materials or e-learning devices for their children. To alleviate parents' burden in defraying these expenses, the Government will provide an additional \$1,000 to each recipient of the Student Grant for the 2019/20 school year, i.e. the Student Grant amount of this year will be increased from \$2,500 to \$3,500, through the newly established \$30 billion Anti-epidemic Fund. No extra applications by parents are necessary. The EDB does not have information on the cases where students from grassroots families are unable to participate in online learning at home and on the number of families that have only 1 computer for their children to share and undertake e-learning.

- End -

CONTROLLING OFFICER'S REPLY**EDB183****(Question Serial No. 0752)**

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) details of the work carried out in the past year to effect changes to the New Senior Secondary ICT curriculum for the 2021/22 school year;
- (2) the Education Bureau informed last year that a review on the Senior Secondary ICT curriculum was underway and that the curriculum content would be revised timely in accordance with the prevailing mechanism. Please provide details of the review and the curriculum revision in the 2020/21 school year;
- (3) details of the STEM training programmes organised for teachers in the past year and the expenditure involved;
- (4) the latest implementation status of the recommendations set out in the 2016 Report on Promotion of STEM Education – Unleashing Potential in Innovation, with a breakdown by items already implemented and to be implemented and with implementation timetables; and
- (5) the number of students taking the ICT subject at the senior secondary level and the number of candidates sitting for the ICT subject in the Hong Kong Diploma of Secondary Education (HKDSE) Examination in the past 2 years:

	2018-19	2019-20
No. of students taking the ICT subject at the senior secondary level		
No. of candidates sitting for the ICT subject in the HKDSE Examination		

Asked by: Hon MOK Charles Peter (LegCo internal reference no.: 63)

Reply:

(1) and (2)

Regarding the proposed revision of Information and Communication Technology (ICT) curriculum at senior secondary level, the Education Bureau (EDB) consulted various stakeholders, including public sector and Direct Subsidy Scheme (DSS) secondary schools offering the subject, relevant professional bodies and university academics in 2018 and received generally supportive feedback. In the light of the feedback received, we have further reviewed and enhanced the ICT curriculum, including the contents of the core and elective parts of the curriculum as well as assessment arrangements. The revision will be completed this year. The revised ICT curriculum will then be submitted to the Curriculum Development Council (CDC) for discussion under the prevailing mechanism, and be announced in around January 2021 upon endorsement by the CDC. We expect that the revised ICT curriculum at Secondary 4 could be implemented in the 2022/23 school year.

(3) and (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 learning and teaching 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. The last batch of training programme is expected to be completed in 2020. At the same time, we have organised professional development programmes on coding education for primary school teachers in 5 batches to help them support students in developing computational thinking. These programmes were completed as planned. STEM Education was one of the programme themes under the Paid Non-local Study Leave Scheme for Secondary School Teachers (i-Journey) in the 2017/18 and 2018/19 school years. The Scheme aims to broaden teachers’ professional perspectives and keep them abreast of the latest trend in global education developments so as to inspire their professional ideas in learning and teaching through their participation in specific courses and an overseas school attachment programme lasting for about 3 months. 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 and 2018/19 school years 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. As the expenditure on STEM-related professional development programmes for teachers is subsumed under the overall expenditure of the EDB, there is no separate breakdown for individual items.

(5)

In the 2018/19 school year, 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 was 18 940 and 5 620 respectively (Note). The figures for the 2019/20 school year are unavailable as they are still being compiled.

Note: Numbers are rounded to the nearest 10.

- End -

CONTROLLING OFFICER'S REPLY

EDB184

(Question Serial No. 2041)

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 National Education (paragraph 32) of Programme (6) 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 EDB advise this Committee of the details of these 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 Mainland exchange programmes in each of the past 3 years?

Asked by: Hon OR Chong-shing, Wilson (LegCo internal reference no.: 16)

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 latest development in different aspects for enhancing their professional competence. Professional exchange programmes mainly include visits to and lesson observations conducted in primary schools, secondary schools and higher education institutions, visits to enterprises and cultural facilities, as well as thematic seminars and exchange forums held by experts and scholars on different fields. In the 2020/21 school year, the estimated provision for Mainland exchange programmes for students and professional exchange programmes for teachers will be \$115 million and \$12.9 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

EDB185

(Question Serial No. 2043)

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 Vocational Training Council “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.” In this connection:

- (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 breakdown by sector?
- (2) What is the provision earmarked for the programme this year? How many students are estimated to participate in this year's programme?

Asked by: Hon OR Chong-shing, Wilson (LegCo internal reference no.: 18)

Reply:

A recurrent government funding of about \$18 million has been allocated to the Vocational Training Council (VTC) starting from the 2014/15 academic year to provide industrial attachment opportunities mainly for students pursuing subvented Higher Diploma programmes and some of the Diploma of Vocational Education programmes. About 9 000 students in the VTC will benefit every year and the same will apply to the 2020/21 academic year. Breakdown of the number of students by sector of the companies/organisations is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB186****(Question Serial No. 2044)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary Education, (3) Primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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
	2019/20		
	2018/19		
	2017/18		
	2019/20		
	2018/19		
	2017/18		

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.: 19)Reply:

1. The number of cross-boundary students (CBS) and local/cross-boundary school coaches using various land-based boundary control points from the 2017/18 to 2019/20 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)	2019/20	6 246	50
	2018/19	6 757	71
	2017/18	7 098	103
Lok Ma Chau Control Point (LMC CP)	2019/20	1 655	26
	2018/19	1 774	33
	2017/18	2 216	39
Man Kam To Control Point (MKT CP)	2019/20	1 998	37
	2018/19	2 472	42
	2017/18	2 457	42
Sha Tau Kok Control Point (STK CP)	2019/20	1 065	16
	2018/19	1 161	18
	2017/18	1 229	18
Hong Kong-Zhuhai-Macao Bridge (HZMB) Hong Kong Port	2019/20	97	3
	2018/19	Not Applicable	Not Applicable
	2017/18	Not Applicable	Not Applicable
Lok Ma Chau Spur Line Control Point (LMCSL CP)	2019/20	9 157	46
	2018/19	9 193	46
	2017/18	8 854	47
Lo Wu Control Point (LW CP)	2019/20	6 836	34
	2018/19	6 429	34
	2017/18	6 055	35
Hung Hom Control Point	2019/20	1	Not Applicable
	2018/19	0	Not Applicable
	2017/18	0	Not Applicable

- 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 HZMB Hong Kong Port came into operation in October 2018. As indicated by the annual survey of the 2019/20 school year, there are CBS travelling across the boundary for schooling via 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 as well as the HZMB Hong Kong Port 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

EDB187

(Question Serial No. 2056)

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 Government has implemented the “one school social worker for each school” policy in public sector ordinary primary schools since the 2018/19 school year. What was the number of primary school social workers in each of the past 3 years and the estimated expenditure for 2020-21?

Asked by: Hon OR Chong-shing, Wilson (LegCo internal reference no.: 31)

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 under 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 new measure is implemented on the basis of the Comprehensive Student Guidance Service to provide schools with more resources so that each public sector primary school is served by at least one school-based registered graduate social worker with professional qualifications to further enhance the overall quality of guidance service. In the 2019/20 school year, 309 public sector primary schools (i.e. about 70%) have switched to the new funding mode. It is estimated that 333 public sector primary schools will switch to the new funding mode in the 2020/21 school year. According to the information gathered, the respective number of social workers providing guidance service in public sector primary schools from the 2017/18 to 2019/20 school years is 544, 569 and 626.

- End -

CONTROLLING OFFICER'S REPLY

EDB188

(Question Serial No. 2957)

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:

As mentioned in Matters Requiring Special Attention in 2020-21, 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. In this connection, would the Government advise this Committee:

of the specific measures and timetable for achieving these targets; of the additional manpower expected to be recruited this year and the estimated expenditure involved; of the number of EP employed by the EDB and the estimated expenditure involved in each of the past 4 years; and whether the EDB will evaluate and review various measures directed at three levels of support, namely "Universal", "Selective" and "Indicated".

Asked by: Hon QUAT Elizabeth (LegCo internal reference no.: 34)

Reply:

Since the 2016/17 school year, all public sector ordinary primary and secondary schools have been provided with the School-based Educational Psychology Service (SBEPS). From that school year onwards, the Education Bureau (EDB) has progressively improved the ratio of educational psychologist (EP) to school to 1:4 for public sector ordinary primary and secondary schools with comparatively large number of students with special educational needs (SEN), i.e. Enhanced SBEPS, in order to provide more comprehensive and regular follow-up and intervention services for students in need, and support schools to enhance their preventive and developmental work. In the 2019/20 school year, the Enhanced SBEPS covers 169 primary and secondary schools. The EDB plans to extend the Enhanced SBEPS to about 210 schools in the 2020/21 school year and will keep in view the implementation of the Enhanced SBEPS and the supply and demand of EPs to decide the additional number of schools to be included annually thereafter.

From the 2016/17 to 2019/20 school years, the respective number of EPs employed by the EDB and school sponsoring bodies to provide SBEPs (including Enhanced SBEPs) in all public sector ordinary primary and secondary schools is 138, 144, 151 and 156. It is estimated that the number of EPs will be increased to 161 in the 2020/21 school year. The total expenditure involved is tabulated as follows:

School year	2016/17	2017/18	2018/19	2019/20 (revised estimate)	2020/21 (estimate)
Expenditure (\$ million)	119	127	139	183	189

The EDB has been encouraging schools to adopt the Whole School Approach (WSA) and 3-Tier Intervention Model to cater for students' diverse learning needs. In gist, under the 3-Tier Intervention Model, Tier-1 support refers to early identification and catering for all students with diverse learning or adjustment needs, including those with mild or transient learning or adjustment difficulties through quality teaching in regular classroom; Tier-2 support refers to additional support/“add-on” intervention, such as small group tutoring, after-school remedial programmes and pull-out remedial programmes for students with persistent learning or adjustment difficulties; and Tier-3 support refers to individualised intensive support for students with persistent and severe learning or adjustment difficulties, including drawing up of Individual Education Plans. To support schools' effective implementation of the 3-Tier Intervention Model, school-based EPs collaborate with schools and provide continuous support for schools to refine their support mechanism and measures, enhance the knowledge and skills of their staff, as well as provide direct assessment and intervention to students. As for enhancing schools' awareness towards students' mental health and their support for students with mental health needs, the EDB follows the guiding principles laid down by the World Health Organisation and implements various measures directed at three levels, namely “Universal”, “Selective” and “Indicated”, to cater for the learning, social, emotional, and behavioural needs of those students.

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 effectiveness of the measures for supporting 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 WSA to integrated education to the EDB at the end of every school year. 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 general, schools manage to support students with SEN through the appropriate application of the 3-Tier Intervention Model and cater for students with mental health needs by implementing the “Universal”, “Selective” and “Indicated” measures.

- End -

CONTROLLING OFFICER'S REPLY

EDB189

(Question Serial No. 2958)

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:

In respect of national education, the Education Bureau (EDB) offers opportunities for students to join Mainland exchange programmes and arranges professional exchange programmes for teachers. It also provides appropriate professional support to schools. In this connection, would the Administration advise this Committee of the following:

The respective numbers of Mainland exchange programmes and professional exchange programmes arranged in each of the past 3 years, numbers of students and teachers participating in each programme, the Mainland cities visited, as well as the content and expenditure of each programme; details of the professional support offered to schools, as well as the manpower and expenditures involved in the past 3 years; and the respective numbers of Mainland exchange programmes and professional exchange programmes to be arranged this year, and the estimated expenditures involved.

Asked by: Hon QUAT Elizabeth (LegCo internal reference no.: 35)

Reply:

To dovetail with the school curriculum and the latest development of our country, the EDB organises Mainland exchange programmes with diversified themes and destinations for students, or subsidises those organised by schools. Such programmes 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 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. They cover different Mainland provinces and cities, including 22 provinces, 4 autonomous regions and 4 municipalities. The number of Mainland exchange programmes varies year from year. All along, schools could organise Mainland exchange programmes on their own or choose to participate in Mainland exchange programmes or subsidy schemes organised by the EDB according to their school needs. Students' participation is on a voluntary basis. Schools may also cancel or postpone their scheduled Mainland exchange programmes in light of school-based circumstances. The numbers of students participating in the Mainland exchange programmes and the expenditures involved in the past 3 years (the 2017/18, 2018/19 and 2019/20 school years) and in the 2020/21 school year are as follows. Due to the novel coronavirus epidemic in early 2020, all Mainland exchange activities organised or subsidised by the EDB have been suspended or postponed since end-January.

School Year	Number of Students (rounded down to the nearest hundred)	Expenditure (\$million) [@]
2017/18	67 000	85.4
2018/19 [#]	74 500	108.9
2019/20 [*]	20 500	35.1
2020/21 ⁺⁺	109 000	115

[@] Manpower resources for 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

⁺⁺ Estimated figures

Over the past 3 years (the 2017/18, 2018/19 and 2019/20 school years), the Mainland professional exchange programmes organised for teachers by the EDB included leadership enhancement programme for principals of Hong Kong primary and secondary schools, study visits to the Mainland for teachers of Hong Kong government schools, and professional study and exchange tours specifically for novice teachers and serving teachers. These activities enable principals and teachers to widen their horizons and acquire a deeper understanding of the Mainland's latest development in different aspects for enhancing their professional competence. The exchange programmes, which cover different provinces and cities in the Mainland, such as Beijing, Wuhan, Chengdu, Nanning, Hefei and various cities in the Guangdong Province, mainly include visits to and lesson observations conducted in primary schools, secondary schools and higher education institutions, visits to enterprises and cultural facilities, as well as thematic seminars and exchange forums held by experts and scholars on different fields. The numbers of participants and the expenditures involved in the Mainland professional exchange programmes in the past 3 years (the 2017/18, 2018/19 and 2019/20 school years) and in the 2020/21 school year are as follows:

School Year	Number of Teachers (rounded down to the nearest ten)	Expenditure (\$million) [@]
2017/18	760	5.5
2018/19 [#]	1 680	7.1
2019/20 [*]	1 000	8.7
2020/21 ⁺⁺	2 680	12.9

[@] Manpower resources for 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

⁺⁺ Estimated figures

National education, in the board sense, 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, landscape, 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 various life-wide learning activities, such as those related to the Hong Kong Special Administrative Region Establishment Day or National Day. The above relevant curriculum arrangements and school support programmes for promoting national education have been widely implemented in primary and secondary schools. The relevant expenditure is subsumed under the recurrent expenditure of the EDB and cannot be identified separately.

- End -

CONTROLLING OFFICER'S REPLY

EDB190

(Question Serial No. 2959)

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 mentioned under Matters Requiring Special Attention in 2020-21 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, would the Bureau advise this Committee of the following:

How many schools have developed standalone information technology (IT) lessons? Is there a need to strengthen the IT staffing support of schools so as to promote e-learning? If yes, what are the details? What are the estimated additional manpower and expenditure involved? If no, what are the reasons?

Unlike traditional teaching approach, e-teaching may expose teachers who are unfamiliar with IT tools to certain technical difficulties. Will the Bureau devote resources to train teachers in the use of different IT teaching tools? If yes, what are the details? If no, what are the reasons?

How many primary, secondary and special schools across the territory have purchased equipment necessary for e-learning with government subsidies in the past 5 years? What was the expenditure on subsidising these purchases each year?

Asked by: Hon QUAT Elizabeth (LegCo internal reference no.: 36)

Reply:

For the primary level, the Education Bureau (EDB) does not require schools to teach information technology (IT) as an independent subject. At the junior secondary level, schools may teach the learning elements of information and communication technology (ICT) under the Technology Education Key Learning Area (TEKLA) as a module or an independent subject. Under the existing arrangements, schools are required to provide the TEKLA curriculum for junior secondary students. As far as the senior secondary level is

concerned, there were about 400 schools offering ICT Curriculum in the 2018/19 school year.

The EDB launched the Fourth Strategy on Information Technology in Education in the 2015/16 school year. Among the non-recurrent funding of \$105 million, around \$90 million was used as a one-off grant disbursed in phases to all public sector schools that joined the WiFi-900 project for acquisition of mobile computer devices. Also, an extra recurrent grant of \$70,000 on average is given to each school annually for the continuous subscription of WiFi services. In addition, to enhance support to schools on the practice of e-learning, the EDB has, starting from 2017, disbursed in phases an extra One-off Information Technology Grant of \$200,000 on average to public sector schools under the WiFi campus project. To cope with the needs of schools, the EDB has, starting from the 2017/18 school year, provided all public sector primary and secondary schools with a recurrent Information Technology Staffing Support Grant to strengthen IT staffing support of schools. Each school received a provision of \$317,338 in the 2019/20 school year. Apart from the above grants, the EDB provides all public sector schools with an annual recurrent Composite Information Technology Grant. In the 2019/20 school year, the rate of the Grant for each school ranges from \$209,367 to \$720,089, depending on the school type and the number of classes. Under the principle of school-based management, schools may, having regard to their operational needs for IT in education, flexibly deploy different grants to procure equipment required for e-learning and strengthen IT staffing support, etc.

The EDB organises professional development programmes for school leaders and teachers on an ongoing basis to equip them with the knowledge and skills needed for the implementation of e-learning. These programmes cover a wide range of topics, including e-leadership series, technological series, pedagogical series, subject-related series, e-safety series, and “Bring Your Own Device” series, etc. Moreover, the IT in Education Centres of Excellence have been established to provide training and on-site support services and facilitate the sharing of good practices in e-learning with schools. Updated information and experiences on implementing online teaching are also available on the EDB webpage.

- End -

CONTROLLING OFFICER'S REPLY

EDB191

(Question Serial No. 0091)

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 financial provision on Programme (2) in 2020-21 is estimated as \$6,407.2 million. Amidst the current novel coronavirus (COVID-19) outbreak, it is reported that kindergarten is facing financial difficulties and closures due to class suspension.

In this regard, what will be done to prevent possible waves of closures? Has the Bureau earmarked any funding and resources to help kindergarten and teachers in difficulties? If yes, of the details; if no, of the reasons. And has the Bureau allocated any funding and resources to assist kindergarten in preparing class resumption (e.g. providing face masks), so as to ensure children and teachers will be safe to go back to school?

Asked by: Hon SHEK Lai-him, Abraham (LegCo internal reference no.: 38)

Reply:

To support kindergartens (KGs) affected by the outbreak of Coronavirus disease 2019 (COVID-19), the Education Bureau (EDB) will implement various support measures by deploying existing resources. Measures include: (1) for KGs joining the KG education scheme (Scheme-KGs), using the number of students in January 2020 as the basis for calculation of monthly subsidy during the class suspension period to ensure that there will be no reduction of government subsidies due to withdrawal or absence of individual students during the period; (2) providing all KGs (including non-Scheme KGs) with a one-off Special Anti-epidemic Grant at the rate of \$10,000 to \$15,000 per school to help them replenish their epidemic prevention equipment (such as masks and thermometers), clean the school premises and pay for other expenses related to epidemic prevention, and hence prepare well for class resumption; and (3) providing all KGs with a one-off Support Grant ranging from \$60,000 to \$160,000 per school depending on scale of operation, incurring an additional expenditure of about \$120 million, to assist KGs in tackling financial difficulties caused by the epidemic. In addition, if individual KGs, in particular those without government subsidies, need to reduce their tuition fees, the EDB will expedite the processing of the applications to cater for the needs of schools and parents.

- End -

CONTROLLING OFFICER'S REPLY

EDB192

(Question Serial No. 0097)

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 the Matters Requiring Special Attention in 2020–21 under Programme (3) that the Bureau will enhance the additional funding to all public sector and Direct Subsidy Scheme (DSS) primary schools admitting a relatively small number of non-Chinese speaking (NCS) students under a new two-tiered arrangement to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for NCS students to learn Chinese as a second language effectively starting from the 2020/21 school year. In this connection, please provide this Committee the following information:

1. in each of the past 5 years, the number of NCS students admitted to public sector and DSS primary schools with admission of a relatively small number of NCS students, number of these primary schools and the funding allocated.
2. in 2020-21, the number of NCS students expected to be admitted to public sector and DSS primary schools with admission of a relatively small number of NCS students, the estimated number of these primary schools and funding allocated.
3. the research report from Equal Opportunities Commission in January 2020 shows the deficiency in education for NCS students. For instance, only 37.8% of Chinese language subject teachers and 54.1% of non-Chinese language subject teachers reported being confident in “teaching non-Chinese speaking students to achieve a similar level of the Chinese speaking students”. And 92.6% of the interviewed principals expressed that support from the Education Bureau for non-Chinese speaking students in learning other subjects (e.g. Mathematics, General Studies) is insufficient. Besides increased funding, will the Bureau provide additional support and resources to the school, and in the long term, formulate a comprehensive school curriculum for NCS students?

Asked by: Hon SHEK Lai-him, Abraham (LegCo internal reference no.: 39)

Reply:

1. Starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding to schools, 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 relatively small number of NCS students (i.e. 1 to 9 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 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 2019/20 school years, the number of public sector primary schools and DSS primary schools admitting 1 to 9 NCS students, the number of NCS students studying in these primary schools, the number of primary schools provided with the above-mentioned funding and the amount of funding involved are tabulated below:

School year	Number of primary schools admitting 1 to 9 NCS students	Number of NCS students	Number of primary schools provided with the additional funding	Expenditure (\$ million)
2015/16	217	628	34	1.70
2016/17	207	599	92	4.60
2017/18	203	652	107	5.35
2018/19	205	657	112	5.60
2019/20	195	641	112	5.60

Notes:

1. Figures include public sector primary schools and DSS primary schools, but not special schools.
 2. The number of primary schools provided with the additional funding and the expenditure for the 2019/20 school year are provisional figures.
 3. In the past 5 years, there were primary schools which admitted a relatively small number of NCS students and did not submit funding application to EDB, and hence these primary schools were not provided with the additional funding.
2. To enhance the support for NCS students in learning Chinese and create an inclusive learning environment in schools, EDB will, starting from the 2020/21 school year,

provide a new two-tiered subsidy for all schools admitting a relatively small number of NCS students (1 to 5 NCS students and 6 to 9 NCS students respectively) and increase the amount of the additional funding from currently \$50,000 to \$0.15 million or \$0.3 million. It is estimated that about 200 primary schools will be provided with the additional funding in the 2020/21 school year, benefitting about 600 NCS students. The expenditure involved will be about \$34.35 million. The amount of the additional funding provided to schools admitting NCS students will also be adjusted based on the year-on-year movement of the Composite Consumer Price Index and/or the annual rates of the Civil Service Pay Adjustment.

3. As NCS students regard Hong Kong as their home, it is hoped that they will attain the Chinese proficiency level comparable to that of the Chinese-speaking students in the long run so that their competitiveness in the workplace will be similar to that of other Chinese-speaking people in the end. We consider that formulating a separate curriculum is not beneficial to the future of NCS students, and it is also likely to create a labelling effect.

The “Learning Framework”, designed on the basis of the mainstream Chinese Language curriculum, provides steps and methods for learning and teaching, and assessment for teachers’ reference in teaching and making flexible adaptations according to the learning progress of NCS students. Teachers can make reference to the “Learning Framework”, which is not independent of the mainstream Chinese Language curriculum, to set learning targets, learning progress and expected learning outcomes in listening, speaking, reading and writing, as well as adapt and develop teaching materials at the school-based level for NCS students with different starting points and abilities, so as to help these second language learners use a “small-step” approach to learn Chinese progressively.

EDB has been continuously developing diversified learning and teaching resources such as the “Chinese Language Assessment Tools for NCS Students” and teaching reference materials to provide guidelines and support for teachers with regard to curriculum planning, learning and teaching, and assessment. These resources have been uploaded to the EDB webpage and will be updated on an ongoing basis. Besides, EDB has been providing funding support to schools, tertiary institutions and organisations through the Quality Education Fund, the Language Fund, etc. for developing learning and teaching resources to cater for NCS students’ learning needs.

To enhance teachers’ professional capability in teaching NCS students, EDB has been continuously organising systematic and diversified professional development programmes, arranging successful experience sharing covering topics such as curriculum planning, learning and teaching strategies, and assessment as well as developing school-based teaching materials and exemplars, etc. to enable teachers to gain a deeper understanding of the “Learning Framework” and master effective teaching methods. In addition, the 5-week programme “Certificate in Professional Development Programme on the Teaching of Chinese Language for NCS Students”, funded by EDB and conducted by the Education University of Hong Kong, for Chinese Language teachers teaching NCS students in primary and secondary schools will continue. EDB will continue to implement the “Professional Enhancement Grant Scheme for Chinese Language Teachers (Teaching Chinese as a Second Language)”

under the Language Fund with a view to encouraging serving Chinese Language teachers, through the provision of grant, to pursue recognised postgraduate certificate, postgraduate diploma and/or master's degree programmes under the Scheme.

Besides, EDB will continue to provide diversified school-based professional support services, including on-site support services provided by EDB's professional officers and school-based support services commissioned to post-secondary institutions, to assist schools in developing their school-based Chinese Language curricula, designing appropriate learning materials and adopting diversified modes of assessment with reference to the "Learning Framework". Besides, through the setting up of professional learning communities, there are inter-school collaboration and successful experience sharing among teachers on topics such as how to help NCS students learn Chinese, thus promoting professional exchange among schools.

Apart from supporting NCS students in learning Chinese, EDB has been providing professional support for teachers teaching other key learning areas/subjects, including the provision of professional development opportunities (such as seminars, workshops, and networking activities) and school-based professional support services with the focus on catering for learner diversity, so as to assist schools in adapting their school-based curricula and adopting teaching strategies effectively, with a view to enhancing the learning effectiveness of NCS students.

- End -

CONTROLLING OFFICER'S REPLY

EDB193

(Question Serial No. 0098)

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 in the Matters Requiring Special Attention in 2020–21 under Programme (4) that the Bureau will enhance the additional funding to all public sector secondary schools and Direct Subsidy Scheme (DSS) secondary schools admitting a relatively small number of non-Chinese speaking (NCS) students under a new two-tiered arrangement to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for NCS students to learn Chinese as a second language effectively starting from the 2020/21 school year. In this connection, please provide this Committee the following information:

1. in each of the past 5 years, the number of NCS students admitted to public sector and DSS secondary schools with admission of a relatively small number of NCS students, number of these secondary schools and the funding allocated.
2. In 2020-21, the number of NCS students expected to be admitted to public sector and DSS secondary schools with admission of a relatively small number of NCS students, the estimated number of these secondary schools and funding allocated.
3. the research report from Equal Opportunities Commission in January 2020 shows the deficiency in education for NCS students. For instance, only 37.8% of Chinese language subject teachers and 54.1% of non-Chinese language subject teachers reported being confident in “teaching non-Chinese speaking students to achieve a similar level of the Chinese speaking students”. And 92.6% of the interviewed principals expressed that support from the Education Bureau for non-Chinese speaking students in learning other subjects (e.g. Mathematics, General Studies) is insufficient. Besides increased funding, will the Bureau provide additional support and resources to secondary schools, and in the long term, formulate a comprehensive school curriculum for NCS students?

Asked by: Hon SHEK Lai-him, Abraham (LegCo internal reference no.: 40)

Reply:

1. Starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding to schools, 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 relatively small number of NCS students (i.e. 1 to 9 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 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 2019/20 school years, the number of public sector and DSS secondary schools admitting 1 to 9 NCS students, the number of NCS students studying in these secondary schools, the number of secondary schools provided with the above-mentioned funding and the amount of funding involved are tabulated below:

School year	Number of secondary schools admitting 1 to 9 NCS students	Number of NCS students	Number of secondary schools provided with the additional funding	Expenditure (\$ million)
2015/16	193	508	49	2.45
2016/17	175	472	87	4.35
2017/18	184	536	106	5.30
2018/19	186	528	104	5.20
2019/20	185	550	100	5.00

Notes:

1. Figures include public sector secondary schools and DSS secondary schools, but not special schools.
 2. The number of secondary schools provided with the additional funding and the expenditure for the 2019/20 school year are provisional figures.
 3. In the past 5 years, there were secondary schools which admitted a relatively small number of NCS students and did not submit funding application to EDB, and hence these secondary schools were not provided with the additional funding.
- (2) To enhance the support for NCS students in learning Chinese and create an inclusive learning environment in schools, EDB will, starting from the 2020/21 school year,

provide a new two-tiered subsidy for all schools admitting a relatively small number of NCS students (1 to 5 NCS students and 6 to 9 NCS students respectively) and increase the amount of the additional funding from currently \$50,000 to \$0.15 million or \$0.3 million. It is estimated that about 180 secondary schools will be provided with the additional funding in the 2020/21 school year, benefitting about 500 NCS students. The expenditure involved will be about \$30.9 million. The amount of the additional funding provided to schools admitting NCS students will also be adjusted based on the year-on-year movement of the Composite Consumer Price Index and/or the annual rates of the Civil Service Pay Adjustment.

- (3) As NCS students regard Hong Kong as their home, it is hoped that they will attain the Chinese proficiency level comparable to that of the Chinese-speaking students in the long run so that their competitiveness in the workplace will be similar to that of other Chinese-speaking people in the end. We consider that formulating a separate curriculum is not beneficial to the future of NCS students, and it is also likely to create a labelling effect.

The “Learning Framework”, designed on the basis of the mainstream Chinese Language curriculum, provides steps and methods for learning and teaching, and assessment for teachers’ reference in teaching and making flexible adaptations according to the learning progress of NCS students. Teachers can make reference to the “Learning Framework”, which is not independent of the mainstream Chinese Language curriculum, to set learning targets, learning progress and expected learning outcomes in listening, speaking, reading and writing, as well as adapt and develop teaching materials at the school-based level for NCS students with different starting points and abilities, so as to help these second language learners use a “small-step” approach to learn Chinese progressively.

EDB has been continuously developing diversified learning and teaching resources such as the “Chinese Language Assessment Tools for NCS Students” and teaching reference materials to provide guidelines and support for teachers with regard to curriculum planning, learning and teaching, and assessment. These resources have been uploaded to the EDB webpage and will be updated on an ongoing basis. Besides, EDB has been providing funding support to schools, tertiary institutions and organisations through the Quality Education Fund, the Language Fund, etc. for developing learning and teaching resources to cater for NCS students’ learning needs.

To enhance teachers’ professional capability in teaching NCS students, EDB has been continuously organising systematic and diversified professional development programmes, arranging successful experience sharing covering topics such as curriculum planning, learning and teaching strategies, and assessment as well as developing school-based teaching materials and exemplars, etc. to enable teachers to gain a deeper understanding of the “Learning Framework” and master effective teaching methods. In addition, the 5-week programme “Certificate in Professional Development Programme on the Teaching of Chinese Language for NCS Students”, funded by EDB and conducted by the Education University of Hong Kong, for Chinese Language teachers teaching NCS students in primary and secondary schools will continue. EDB will continue to implement the “Professional Enhancement Grant Scheme for Chinese Language Teachers (Teaching Chinese as a Second Language)”

under the Language Fund with a view to encouraging serving Chinese Language teachers, through the provision of grant, to pursue recognised postgraduate certificate, postgraduate diploma and/or master's degree programmes under the Scheme.

Besides, EDB will continue to provide diversified school-based professional support services, including on-site support services provided by EDB's professional officers and school-based support services commissioned to post-secondary institutions, to assist schools in developing their school-based Chinese Language curricula, designing appropriate learning materials and adopting diversified modes of assessment with reference to the "Learning Framework". Besides, through the setting up of professional learning communities, there are inter-school collaboration and successful experience sharing among teachers on topics such as how to help NCS students learn Chinese, thus promoting professional exchange among schools.

Apart from supporting NCS students in learning Chinese, EDB has been providing professional support for teachers teaching other key learning areas/subjects, including the provision of professional development opportunities (such as seminars, workshops, and networking activities) and school-based professional support services with the focus on catering for learner diversity, so as to assist schools in adapting their school-based curricula and adopting teaching strategies effectively, with a view to enhancing the learning effectiveness of NCS students.

- End -

CONTROLLING OFFICER'S REPLY

EDB194

(Question Serial No. 0099)

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 special education, Audit Reports released in October 2019 and the Public Accounts Committee reports concerned have made recommendations to the Bureau in terms of provision and management of school places and boarding places, staffing of special schools and grants and support for special education. Please inform this Committee of the latest progress of the follow-up action on the above 3 aspects. What is the amount of provision and other resources to be deployed?

Asked by: Hon SHEK Lai-him, Abraham (LegCo internal reference no.: 41)

Reply:

The Audit Commission released the Report No. 73 of the Director of Audit (the subject of Chapter 5 is "Special education") on 27 November 2019, and the Public Accounts Committee (PAC) also tabled the PAC Report No. 73 (Chapter 5 of Part 9 is related to "Special education") to the meeting of the Legislative Council on 26 February 2020. The Education Bureau (EDB) accepts and is following up on the recommendations made on 3 aspects, namely, provision and management of school places and boarding places in special schools, staffing of special schools, and grants and support for special education in the above two reports.

The EDB has been reviewing the development of special education and resource allocation from the perspective of the education profession and the learning needs of students for enhancing the quality of education. In the 2020-21 financial year, the EDB's estimated expenditure on special education is about \$3.34 billion, representing an increase by around 36% as compared to \$2.46 billion in the 2017-18 financial year when the current-term Government assumed office. In fact, the EDB has introduced various improvement measures in special schools in recent years to enhance their capabilities to support students with more severe or multiple disabilities more effectively. The Chief Executive also announced in the 2019 Policy Address that the staff establishment and resources of the boarding sections of aided special schools will be further enhanced starting from the 2020/21 school year so that better services will be provided to the boarders of these schools. Such initiative is in line with the recommendations made in the Audit Report. Besides, the

EDB has kicked off in-depth discussions with the special school sector on the recommendations made in the Audit Report, including referral and placement mechanism of special schools, use of the boarding places of special schools, admission arrangement to schools for social development and the period of stay of their students, recruitment of specialist staff and non-specialist staff in special schools, funding support for meeting expenses on furniture and equipment, grants provided for students with medical complexity, as well as issues on professional training for special school teachers, the Tripartite Model of Support provided for special schools and school leaving arrangements for students. With reference to the views of the stakeholders, the EDB will implement the relevant recommendations where feasible so as to further enhance the effectiveness of special schools in providing better support for students. Moreover, the EDB has been vigorously following up on Audit's recommendation on closely monitoring the development of the new school for children with intellectual disability in Tung Chung. This school for children with intellectual disability has been handed over to the school sponsoring body in November 2019 for preparation for commencement of operation. However, owing to school suspension arising from the COVID-19 epidemic, the admission to this new school has been suspended for the time being.

- End -

CONTROLLING OFFICER'S REPLY

EDB195

(Question Serial No. 0100)

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 Matters Requiring Special Attention in 2020-21 under Programme (6) that the Bureau will redeploy resources previously dedicated to production of educational television programmes to development of diversified educational multimedia resources to support learning and teaching in schools. In this connection, please provide the following information:

- (1) the provision and other resources dedicated to the production of educational television programmes in each of the past 5 years;
- (2) length (in hours) and genres of programmes (e.g. Chinese, English or general studies) produced in each of the past 5 years; and
- (3) detailed plan of the development of diversified educational multimedia resources, and provision to be allocated this year.

Asked by: Hon SHEK Lai-him, Abraham (LegCo internal reference no.: 42)

Reply:

- (1) From 2015-16 to 2019-20, the amount of funding provided by the Education Bureau (EDB) for the production of educational television (ETV) programmes by Radio Television Hong Kong (RTHK) is as follows:-

Year	Funding (\$ million)
2015-16	32.1*
2016-17	34.5*
2017-18	29.8*
2018-19	27.4*
2019-20	27.9 [#]

* Actual expenditure

Revised expenditure

The above expenditure does not include the manpower expenses of the EDB in the production process. We cannot single out the manpower expenses associated with the development of learning and teaching resources (including ETV programmes) as it is an integral part of our day-to-day curriculum development work.

(2) From 2015-16 to 2019-20, the EDB has produced over 60 brand-new ETV programmes, ranging from 10 to 20 minutes, for kindergarten, primary and secondary school students, teachers and parents each year. The details are as follows:-

Content	Financial Year				
	2015-16	2016-17	2017-18	2018-19	2019-20
Kindergartens: Kindergarten Education	3	10	9	6	10
Primary Schools: Chinese Language Education, English Language Education, Mathematics Education and General Studies	47	33	30	28	26
Secondary Schools: Chinese Language Education, English Language Education, Mathematics Education, Personal, Social & Humanities Education, and Science Education	18	14	21	16	6
Others: Other Key Learning Areas/ Levels of Education; Parent/ Teacher Resource Programmes and Education Magazine	12	23	10	12	20

(3) Starting from 2020-21, ETV service will be repositioned in light of the recommendations made in the Director of Audit's Report No. 71. The EDB will redeploy resources previously dedicated to the production of ETV programmes and cease to provide annual funding for RTHK to produce a certain number of ETV programmes. Instead, the EDB will develop diversified multimedia learning and teaching resources with reference to curricular needs, including thematic short videos, micro movies, photos, sound tracks, interactive games, as well as picture books, nursery rhymes and props for storytelling for

kindergartens. Moving beyond the confines of television programmes, these educational resources are produced to better meet schools' teaching needs. To produce the diversified learning and teaching resources outlined above, the EDB will increase the scale of commissioning the production of multimedia resources by engaging service providers in the market to tap innovative inputs and enhance production quality. RTHK will be invited to bid for the contracts just like other service providers with production experience. The estimated expenditure for the development of diversified educational multimedia resources for 2020-21 is \$30 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB196

(Question Serial No. 1094)

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:

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-imburement 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 2019;
accumulative number of enrolled students as of March 2019; and
accumulative number of graduates as of March 2019.

Regarding the training for in-service teachers commissioned by the EDB related to the teaching of Chinese to NCS students for serving teachers from kindergartens, primary schools and secondary schools, please list out the activities with the following details:

Name of programme/course;
Types of programmes;
Tertiary institutions and other organizations commissioned;
Topic and content of the thematic training;
Target participants;
No. of teachers enrolled;
No. of teachers attended;

Duration of the programme;
Funding expenditure; and
Mode of evaluation.

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 4)

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 Children. 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 (EDB) 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. The EDB commissioned the University of Hong Kong to organise 10 teacher workshops for primary and secondary teachers teaching NCS students Chinese Language in each school year. The content of the workshops includes overall curriculum planning of Chinese Language teaching for NCS students, Chinese Language teaching strategies and design of diverse activities, cross-cultural understanding and classroom teaching, experience sharing of learning and teaching of Chinese Language for NCS students. About 2 000 teachers attended the workshops from 2016/17 school year to February 2020. The annual expenditure was around \$300,000 to \$500,000. Besides, starting from the 2017/18 school year, we commissioned a tertiary institution to organise a specified basic training course for kindergarten teachers on supporting NCS children in learning Chinese. The actual expenditures for the 2017/18 and 2018/19 school years were \$1.4 million and \$2.01 million respectively. The estimated expenditures for the 2019/20 and 2020/21 school years are \$2.6 million for each school year. (Note: The actual expenditure for the 2018/19 school year and the estimated expenditures for the 2019/20 and 2020/21 school years have included a supply teacher grant launched in the 2018/19 school year to facilitate kindergartens in arranging teachers to participate in the related courses).

- End -

CONTROLLING OFFICER'S REPLY**EDB197****(Question Serial No. 1095)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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:

District	Number of kindergartens with specific number of NCS students							Total number of NCS students in the 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:

District	Number of kindergartens with specific percentage of NCS students										% of NCS students in the district
	0%	1%-3%	4%-7%	8%-15%	16%-25%	26%-50%	>50%	>60%	>70%	80% or above	

The number of ethnic minority children in Hong Kong of ages 3 to 5 years old, and the number of NCS students in kindergarten from 2015/16 to 2019/20.

	No. of ethnic minority children of ages 3 to 5	No. of ethnic minority students in kindergarten	No. of NCS students in kindergarten
2015/16			
2016/17			
2017/18			
2018/19			
2019/20			

The Education Bureau stated that kindergarten needs to report the cases of students who have been absent from schools for an entire month. On this, please provide the following information:

	No. of kindergartens with students absent for an entire month	No. of students who have been absent for an entire month	No. of NCS students who have been absent for an entire month
2019/20			
2018/19			
2017/18			

Number of students with the extension of the registration certificate (RC) with the following details:

	No. of students who applied for the extension of RC	No. of NCS students applied for the extension of RC	No. of students approved for the extension of RC	No. of NCS students applied for the extension of RC
2019/20				
2018/19				
2017/18				

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 5)

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”, is tabulated at Appendix 1; the percentage share of NCS students out of the total number of students in 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.

The school-age population aged 3 to 5 residing in Hong Kong (i.e. usual residents of Hong Kong) is indeed the mid-year population estimates compiled by the Census and Statistics Department. No breakdown by ethnic minority is available for analysis. The number of ethnic minority students in KGs and the number of NCS students in KGs from the 2015/16 to 2019/20 school years are tabulated at Appendix 3.

As for reporting of KG absentees, the requirement for KGs under the Scheme (Scheme-KGs) to report cases in which students have been absent for an entire month is to ensure the prudent use of public funds. As such, data are not examined on a case basis. Instead, we use the data to work out the number of students not entitled to subsidy because of month-long absence in each month. For example, a student attending a Scheme-KG has been absent for an entire month without giving reasons. However, during the period of absence, that student is actually studying in another KG not under the Scheme. As the original KG is not aware that the student has been transferred to another KG, it will report to the Education Bureau (EDB) that the student has been absent for the entire month and the EDB will accordingly withhold the disbursement of subsidy for this student for the month concerned. As the data are based on headcounts and students having been transferred may be reported as absentees by the original KG unknowingly, we are unable to provide the number of cases in KGs each year which students have been absent for an entire month.

From the 2017/18 to 2019/20 school years, the number of students applying for extension of the validity period of the Registration Certificate for Kindergarten Admission (RC) and the relevant information are tabulated below. Since the provision of information to the EDB on student background (spoken language at home, ethnicity, etc.) is not required for the application for both RC and the extension of the validity period of RC, we are unable to provide the relevant information.

	No. of students applied for the extension of RC	No. of students approved for the extension of RC
2019/20 (Note 1)	516	408
2018/19	1 331	1 247
2017/18	1 508	1 388

Note 1: Figures refer to the position as at February 2020.

**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 the number of NCS students
ranging from “0”, “1 to 7”, “8 to 25”, “26 to 50” and “51 or above”)**

School year	No. of NCS students admitted					Total no. of NCS students
	0	1-7	8-25	26-50	51 or above	
	No. 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 include 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 mid-September of the respective school years.
2. Figures include students in K1, K2 and K3 classes of kindergarten-cum-child care centres.
3. Figures include 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.

**Number of ethnic minority students in KGs and
number of NCS students in KGs
from the 2015/16 to 2019/20 school years**

School year	No. of ethnic minority students in KGs (Note 3)	No. of NCS students in KGs (Note 4)
2015/16	10 481	11 982
2016/17	10 708	12 240
2017/18	10 773	12 409
2018/19	10 922	12 968
2019/20	10 619	12 956

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include students in K1, K2 and K3 classes of kindergarten-cum-child care centres.
3. Figures include ethnic minority students with Chinese as the spoken language at home.
4. Figures include students whose ethnicity is Chinese but who are NCS based on the spoken language at home.

- End -

CONTROLLING OFFICER'S REPLY**EDB198****(Question Serial No. 1096)**

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 Mechanism of kindergartens, a review team will assess whether the kindergarten has met the prescribed standards according to the Performance Indicators (Pre-primary Institutions). Starting from the 2018/19 school year, the Bureau stated that both the Chinese and English versions of the Quality Review (QR) reports will be provided. Will the government inform the Council of:

the details of kindergarten visits, including the number of school visits conducted, number of QR reports published online in Chinese and English, and whether they met the QR standards in the recent 5 years;

	2015/16	2016/17	2017/18	2018/19	2019/20
No. of kindergartens visited by the review team					
No. of QR reports published in Chinese					
No. of QR reports published in English					
No. of kindergartens that apply for a follow up QR					
No. of kindergartens which met the standards of QR					
No. of kindergartens which did not meet the standards of QR					

the mechanism and timeframe involved in preparing the QR report in both Chinese and English (e.g. are Chinese QR reports translated to English within one month and uploaded on the website at the same time, etc.); the cycle of the Quality Review and the average frequency for one kindergarten to be inspected by the QR team; and the number of external observers involved, and the relevant expenditures involved in the external independent members for QR if they are provided with honoraria.

	2015/16	2016/17	2017/18	2018/19	2019/20
No. of external observers involved					
Relevant expenditure involved in the external independent members for QR if they are provided with honoraria					

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 6)

Reply:

The kindergarten (KG) education scheme (Scheme) was launched by the Education Bureau (EDB) starting from 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 Framework, which comprises School Self-evaluation (SSE) by KGs and Quality Review (QR) by the EDB. Both SSE and QR are conducted on the basis of performance indicators.

From the 2015/16 to 2018/19 school years, we conducted QR for 123, 128, 135 and 120 KGs respectively. In the 2019/20 school year, in light of the social events and the novel coronavirus epidemic, the EDB announced class suspension for all schools in the territory in mid-November 2019 and early 2020 respectively. QR visits have thus been postponed. As at mid-January 2020 in the 2019/20 school year, we have conducted QR for 43 KGs. This QR cycle started from the 2018/19 school year. The timing for conducting QR at individual KGs is mainly determined by random selection and adjustments will be made taking into consideration the interval between the previous and upcoming QRs. Except 1 KG which was assessed as not meeting the prescribed standards of QR in the 2015/16 school year and applied for a follow-up QR in the 2016/17 school year, all KGs assessed in the recent 5 years have met the prescribed standards.

On preparation of QR reports, a review team usually issues the draft QR report to the KG concerned around 2 months after the QR visit. Within about 4 weeks upon receipt of the draft report, the KG is required to give a reply. A final QR report will be issued to the KG and uploaded onto the EDB website within 4 weeks upon receipt of the written reply from the KG. Having considered the views of KGs and parents, we have made the Chinese QR reports and their English translations available for public information starting from the 2018/19 school year. Both Chinese and English versions of all QR reports for the 2018/19 school year have been uploaded onto the EDB website, and those for the 2019/20 school year will be uploaded in succession.

Since the 2013/14 school year, we have engaged external independent members as observers and progressively increased the number of QRs that involve these external observers. In the 2018/19 and 2019/20 school years, a pilot scheme has been implemented to invite serving KG principals as external observers to further enhance the transparency of QR. From the 2015/16 to 2019/20 school years, the numbers of external observers are 8, 10, 6, 20 (4 external independent members and 16 serving principals) and 18 (4 external independent members and 14 serving principals) respectively. These external independent

members are provided with honoraria. From the 2015/16 to 2019/20 school years, the relevant expenditures are \$100,000, \$160,000, \$200,000, \$110,000 and \$130,000 respectively. Starting from the 2018/19 school year, there has been a drop in the expenditure on honoraria because some serving KG principals have taken up the role of external observer on a voluntary basis. The number of external observers and expenditure for the 2019/20 school year mentioned above are estimated figures, which are subject to adjustments on account of class suspension for all KGs in the territory.

- End -

CONTROLLING OFFICER'S REPLY

EDB199

(Question Serial No. 1097)

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, etc.) implemented or funded by the government for kindergartens (KGs) admitting NCS students from the 2017/18 to 2019/20 school years with the following details: Institution/organisation in-charge; Name of project; List of partner institutions/organisations; Source of funding; Budget (\$); Duration/Period; Project description; No. of kindergartens benefited; No. of NCS students benefited; No. of NCS parents benefited; Modes of evaluation; 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 SHIU Ka-chun (LegCo internal reference no.: 17)

Reply:

In the 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 Language Fund of the Education Bureau (EDB), 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 2 school years were \$1.7 million and \$3.7 million respectively. About 400 NCS children benefited from the project each school year and about half of them were NCS children studying in kindergartens (KGs). As the primary aim of the above project is to enhance NCS students’ interest in learning Chinese through engaging them in activities, there is neither any publication nor number of parents benefited. Also in the 2017/18 and 2018/19 school years, the University of Hong Kong (HKU) implemented a 19-month project under the University-School Support Programmes financed by the Education Development Fund to provide KGs and primary schools with school-based professional support to enhance teachers’ capacity in teaching Chinese to NCS children. The support was provided to 20 KGs each year. Since the project supported both KGs and primary schools at the same time, a breakdown of expenditure for KGs is not available. Besides, as it provided support

for teachers at the school level, the numbers of students and parents receiving support were not available. The experience generated from the project has been published and uploaded onto the EDB website (https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/chi-edu/second-lang/Book_5.pdf). The EDB has commissioned the HKU School of Professional and Continuing Education (HKU SPACE) and the HKU to provide school-based support services for KGs admitting NCS students in the 3 school years from 2019/20 to 2021/22, so as to enhance teachers' professional capacity in teaching Chinese to NCS students. In the 2019/20 school year, 17 KGs receive support from the HKU SPACE and an estimated expenditure on the services is \$960,000. Another 11 KGs receive support from the HKU and as the project is implemented in both KGs and primary schools, a breakdown of expenditure for KGs is not available. Since the two projects provide support for teachers at the school level, the numbers of students and parents receiving support are not available. It is planned that the experience generated from these 2 school-based support service projects will be published and uploaded onto the EDB website upon completion of the projects in the 2021/22 school year. The EDB employs various means, such as observations of the activities conducted, meetings with service providers, scrutiny of reports submitted by service providers, etc. to evaluate the effectiveness of the above support projects.

- End -

CONTROLLING OFFICER'S REPLY

EDB200

(Question Serial No. 1098)

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. Will the government inform the Council of:

the number of schools supported from 2015/16 to 2019/20 school year:

	No. of kindergartens supported	No. of kindergartens with NCS students	No. of staff involved in school based team	Actual expenditure (\$)
2015/16				
2016/17				
2017/18				
2018/19				
2019/20				

List out the support content provided by the school based support team (kindergarten);
Details of the specific NCS project or publications conducted by the team (if any);

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.: 18)

Reply:

The Education Bureau (EDB) has been providing various support for kindergartens (KGs) to facilitate their delivery of quality KG education services. The School-based Support (Kindergarten) Section (SBSK Section) of the EDB is one of the sections which provide the support services. It comprises 13 staff members in the 2015/16 and 2016/17 school years, and 18 staff members since the 2017/18 school year. Through on-site professional support services and school network activities, officers in the SBSK Section, in collaboration with other sections of the EDB, KG educational experts and academics, provide teachers of KGs joining the school-based support services with professional advice on learning and teaching and promote professional exchanges among KGs, with a view to enhancing teachers' professional knowledge and capacity in providing quality KG education. In the past 5 years, the numbers of KGs joining the school-based support services were 115, 121, 135, 125 and 123 respectively. Some of these KGs admitted non-Chinese speaking (NCS) students, and the respective numbers were 55, 58, 66, 69 and 71. It should be noted that all KGs opt for services in light of school context. As such, the foci of support for KGs admitting NCS students are not necessarily targeted at NCS students specifically, and may include cultivating students' moral development, exploratory spirit, etc. Regarding the support for NCS students, the SBSK Section will help KGs create an inclusive and harmonious learning environment, enhance teachers' professional knowledge about taking care of NCS students and promote professional exchanges among KGs, with a view to enabling NCS students to learn language in an authentic language environment and facilitating a smooth transition to primary schooling for them. A book titled 《少數族裔兒童之從「會學」到「學會」》, which includes the experience and knowledge gathered during the provision of support, has been compiled and uploaded onto the EDB website for KGs' reference. As the target recipients of the above support services are schools and the relevant expenditure is subsumed under the overall expenditure of the EDB, the number of beneficiaries (NCS students) and a breakdown of expenditure by item are not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB201

(Question Serial No. 1099)

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 quality kindergarten education and the transition to primary schools of ethnic minority children, research from frontline NGOs shows that ethnic minority parents are not confident to send children to mainstream primary school even if they graduate from local kindergarten due to the language acquisition is not up to a level to smoothly transit to a learning environment which mainly use Chinese as the medium of instruction. Will the government inform the council:

Number of non-Chinese speaking ('NCS') students from local kindergartens that enter mainstream schools that use Chinese as the medium of instruction?

The performance indicators stated that "4.2 Language Ability" under the area of "Cognitive Development" refers to the mother tongue development of children who are mostly taught in mother tongue at kindergartens. Kindergartens should not use the same performance indicators to assess children's learning in a second language." Can EDB clarify if it means KGs are encouraged to teach NCS children a different Chinese level compared to the Chinese-speaking students?

What is the indicator to see whether NCS students from KGs have reach the language ability under cognitive development, as stated in the performance indicators?

The list of support measures provided or commissioned by EDB to facilitate a smooth transition from kindergarten to primary school for NCS students.

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 19)

Reply:

The Education Bureau (EDB) does not collect data on non-Chinese speaking (NCS) students who enter mainstream schools with Chinese as the medium of instruction, but this

can be reflected by the statistics collected in the annual Enrolment Survey for primary schools. The numbers of NCS Primary One (P1) students studying in public sector schools from the school years 2017/18 to 2019/20 are tabulated below:

	2017/18 school year	2018/19 school year	2019/20 school year
No. of NCS P1 students	1 464	1 529	1 566

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include public sector primary schools but exclude special schools.
3. Figures cover those Chinese students who are NCS based on the spoken language at home.

Performance Indicators (Kindergartens) (PIs) is a self-evaluation tool which helps schools promote their sustainable development. Domain IV of PIs provides a list of performance items on child development (including language ability) for schools' reference in order to understand the general development of children. Child development is an incremental progressive process, and individual development is affected by home environment and cultural background. As for language ability, since NCS children have a different "starting point" and Chinese learning environment when compared with children whose mother tongue is Chinese, when schools apply the PIs on language ability to their planning of school-based curriculum, they are reminded to make appropriate adaptations based on the language backgrounds and abilities of students. Supporting NCS children is part of the work in catering for the diverse needs of children. The EDB offers advice and recommendations to schools for promoting their sustainable development with reference to individual school contexts. Kindergartens (KGs) are encouraged to formulate appropriate learning and teaching strategies according to NCS children's Chinese learning abilities and needs, including helping NCS children build up confidence to learn and use Chinese, flexibly arranging and adapting language learning activities, and adopting flexible assessment criteria, so as to cater for learner diversity.

The EDB has all along been providing diversified support to facilitate NCS children's early adaptation to the local education system. As far as curriculum is concerned, the revised Kindergarten Education Curriculum Guide sets out rationale and directions to guide local KGs in facilitating NCS children's integration into schools. It also introduces specific strategies and relevant resources to teachers on how to help NCS children learn Chinese. In addition, the EDB provides professional training courses for KG teachers on teaching of NCS children. Each KG joining the kindergarten education scheme (Scheme-KG) should have at least one teacher having attended the basic course recognised by the EDB by the end of the 2020/21 school year. The EDB also renders different modes of school-based support to KGs and all KGs may apply for such support services. Under the kindergarten education scheme, the overall teacher-to-pupil ratio has been improved to 1:11 so that teachers have more room for various professional activities, including those catering for children's diverse needs. Moreover, Scheme-KGs can receive a grant according to the number of NCS children admitted for rendering more appropriate support to NCS students, thereby fostering a diversified culture, building an inclusive environment, and helping NCS students learn Chinese and lay a solid foundation. Starting from the 2017/18 school year, Scheme-KGs with 8 or more NCS students are entitled to a grant equivalent to the

mid-point salary of the recommended salary range for a KG teacher. From the 2019/20 school year onwards, the EDB further enhances the measure and provides Scheme-KGs with a five-tiered grant from \$50,000 to \$800,000 according to the number of NCS students admitted.

Regarding the transition from KG to primary school, the EDB organises the Summer Bridging Programme for NCS P1 entrants to facilitate their adaptation to classroom setting with the use of Chinese. Parents of NCS children can also join the Programme so as to enhance the effectiveness of Chinese learning through parents' support and home-school cooperation.

- End -

CONTROLLING OFFICER'S REPLY**EDB202****(Question Serial No. 1100)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (000) Operational expensesProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

The Committee on Home-School Co-operation is set up to promote home-school co-operation by conducting surveys, allocating project grants to schools, publicizing better home-school relations and encouraging the establishment of Parent-Teacher Associations (PTAs). Will the government inform this Council of:

- (a) the list of activities and events organized or subsidized by the Home-School Co-operation (e.g. no. of surveys conducted and the topic, no. of project grants allocated, events to publicize home-school relations etc.) and the corresponding expenditures;
- (b) among the event listed in (a), how many events or work are dedicated for NCS parents or students;
- (c) details of the Home-School Co-operation Grants, including no. of schools applied, events organized by the schools, no. of approved grants, expenditure, ways of evaluation, and how many projects approved of the grants are dedicated for parents with NCS children;

(d) number of PTAs set up with details below:

School year	Kindergarten			Primary school			secondary school		
	no. of PTA in KG (and % among the total no. of KGs)	no. of newly set up PTA in that school year	no. of PTA with NCS parents/ teachers as members	no. of PTA in primary school (and % among the total no. of primary school)	no. of newly set up PTA in that school year	no. of PTA with NCS parents/ teachers as members	no. of PTA in Secondary school (and % among the total no. of secondary school)	no. of newly set up PTA in that school year	no. of PTA with NCS parents/ teachers as members
2015/16									
2016/17									
2017/18									
2018/19									
2019/20									

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 20)

Reply:

(a) and (b)

The Committee on Home-School Co-operation (CHSC) organises around 70 activities on home-school co-operation and parent education each year, including parent-child seminars, workshops, competition series, annual symposiums, etc. These activities seek to heighten parents' awareness of home-school co-operation and encourage their participation in the activities organised by Parent-Teacher Associations (PTAs) of schools. From the 2016/17 school year onwards, the CHSC collaborates with the Hong Kong Examinations and Assessment Authority, Hong Kong Institute of Vocational Education, etc. every year to organise seminars specifically for non-Chinese speaking (NCS) parents, which provide information on the diverse examination services as well as study and career pathways for NCS students, thereby encouraging NCS parents to engage in life planning of their children. Besides, a study on communication between schools and parents was completed by the CHSC in the previous school year. The study report has been uploaded to the CHSC website, and sharing sessions have been organised for parents and schools to understand better the related issues and the recommendations made, so as to further promote home-school co-operation and parent education. The Education Bureau (EDB) has been rendering support to the CHSC in organising activities and conducting studies. As the related expenses of the CHSC are subsumed under the EDB's recurrent expenditure, there is no separate breakdown for individual items.

(c)

In the 2019/20 school year, there were 1 653 schools applying for the Home-School Co-operation Grants and 3 656 activities were approved to receive subsidies, involving an expenditure of around \$47.5 million. Home-school co-operation and parent education activities subsidised under the Grants include those that seek to help students nurture 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, and help parents understand school and education policies, etc. Given the extensive scope and diverse nature of over 3 600 activities, we do not collect information on individual items, and thus the number of activities specifically for NCS parents is not available. PTAs of schools are required to prepare an assessment report upon completion of each activity. Starting from the 2020/21 school year, we will provide a series of parent education programmes for NCS parents, which will involve a non-recurrent provision of \$15 million for 5 years.

(d)

Parents play a vital role in their children's development. Hence, the EDB encourages kindergartens (KGs) to enhance communication with parents through multiple channels, and set up PTAs to strengthen connection and establish partnership between parents and schools. According to the information provided by schools, the number of KGs (including KG-cum-child care centres) with PTAs and their percentage share in the total number of KGs in the 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20 school years are as follows:

School year	No. of KGs with PTAs	Percentage share in the total no. of KGs
2015/16	318	32%
2016/17	323	32%
2017/18	326	32%
2018/19	343	33%
2019/20	349	33%

As far as the above 5 school years are concerned, all government and aided primary and secondary schools have set up PTAs. Since we do not collect information on the spoken language of members of PTAs in KGs and primary and secondary schools, the number of PTAs with NCS parents/teachers serving as members is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB203****(Question Serial No. 3099)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (5) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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 are teaching in ordinary schools and how many are teaching in special schools?

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 14)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 ordinary primary and secondary school teachers and special school teachers having completed the BAT Courses and the actual expenditure on the BAT Courses from the 2016/17 to 2018/19 school years are set out in Table (1) and Table (2) respectively:

Table (1)

Course	2016/17			2017/18			2018/19		
	Primary schools	Secondary schools	Special schools	Primary schools	Secondary schools	Special schools	Primary schools	Secondary schools	Special schools
Basic	259	444	4	283	406	7	314	395	4
Advanced	129	197	3	157	152	4	177	146	6
Thematic	204	248	25	217	270	27	209	265	12

Table (2)

Course	Actual expenditure (\$ million)		
	2016/17	2017/18	2018/19
Basic	10.4	10.3	11.0
Advanced	16.3	15.5	16.8
Thematic	25.3	27.9	28.1
Total	52.0	53.7	55.9

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 2016/17 to 2018/19 school years are as follows:

	2016/17		2017/18		2018/19	
	Number of teachers	Actual expenditure (\$ million)	Number of teachers	Actual expenditure (\$ million)	Number of teachers	Actual expenditure (\$ million)
TCSST	36	4.5	31	3.9	40	5.3

- End -

CONTROLLING OFFICER'S REPLY

EDB204

(Question Serial No. 3100)

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 schools applying for the Learning Support Grant for the provision of tier-1, tier-2 and tier-3 support in the past 3 years, would the Government advise this Committee of:

- (1) the number of applications made by schools in each of the 18 districts;
- (2) the total provision for schools in each district;
- (3) the numbers of primary and secondary school students by type of special educational needs; and
- (4) their age distribution.

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 15)

Reply:

(1) to (4)

To help 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 (including the Learning Support Grant (LSG)), professional support and teacher training. All schools are required to adopt the Whole School Approach to provide support for students with SEN through the 3-tier Intervention Model, taking into account their needs. Under the 3-tier Intervention Model, tier-1 support refers to early identification and catering for all students with diverse learning and adjustment needs, including those with mild or transient learning or adjustment difficulties, through quality teaching in regular classroom. 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 schools are not required to submit information about these students to the EDB. No additional resources will be provided to schools in this regard. Tier-2 support refers to additional support/ "add-on" intervention for students with persistent learning or adjustment difficulties, such as small group learning, after-school remedial programmes and pull-out

remedial programmes. Tier-3 support refers to individualised intensive support for students with persistent and severe learning or adjustment difficulties, including drawing up of Individual Education Plans.

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, and 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 of the provision of the LSG to schools, the number of public sector ordinary primary and secondary schools provided with the LSG and the total provision in the past 3 years (2017/18 to 2019/20 school years) are set out at Appendix 1.

The distribution of public sector ordinary primary and secondary schools eligible for the LSG by number of students with SEN requiring tier-2 and tier-3 support in the 2017/18 and 2018/19 school years is set out at Appendix 2 respectively.

In the 2018/19 school year and before, ordinary schools were provided with additional resources under various funding modes to support students with SEN. For instance, some schools opted for the LSG, some schools implemented the Integrated Education (IE) Programme, some primary schools implemented the Intensive Remedial Teaching Programme (IRTP), and some primary schools adopted a Mixed Mode of implementing IRTP while receiving the LSG. As schools were provided with additional resources under different modes (i.e. some were provided with additional grants, some were provided with additional teaching post(s)), schools would adopt diversified strategies to support their students with SEN according to school-based circumstances. Different criteria are used under these funding modes in providing additional resources for schools. For example, schools implementing IE Programme or IRTP were provided with additional teaching manpower but the LSG was not available for flexible deployment in catering for each student with SEN. Besides, there was a basic provision under the LSG in the past, i.e. schools with 1 to 6 student(s) requiring tier-3 support were all provided with the same amount of basic provision. In view of the above factors, the schools concerned might not report to the EDB the tier of support required by each of their students and the number of all students receiving tier-3 support.

The EDB has implemented a series of enhanced measures (including the enhanced LSG) starting from the 2019/20 school year: (i) restructuring various subvented programmes for IE and extending the LSG to all public sector ordinary schools to replace IRTP and the IE Programme; (ii) increasing the LSG unit grant rate for tier-3 support to four times the rate for tier-2 support; (iii) converting/providing additional regular teaching post(s) titled as Special Educational Needs Support Teacher if the total amount of LSG received by the schools reach the specific threshold. With the implementation of the above enhanced LSG, the amount of LSG received by each public sector ordinary school is calculated based on the number of their students with SEN requiring tier-2 and tier-3 support and the tier of support these students require. Schools are provided with additional resources under the same

mode, which allows a more comprehensive and consistent approach in reporting the tier of support required by students with SEN, and the EDB collects complete data on the tier of support these students require from schools. The number of students with various types of SEN requiring tier-2 and tier-3 support in public sector ordinary primary and secondary schools in the 2019/20 school year is tabulated at Appendix 3. Please note that these figures cannot be directly compared with those of the 2018/19 school year and before.

Since the provision of additional resources does not have relationship with the districts in which the schools locate or the age of students, a breakdown of the provision by district or by age group is not available.

Number of public sector ordinary primary and secondary schools provided with the Learning Support Grant (LSG) and the total provision from the 2017/18 to 2019/20 school years

		2017/18 (Note 1)	2018/19 (Note 1)	2019/20 (Notes 1 & 2)
Primary school	No. of schools	355	381	455
	Total provision (\$ million)	280.9	308.8	466.5
Secondary school	No. of schools	385	385	389
	Total provision (\$ million)	308.7	337.5	282.5

Notes:

- 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 in the 2017/18 and 2018/19 school years) with additional resources to better cater for the learning, social, emotional and behavioral needs of these students at the Indicated level.
- The EDB has implemented a series of enhanced measures (including the enhanced LSG) starting from the 2019/20 school year: (i) restructuring various subvented programmes for IE and extending the LSG to all public sector ordinary schools to replace IRTP and the IE Programme; (ii) increasing the LSG unit grant rate for tier-3 support to four times the rate for tier-2 support; (iii) converting/providing additional regular teaching post(s) titled as Special Educational Needs Support Teacher if the total amount of LSG reaches the specific threshold, so that schools will have a more stable teaching force and additional resources for flexible deployment to support students with SEN. Under the above arrangements, a total of some 1 000 additional regular teaching posts were created in the 2019/20 school year, with 675 schools (431 primary schools and 244 secondary schools) having 1 to 3 such post(s) created.

Table 1

**Distribution of public sector ordinary primary and secondary schools
eligible for the Learning Support Grant (LSG)
by number of students with special educational needs (SEN)
requiring tier-2 support in the 2017/18 and 2018/19 school years**

No. of students with SEN requiring tier-2 support	No. of schools ^{Note}			
	2017/18		2018/19	
	Primary	Secondary	Primary	Secondary
0	9	1	0	1
1-10	41	50	13	39
11-20	23	67	18	54
21-30	19	57	20	64
31-40	47	34	31	36
41-50	57	30	72	34
51-60	65	21	80	21
61-70	41	21	53	25
71-80	28	14	46	19
81-90	10	23	27	15
91-100	8	18	13	15
More than 100	7	49	8	62

Notes:

- 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.
- Before the 2019/20 school year, ordinary schools were provided with additional resources with reference to different criteria and principles under various funding modes to support students with SEN. Those schools opting to implement IE Programme or IRTP (i.e. not opting for LSG) might not report to the Education Bureau (EDB) the tier of support required by each of their students and the number of all students receiving tier-3 support. Starting from the 2019/20 school year, the amount of LSG received by each public sector ordinary school under the enhanced LSG measure is calculated based on the number of their students with SEN requiring tier-2 and tier-3 support and the tier of support these students require. Schools are provided with additional resources under the same mode,

which allows a more comprehensive and consistent approach in reporting the tier of support required by students with SEN, and the EDB collects complete data on the tier of support these students require from schools.

Table 2

**Distribution of public sector ordinary primary and secondary schools
eligible for the Learning Support Grant (LSG)
by number of students with special educational needs (SEN)
requiring tier-3 support in the 2017/18 and 2018/19 school years**

No. of students with SEN requiring tier-3 support	No. of schools ^{Note}			
	2017/18		2018/19	
	Primary	Secondary	Primary	Secondary
0	66	60	32	50
1-5	270	309	283	299
6-10	12	9	41	21
11-15	3	1	11	11
16-20	1	3	6	0
More than 20	3	3	8	4

Notes:

1. 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.
2. Please refer to Note 2 of Table 1.

Table 1

**Number of students with special educational needs (SEN) requiring tier-2 support
in public sector ordinary primary and secondary schools
in the 2019/20 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
Primary	11 403	49	6 173	7 175	112	30	128	2 751	138
Secondary	9 500	333	3 327	6 731	126	48	72	666	699

Table 2

**Number of students with special educational needs (SEN) requiring tier-3 support
in public sector ordinary primary and secondary schools
in the 2019/20 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
Primary	40	836	915	247	13	8	11	0	24
Secondary	67	386	643	267	10	8	29	0	142

Note:

Please refer to Note 2 of Table 1 at Appendix 2.

- End -

CONTROLLING OFFICER'S REPLY

EDB205

(Question Serial No. 3101)

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 separately provide the following figures for the past 3 years:

- (1) 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) students);
- (2) the cost per capita of each school place in each school (disaggregated by day, 5-day boarding and 7-day boarding students);
- (3) the number of new students and their age (disaggregated by day, 5-day boarding, 7-day boarding, orphan and NCS students);
- (4) the number of school leavers and their age (disaggregated by day, 5-day boarding, 7-day boarding, orphan and NCS students); and
- (5) the growth in the number of applicants waiting for various types of adult services (disaggregated by day, 5-day boarding, 7-day boarding, orphan and NCS students, and by gender and age).

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 16)

Reply:

(1) to (5)

The Education Bureau does not keep school-based or 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 2019/20 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 2016/17 to 2018/19 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.

Table 1: Average Unit Cost per School Place for Each Type of Special Schools from the 2016/17 to 2018/19 School Years

School Type	Average Unit Cost per School Place		
	2016/17	2017/18	2018/19
Visual Impairment	\$320,000	\$359,000	\$397,500
Hearing Impairment	\$306,000	\$343,500	\$395,500
Physical Disability	\$314,000	\$334,000	\$360,000
Mild Intellectual Disability ^{Note 1}	\$177,000	\$195,500	\$211,500
Moderate Intellectual Disability ^{Notes 1 & 2}	\$260,000	\$285,500	\$304,500
Severe Intellectual Disability ^{Note 2}	\$342,000	\$361,500	\$389,000
School for Social Development	\$181,000	\$200,000	\$220,000
Hospital School	\$186,000	\$198,500	\$211,000

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. 1 school for children with severe intellectual disability (SID) operates classes for children with moderate intellectual disability (MoID) on a pilot basis starting from the 2017/18 school year. The figures are categorised according to the respective class types.

Table 2: Average Unit Cost per Boarding Place for Each Type of Special Schools from the 2016/17 to 2018/19 School Years

School Type	Average Unit Cost per Boarding Place		
	2016/17	2017/18	2018/19
Visual Impairment	\$177,500	\$183,500	\$194,000
Hearing Impairment	\$441,500	N.A. ^{Note 6}	N.A. ^{Note 6}
Physical Disability	\$294,500	\$302,500	\$319,500
Mild Intellectual Disability ^{Note 1}	N.A.	N.A.	N.A.
Moderate Intellectual Disability ^{Notes 2 & 3}	\$252,000	\$258,500	\$273,000
Severe Intellectual Disability ^{Note 3}	\$321,000	\$331,500	\$350,500
School for Social Development ^{Note 4}	N.A.	N.A.	N.A.
Hospital School ^{Note 5}	N.A.	N.A.	N.A.

Notes:

1. Schools for children with mild intellectual disability do not provide boarding service.
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 SID operates classes for children with MoID on a pilot basis starting from the 2017/18 school year. The figures are categorised according to the respective class types.
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 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. The boarding section of another school for children with hearing impairment commenced operation in the 2018/19 school year with a few boarding places. Hence, calculation of average unit cost per boarding place is not applicable to those 2 school years.

Information on Students of Special Schools from the 2016/17 to 2018/19 School Years

Item		Age Range (Year)	School Year ^{Notes 1 & 2}			
			2016/17	2017/18	2018/19	
1	Total Number of Students (No. of Non-Chinese Speaking (NCS) Students ^{Note 3})		7 349 (367)	7 512 (390)	7 659 (401)	
2	Number of Boarders (No. of NCS Students ^{Note 3})	5-day	417 (12)	404 (10)	399 (12)	
		7-day	552 (6)	572 (6)	599 (12)	
3	Number of New Students (No. of NCS Students ^{Note 3})	Day Place	6-19	1 028 (56)	1 101 (99)	1 213 (100)
		5-day Boarding	6-20	63 (2)	60 (6)	61 (3)
		7-day Boarding	6-21	83 (4)	94 (3)	82 (3)
4	Number of School Leavers (No. of NCS Students ^{Note 3})	Day Place	6-26	968 (40)	1 010 (50)	986 (42)
		5-day Boarding	6-24	80 (4)	63 (2)	55 (4)
		7-day Boarding	6-26	73 (3)	56 (0)	54 (2)
5	Number of School Leavers Waiting for Adult Services (No. of NCS Students ^{Note 3})		107 (6)	140 (7)	66 (3)	

Notes:

1. Number of students in items 1 and 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 service.
- 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**EDB206****(Question Serial No. 3102)**

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 Physiotherapists I are working in special schools?
 How many Physiotherapists II are working in special schools?
 How many Occupational Therapists I are working in special schools?
 How many Occupational Therapists II are working in special schools?
 What is the staff cost or monthly expenditure per capita?

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 21)

Reply:

The salary scale, mid-point salary and staff establishment of physiotherapists and occupational therapists in special schools in the 2019/20 school year are tabulated below:

Specialist Staff	Salary Scale	Mid-point Salary	Staff Establishment
Physiotherapist I	\$51,095 - \$74,515	\$61,415	24
Physiotherapist II	\$30,235 - \$48,860	\$38,595	34
Occupational Therapist I	\$51,095 - \$74,515	\$61,415	24
Occupational Therapist II	\$30,235 - \$48,860	\$38,595	73

- End -

CONTROLLING OFFICER'S REPLY

EDB207

(Question Serial No. 0351)

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 form of a table, please provide the following information regarding Native-speaking English Teachers (NETs) in government primary schools, aided primary schools and primary schools under Direct Subsidy Scheme (DSS) from the 2009/10 to 2020/21 school years:

- (1) the respective number of NETs employed 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 of lesson time dedicated to the subject of English Language per week for Primary 1 to 6 in government primary schools, aided primary schools and primary schools under DSS from the 2008/09 to 2020/21 school years.

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 1)

Reply:

The Native-speaking English Teacher (NET) Scheme covers public sector schools, i.e. government, aided and caput schools. As such, the information provided under Items (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 2020/21 school year is not yet available, information given under Items (1), (5) and (6) below covers the 2015/16 to 2019/20 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 2015/16 to 2019/20 school year are as follows:

School Year	Government Schools	Aided Schools	Total
2015/16	34	425	459
2016/17	34	427	461
2017/18	34	426	460
2018/19	34	434	468
2019/20	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 and median monthly salary of NETs in government and aided primary schools from the 2015/16 to 2019/20 school years are as follows:

	2015/16		2016/17		2017/18		2018/19		2019/20	
	Government	Aided	Government	Aided	Government	Aided	Government	Aided	Government	Aided
Average Monthly Salary (\$)	44,319	43,435	46,201	45,101	46,435	45,212	50,504	49,442	51,173	50,884
Median Monthly Salary (\$)	46,183	39,360	47,240	43,145	47,240	43,145	53,195	46,420	54,450	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 to 21% of their lesson time to English Language for Primary 1 to 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 to 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 guidelines, 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 Language. 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), organise activities after school and on non-school days, and conduct study visits outside Hong Kong to enrich students' English learning experience.

- End -

CONTROLLING OFFICER'S REPLY

EDB208

(Question Serial No. 0354)

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 2020/21 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 2020/21 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 2020/21 school years.

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 2)

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 2015/16 to 2019/20 school years are set out in Annex. Figures for the 2020/21 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 an 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 2015/16 to 2019/20 school years) are set out below:

Primary Schools (Government, Aided and DSS)

School Year	Government Primary Schools		Aided Primary Schools		DSS Primary Schools [#]
	No. of Regular Teachers [*]	No. of Contract Teachers [*]	No. of Regular Teachers [*]	No. of Contract Teachers [*]	No. of Teachers [*]
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	1 290	130	18 520	1 730	1 300
2019/20 (Estimate)	1 330	100	19 080	1 730	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 in the teaching profession 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 2015/16 to 2019/20 school years) is set out below:

Primary Schools (Government, Aided and DSS)

School Year	No. of Retired Teachers*		
	Government Primary Schools	Aided Primary Schools	DSS Primary Schools
2015/16	10	190	10
2016/17	20	190	0
2017/18	20	200	0
2018/19	20	210	0
2019/20 (Estimate)	20	190	10

* 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 2015/16 to 2019/20 is set out below:

Primary Schools (Government, Aided and DSS)

School Year	No. of New Teachers Joining the Teaching Profession*		
	Government Primary Schools	Aided Primary Schools	DSS Primary Schools
2015/16	40	850	70
2016/17	30	890	90
2017/18	60	1 270	80
2018/19	40	1 180	70
2019/20 (Estimate)	30	1 040	90

* Numbers are rounded to the nearest 10.

The average and median numbers of students per Primary One class of government, aided and DSS primary schools in the 2015/16 to 2019/20 school years

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

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

2019/20 school year

District	Primary One students per class					
	Government		Aided		DSS	
	Average	Median	Average	Median	Average	Median
Central & Western	27.5	27.5	27.2	26.0	-	-
Wan Chai	24.3	27.0	27.2	27.0	-	-
Eastern	24.6	27.0	26.9	28.0	30.9	31.0
Southern	25.0	27.0	22.6	24.0	28.0	28.0
Yau Tsim Mong	22.1	23.0	28.0	30.0	29.2	29.0
Sham Shui Po	25.5	26.0	29.5	31.0	28.6	30.0
Kowloon City	27.8	27.0	27.9	30.0	31.6	31.0
Wong Tai Sin	16.3	15.5	22.9	24.0	-	-
Kwun Tong	27.3	30.0	27.5	28.0	26.4	26.0
Sai Kung	24.2	24.0	22.8	24.5	31.9	32.0
Sha Tin	30.4	30.0	28.5	30.0	32.6	33.0
Tai Po	19.0	19.0	26.4	26.0	-	-
North	24.3	25.0	27.1	27.0	-	-
Yuen Long	29.1	31.0	25.5	25.0	29.0	31.0
Tuen Mun	27.0	27.0	25.3	26.0	33.0	33.0
Tsuen Wan	31.2	31.5	28.6	31.0	-	-
Kwai Tsing	-	-	25.5	26.0	27.3	27.0
Islands	-	-	23.9	25.0	-	-
All Districts	25.9	27.0	26.4	27.0	30.1	31.0

- Notes: (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Figures include government, aided and DSS ordinary primary schools but not special schools.
- (3) School districts are delineated by the District Council districts of the school campuses. Starting from the 2019/20 school year, the districts for schools with decanting campuses are based on the District Council districts of the original campuses.

- End -

CONTROLLING OFFICER'S REPLY**EDB209****(Question Serial No. 0356)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

It is mentioned under the Programme of Primary Education that the Bureau will continue the enhanced provision of student guidance service to primary schools by implementing the policy of “two school social workers for each school” in public sector primary schools and that the enhancement, which began in the 2018/19 school year, seeks to strengthen student guidance service in public sector primary schools. In this connection, would the Administration advise this Committee of:

- (1) the timetable for achieving the goal of “two school social workers for each school” in public sector primary schools;
- (2) any plan to assess the effectiveness of “two school social workers 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.: 3)

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 under 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 new measure is implemented on the basis of the Comprehensive Student Guidance Service (CSGS) to provide schools with more resources so that each public sector primary school is served by at least 1 school-based registered graduate social worker with professional qualifications to further enhance the overall quality of guidance service.

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 three-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, including retaining their serving student guidance personnel (SGP) due to special needs, they may discuss with the EDB separately. In the 2019/20 school year, 309 public sector primary schools (i.e. about 70%) have switched to the New Funding Mode.

At this stage, we have no plan to implement the “two social workers for each one school” policy in public sector primary schools. As for the implementation of the policy of “one school social worker for each school” in primary schools, the EDB will continue to collect data and views by such means as questionnaire surveys, school visits and meetings with the education sector to review the mode of collaboration between SGP/social workers and SGTs, and will maintain communication with stakeholders and heed their views and suggestions on the best way to provide social work and guidance services for students and render effective support to them.

(3) Since the implementation of the CSGS in the 2002/03 school year, teachers are working in collaboration with SGP and professionals to provide remedial, preventive and developmental guidance services for all students. In other words, the service provided by SGP 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

EDB210

(Question Serial No. 0373)

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:

An outbreak of epidemic in January 2020 has led to the prolonged suspension of classes in kindergartens, primary schools, secondary schools, universities, etc. A number of schools have therefore switched to online teaching. However, many grassroots students encounter difficulties in e-learning. They need to walk to the nearest convenience stores or the entrance of their schools in order to access the WiFi coverage there for learning. In this connection, would the Bureau advise this Committee of the injection of resources over the past 3 years to address online learner diversity?

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 5)

Reply:

During class suspension, primary and secondary schools should optimise the use of different modes of learning, including e-learning, to enable students to continue to systematically engage in a moderate amount of learning so as to achieve the goal of “suspending classes without suspending learning”. As far as we understand, for students who are unable to undertake online learning due to the lack of the necessary equipment (such as computers), schools have been actively providing support, for example by lending them the necessary equipment for use. Homework assignments and worksheets are printed and mailed to students or collected by parents from schools according to their actual needs. In fact, “suspending classes without suspending learning” can be achieved through various means. In addition to studying the school curriculum, students may engage in extensive reading and take the opportunity to explore and learn more about the epidemic (for example, public health, health education, life education, etc.), that can cater to their interest and needs.

We have been keeping in view the implementation of e-learning and taking various measures to support grassroots students in e-learning. For example, under the Subsidy Scheme for Internet Access Charges, which have been implemented by the Student Finance Office (SFO) and the Social Welfare Department (SWD) for many years, Internet access subsidies are disbursed to eligible families to facilitate online learning at home by needy students. The numbers of beneficiary families and the amounts of subsidies under the Scheme from the 2017/18 to 2019/20 school years are as follows:-

	2017/18 School year	2018/19 School year	2019/20 School year (as at 31 January 2020)
(i) Disbursed by the SWD			
No. of beneficiary families	39 134	37 094	33 794
Amount of subsidies (\$million)	54.7	55.5	50.7
(ii) Disbursed by the SFO			
No. of beneficiary families	130 409	131 779	132 359
Amount of subsidies (\$million)	148.1	158.9	159.2
(iii) Total			
Total no. of beneficiary families	169 543	168 873	166 153
Total amount of subsidies (\$million)	202.8	214.4	209.9

The Government also provides, through the Community Care Fund, subsidies for needy primary and secondary students for purchasing mobile computer devices. Students may use these devices to engage in e-learning.

In addition, various sectors of the community also provide support to students in need. To support students who have difficulties accessing the Internet for e-learning at home during class suspension, the Hong Kong Jockey Club Charity Trust has given 100 000 local primary and secondary school students free Internet access (via mobile data SIM cards) for 4 months with the help of 2 non-governmental organisations. We understand that many parents have to make the usual education-related payments, in whole or in part, for their children, and some may have to increase their spending on reading and learning materials or e-learning devices for their children. To alleviate parents' burden in defraying these expenses, the Government will provide an additional \$1,000 to each recipient of the Student Grant for the 2019/20 school year, i.e. the Student Grant amount of this year will be increased from \$2,500 to \$3,500, through the newly established \$30 billion Anti-epidemic Fund. No extra applications by parents are necessary.

Separately, the Office of the Government Chief Information Officer provided low-income families and grassroots students with online learning support services through the Internet Learning Support Programme (ILSP) which concluded in end-August 2018. The relevant services for students from low-income families are now provided by non-profit-making organisations, namely the Boys' and Girls' Clubs Association of Hong Kong and WebOrganic. The expenditures on the ILSP in the past 3 financial years are as follows:-

Financial year	Expenditure (\$million)
2017-18 (Actual)	31.5
2018-19 (Actual)	19.7
2019-20 (Revised estimate)	7.8
Total	59.0

Regarding universities, the bulk of recurrent grants to the University Grants Committee (UGC)-funded universities from the UGC are in the form of a block grant based on the approved student numbers allocated to universities. The universities may support needy students' in respect of e-learning with the block grant. The UGC is unable to identify or provide information about the actual expenditure incurred.

- End -

CONTROLLING OFFICER'S REPLY

EDB211

(Question Serial No. 0376)

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 integrated education policy that has been implemented for over 22 years, please advise this Committee of the following:

- (1) the number of students with special educational needs (SEN) and the number of teachers having received basic special education training in nurseries;
- (2) the number of students with SEN and the number of teachers having received basic special education training in kindergartens;
- (3) the number of students with SEN and the number of teachers having received basic special education training in primary schools; and
- (4) the number of students with SEN and the number of teachers having received basic special education training in secondary schools.

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 7)

Reply:

(1) and (2)

As support services for children with special needs at the pre-primary level are provided by the Social Welfare Department (SWD), the Education Bureau (EDB) is not able to provide information on students with special needs at the pre-primary level. With regard to training for KG teachers, the EDB has, since the 2015/16 school year, organised professional development programmes on catering for students with developmental needs, by commissioning tertiary institutions and non-governmental organisations to provide basic training for KG teachers, and developed a professional development framework. Starting from the 2018/19 school year, the EDB has further provided KG teachers with structured

in-service training courses at basic and advanced levels, which cover fundamental knowledge and skills in early identification and intervention, multi-disciplinary collaboration and strategies related to coordination of support services. These seek to enhance KG teachers' knowledge and skills in identifying and catering for learner diversity. As at the 2018/19 school year, a total of 585 KG teachers have completed basic training, with 29 of them having completed advanced training as well.

Moreover, according to the information of SWD, apart from offering training courses for special child care workers recognised by the SWD, tertiary institutions usually include special child care worker training modules recognised by the SWD, i.e. no less than 210 hours of training on catering for children with special needs, in the pre-service and in-service training courses for obtaining the teacher professional qualifications in early childhood education. The above courses have been introduced for over a decade, and a certain amount of serving KG teachers have received the relevant training. The EDB does not have the enrolment figures of the above courses.

(3) and (4)

Number of students with special educational needs studying in public sector ordinary primary and secondary schools in the 2019/20 school year is tabulated as follows:

Primary	Secondary
27 320	25 860

Number of public sector ordinary primary and secondary school teachers having received special education training as at the 2018/19 school year is tabulated as follows:

Primary	Secondary
9 487	7 306

- End -

CONTROLLING OFFICER'S REPLY

EDB212

(Question Serial No. 0377)

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:

Last year, the Task Force on Review of School Curriculum, which was set up by the Education Bureau in 2017, recommended that Liberal Studies should remain a compulsory subject for examination. In this connection, please advise this Committee of:

- (1) the number of students who chose not to conduct the Independent Enquiry Study (IES) of Liberal Studies in the past 3 years; and
- (2) the number of students who chose not to conduct the IES of Liberal Studies and attained level 3, level 4, level 5 or above in the subject's public examination in the past 3 years.

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 8)

Reply:

According to the current arrangement, the assessment of Liberal Studies under the senior secondary curriculum consists of public examination (i.e. written examination) and school-based assessment (i.e. Independent Enquiry Study (IES)). All school candidates have to submit an IES Report. At present, school candidates do not have the choice of not conducting the IES. Hence, we do not have any relevant information to provide.

Based on the information provided by the Hong Kong Examinations and Assessment Authority (HKEAA), some school candidates did not submit an IES Report in the end for various personal reasons. The relevant figures are as follows:-

- (1) The number of school candidates who failed to submit an IES Report for Liberal Studies under the senior secondary curriculum in the past 3 years

Year of examination	No. of candidates
2017	289
2018	256
2019	317

- (2) The number of school candidates who failed to submit an IES Report for Liberal Studies under the senior secondary curriculum and attained level 3, level 4, level 5 or above in the subject's public examination in the past 3 years

Year of examination	No. of candidates attained level 5 or above	No. of candidates attained level 4	No. of candidates attained level 3
2017	0	0	4
2018	0	0	2
2019	0	0	3

Note: The above figures do not include candidates exempted from submitting their IES Reports by the HKEAA.

- End -

CONTROLLING OFFICER'S REPLY**EDB213****(Question Serial No. 0494)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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.

Provision for STEAM education

	2017-18	2018-19	2019-20	2020-21
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.: 12)

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 with a cross-curricular approach through the curricula of the Science, Technology and Mathematics Education Key Learning Areas (KLAs) and General Studies at the primary level. In late 2016, the Education Bureau (EDB) released the Report on “Promotion of STEM Education – Unleashing Potential in Innovation”, which set out a wide range of recommendations, 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 reviews on the implementation and disseminating good practices. The recommended measures have been taken forward progressively and implemented on an ongoing basis. The expenditure is subsumed under the overall recurrent expenditure of the EDB. Among them is the release of the “Computational Thinking – Coding Education: Supplement to the Primary Curriculum” (Supplement) in the end of 2017. In addition, from the 2017/18 to 2019/20 school years, we have been conducting the Intensive Training Programme on STEM Education in 5 batches for curriculum leaders of all public sector and Direct Subsidy Scheme (DSS) primary and secondary schools to further enhance their professional capacity in holistic curriculum planning and leading the teaching force. On top of these, we had offered STEM Education as one of the programme themes under the Paid Non-local Study Leave Scheme for Secondary School Teachers (i-Journey) in the 2017/18 and 2018/19 school years, and organised various large-scale STEM learning activities such as the Smart City Project Programme in collaboration with tertiary institutions and relevant government departments and organisations.

As regards non-recurrent funding, in the 2015/16 and 2016/17 school years, we provided a one-off grant of \$100,000 and \$200,000 for each public sector and DSS primary and secondary school respectively to support their implementation of school-based activities/projects on 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. Starting from the 2019/20 school year, a recurrent Life-wide Learning Grant with an annual provision of \$900 million has been provided for all public sector and DSS schools to support schools in taking forward life-wide learning with enhanced efforts, including STEM-related learning activities. Schools may 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.

Schools may also obtain additional resources by seeking funding from the Quality Education Fund (QEF). The QEF has included STEM education as one of the priority themes and implemented the Dedicated Funding Programme for Publicly-funded Schools for 4 school years starting from the 2018/19 school year for schools to apply for funding to launch school-based curriculum development projects and/or student support measures, including the development of school-based STEM education. Furthermore, the QEF has launched the QEF Thematic Network on STEMaker Classroom in the 2019/20 school year. Besides, the STEM Education Centre was set up at the Arts and Technology Education Centre in Lok Fu in October 2017 to support schools in promoting STEM education. The Centre has been installed with more advanced equipment for teachers to conduct STEM-related classes, organise teacher training programmes and for students to participate in learning activities and competitions.

As for kindergarten education, the 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 does not emphasise STEM education-related subject knowledge. Instead, teachers select events related to children's daily lives as learning themes, taking into account their age, pace of development, abilities and interests, with a view to fostering their exploratory spirit.

As for post-secondary education, 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. The SSSDP subsidises about 3 000 students per cohort to pursue designated full-time locally accredited self-financing undergraduate programmes in selected disciplines. Students of designated self-financing programmes in computer science and financial technology disciplines are subsidised from the 2018/19 academic year onwards. In the 2020/21 academic year, 5 computer science and 3 financial technology programmes are offered under the SSSDP, providing 246 and 215 subsidised first-year intake places respectively. The funding provision for the 2018/19 academic year and the 2019/20 academic year (as of February 2020) amounted to \$25 million and \$30 million respectively, while that for the 2020/21 academic year is estimated at around \$41 million.

The coverage of the SSSDP has been expanded starting from the 2019/20 academic year, about 2 000 students per cohort are subsidised to pursue designated full-time locally accredited self-financing sub-degree programmes in selected disciplines. In the 2020/21 academic year, 1 computer science programme is offered under the SSSDP, providing 40 subsidised first-year intake places. The funding provision for the 2019/20 academic year (as of February 2020) was \$0.88 million, while that for the 2020/21 academic year is estimated at around \$1.37 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 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 2019-20 financial year, the Government has allocated a total of about \$21.5 million to support the 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 number allocated to universities. As funding for the programmes related to STEAM (Science, Technology, Engineering, Arts and Mathematics) education is subsumed under the block grant, the UGC is unable to identify and provide information on the actual amount of subvention that goes to specific academic programmes. Meanwhile, the Government plans to implement in the 2020/21 academic year the Targeted Taught Postgraduate Programmes Fellowships Scheme on a pilot basis for 5 cohorts, with a view to providing fellowships to meritorious local students for pursuing targeted self-financing taught postgraduate programmes conducive to the development of Hong Kong. The Scheme is expected to provide fellowships to a maximum of 500 students of the first cohort (admitted in the 2020/21 academic year), subject to a ceiling of \$120,000 per student (for the entire programme regardless of study mode or period). Among the eligible programmes selected for the first cohort, a total of 20 cover such priority areas as STEM, emerging research and creative industries. Altogether 236 fellowships will be offered to students of these programmes and the amount funding involved is estimated to be around \$28 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB214

(Question Serial No. 1248)

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 kindergarten education scheme (KG Scheme) has been implemented since the 2017/18 school year, and one of the objectives is to provide quality kindergarten education. In this connection, please advise this Committee of the following:

(a) the teacher-to-pupil ratios of morning and afternoon sessions of kindergartens under the Pre-primary Education Voucher Scheme in the 2016/17 school year and of kindergartens joining the KG Scheme in the 2017/18, 2018/19 and 2019/20 school years (please set out information in tabular form);

(b) the percentage of teachers holding a bachelor's degree in early childhood education or above out of the total number of teachers in kindergartens under the Pre-primary Education Voucher Scheme in the 2016/17 school year and kindergartens joining the KG Scheme in the 2017/18, 2018/19 and 2019/20 school years (please set out information in tabular form); and

(c) the measures taken by the Administration to continuously improve the quality of kindergarten education.

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 40)

Reply:

(a) The respective average teacher to pupil (TP) ratios in the morning and afternoon sessions of kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS) in the 2016/17 school year and of KGs joining the KG education scheme (KG Scheme) from the 2017/18 to 2019/20 school years are tabulated as follows:

School year	TP ratio			
	2016/17	2017/18	2018/19	2019/20 (Provisional figure)
Average ratio of morning session	1:11.2	1:10.8	1:10.4	1:10.3
Average ratio of afternoon session	1:9.5	1:9.1	1:8.8	1:8.7

Notes:

- (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Figures only include teachers holding Certificate in Early Childhood Education or above qualifications (principals are not included).

(b) The respective percentages of teachers holding a bachelor's degree in early childhood education out of the total number of teachers in KGs under the PEVS in the 2016/17 school year and KGs joining the KG Scheme from the 2017/18 to 2019/20 school years are tabulated as follows:

School year	Percentage of teachers holding a bachelor's degree in early childhood education out of the total number of teachers
2016/17	42.3%
2017/18	47.1%
2018/19	51.0%
2019/20 (Provisional figure)	53.1%

(c) The Government has implemented the new KG education policy starting 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 the new policy, the Government has substantially increased expenditure to enhance teachers' remuneration, reduce parents' financial burden and improve the quality of teaching.

In tandem, the Government has enhanced the quality of education of KGs joining the KG Scheme, including raising the requirement of TP ratio from 1:15 to 1:11, revising the curriculum guide, promoting teachers' professional development, strengthening support to students with diverse needs, enhancing the quality assurance framework, promoting parent education, enhancing the funding arrangements for KGs admitting non-Chinese speaking students, etc.

The EDB has made continuous efforts to enhance the KG education policy. As announced in the 2018 Policy Address, we started a review in mid-2019 on the implementation of the new policy, including the salary arrangements for KG teachers. We have been consulting the stakeholders during the process.

- End -

CONTROLLING OFFICER'S REPLY

EDB215

(Question Serial No. 1249)

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 Committee on Free Kindergarten Education (the Committee) suggested that the Government should review the current planning standards for provision of kindergarten (KG) places to increase the provision, particularly whole-day (WD) places. Having regard to the supply and demand of KG places, the Committee also suggested that the Government should consider revising the planning standards progressively to 500 WD and 500 half-day (HD) places for every 1 000 children aged between 3 and 6. As stipulated in the Hong Kong Planning and Standards Guidelines, whilst the reservation of sites specifically for KGs (i.e. schools offering nursery and KG education) is usually not necessary, the need for such establishments is taken into account in housing estates and large-scale private housing development projects where space is allocated for such uses. The standards should be 500 HD and 500 WD places for every 1 000 children in the age group of 3 to under 6. In this connection, please advise this Committee of the number of:

a) children aged 3 to 6 and the numbers of HD, WD and long WD places in the past 3 years, with a breakdown by 18 districts.

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 41)

Reply:

The Education Bureau does not have statistics on the number of children aged between 3 and 6 in each of the 18 districts. At present, the percentage of school-age children attending kindergartens (KGs) in Hong Kong is 100%. We have collected information on the number of students in various KGs. In the 2017/18, 2018/19 and 2019/20 school years, the number of KG students, and the numbers of half-day (HD), whole-day (WD) and long WD (LWD) places in KGs by district are tabulated in the Appendix.

Number of KG students, and numbers of HD, WD and LWD places in KGs in the 18 Districts

District	2017/18				2018/19				2019/20			
	No. of KG students	No. of HD KG places	No. of WD KG places (excluding former aided child care centres (FACs))	No. of LWD KG places (i.e. FACs)	No. of KG students	No. of HD KG places	No. of WD KG places (excluding FACs)	No. of LWD KG places (i.e. FACs)	No. of KG students	No. of HD KG places	No. of WD KG places (excluding FACs)	No. of LWD KG places (i.e. FACs)
Central & Western	6 292	6 434	627	852	6 263	6 530	611	842	6 203	6 566	577	847
Wan Chai	7 132	6 899	834	565	7 050	6 915	790	576	7 050	7 148	748	579
Eastern	11 631	11 365	1 981	1 456	11 035	10 696	2 117	1 450	10 926	10 673	2 181	1 435
Southern	4 753	5 116	811	757	4 652	5 073	753	748	4 371	4 727	831	733
Sham Shui Po	9 740	8 825	1 504	1 477	9 557	8 384	1 468	1 476	9 913	8 662	1 539	1 484
Yau Tsim Mong	6 665	5 669	703	1 439	6 554	5 665	646	1 432	6 329	5 382	663	1 439
Kowloon City	22 794	23 123	2 688	1 604	22 158	22 241	2 668	1 578	22 379	22 611	2 779	1 585
Wong Tai Sin	7 374	5 107	1 860	1 642	7 042	4 834	1 895	1 632	6 948	4 498	2 013	1 653
Kwun Tong	12 344	9 875	2 468	2 394	12 183	9 533	2 687	2 422	12 187	9 176	2 938	2 397
Tsuen Wan	7 273	6 541	847	1 132	7 147	6 320	927	1 122	7 012	6 267	947	1 127
Tuen Mun	12 469	9 479	2 887	1 604	11 966	8 897	2 931	1 584	11 784	8 972	2 925	1 579
Yuen Long	16 742	14 444	2 584	1 844	16 055	13 701	2 788	1 832	16 348	13 545	2 896	1 868
North	10 660	9 172	1 652	973	9 138	7 579	2 008	953	8 867	7 022	2 174	982
Tai Po	6 738	5 554	1 257	893	6 529	5 201	1 374	889	6 549	5 213	1 365	907
Sha Tin	15 051	13 064	2 270	2 012	14 278	12 632	2 318	1 989	14 167	12 274	2 576	1 981
Sai Kung	9 196	7 811	1 940	1 127	8 937	7 733	2 022	1 111	9 042	7 638	2 177	1 120
Islands	3 818	3 164	1 199	434	3 804	3 102	1 187	428	4 281	3 233	1 291	469
Kwai Tsing	10 475	8 410	1 992	1 795	10 054	8 013	2 131	1 801	9 941	7 834	2 241	1 821

Notes:

1. Figures refer to the position as at mid-September of the respective school years, which only include K1, K2 and K3 classes.
2. Figures include K1, K2 and K3 classes of kindergarten-cum-child care centres.
3. Figures of school places exclude vacant classrooms and vacant child care centre portions.
4. FACs refer to the child care centres operated under the Social Welfare Department before the harmonisation of pre-primary services. They usually operate longer service hours.
5. School district is determined by the District Council district in which the school premises are located.

- End -

CONTROLLING OFFICER'S REPLY

EDB216

(Question Serial No. 1250)

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:

While kindergarten operation currently comprises half-day, whole-day and long whole-day (LWD) modes, the LWD mode is not catered for in the Hong Kong Planning Standards and Guidelines (HKPSG).

(a) Does the Administration have any plan to have the LWD mode covered in the HKPSG? If yes, what ratio will be set for the provision of LWD places? If no, how can the Administration ensure that there are sufficient LWD places to satisfy the demand of the society?

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 42)

Reply:

From the perspective of kindergarten (KG) education, there are 2 broad types of KG programmes, i.e. half-day (HD) and whole-day (WD) programmes, while long whole-day (LWD) programme is an operation mode of WD KGs. As such, the planning standards for KG places are calculated on the basis of HD and WD places. Under the prevailing KG education policy, the Education Bureau has reviewed the relevant part of the Hong Kong Planning Standards and Guidelines, with increasing the number of KG places, particularly WD places, as a long-term goal. 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.

- End -

CONTROLLING OFFICER'S REPLY**EDB217****(Question Serial No. 2245)**

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 Start-up Loan Scheme (SLS) in 2001 to support, through provision of interest-free loans, non-profit-making self-financing post-secondary institutions in developing new college premises and reprovisioning existing premises that operate in sub-optimal environment, and/or providing or enhancing teaching and other ancillary facilities. Loans granted under SLS should be repaid by equal instalments over 10 years from the date of the final drawdown. For cases where approval has been granted for extending the loan repayment period from 10 years to 20 years, the borrowers are subject to the payment of interest at no-gain-no-loss rate after the interest-free period of the first 10 years. In this connection, please advise this Committee of the following:

- (a) What is the total amount of loan approved for self-financing post-secondary education providers under SLS as at the end of February 2020?
- (b) How many institutions have failed to repay on schedule? What are the details (including the date of loan approval, amount approved, reasons for the default in repayment and the outstanding amount)?
- (c) Please indicate the current loan position using the table below:

No.	Applicant institution	Programme provider	Loan purpose	Approved loan amount (\$)	Outstanding loan amount (\$)	Date of last repayment
1						
2						
3						

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 36)

Reply:

As at the end of February 2020, 40 loans amounting to a total of about \$7.7 billion were approved under the Start-up Loan Scheme (SLS). 20 loans have been fully repaid and the total amount of outstanding loans is about \$3.3 billion. Since the launch of the SLS, all borrowing institutions have repaid the loans in accordance with the repayment schedule. Details of the approved loans and loan repayment are given at **Annex**.

**List of loans approved under Start-up Loan Scheme
for post-secondary education providers
(as at 29 February 2020)**

No.	Applicant	Operator	Use of Loan	Approved Loan Amount (\$)	Outstanding Loan Amount (\$) (Note)	Date of Final Repayment
1	The University of Hong Kong	HKU School of Professional and Continuing Education	Renting and renovating commercial premises in Wan Chai	35,402,000	0	July 2012
2	The University of Hong Kong*	HKU School of Professional and Continuing Education	Purchasing and renovating commercial premises in North Point	176,124,000	12,193,200	March 2022
3	Hong Kong Baptist University	School of Continuing Education	Purchasing and renovating commercial premises in Kowloon Tong	86,201,000	0	May 2012
4	The Hong Kong Polytechnic University	Hong Kong Community College	Renting and renovating the Professional Complex at the Hung Hom Campus	32,700,000	0	July 2013
5	Lingnan University	The Community College at Lingnan University	Renting and renovating commercial premises in Tuen Mun and Causeway Bay	10,597,000	0	July 2013
6	Lingnan University*	The Community College at Lingnan University	Constructing new buildings at the Tuen Mun campus	205,735,000	34,289,160	April 2024
7	The Hong Kong Institute of Education	School of Continuing and Professional Education	Renting and renovating commercial premises in Tai Kok Tsui	15,000,000	0	April 2013
8	The Chinese University of Hong Kong	School of Continuing and Professional Studies	Purchasing and renovating commercial premises in Central	135,274,000	0	September 2012

No.	Applicant	Operator	Use of Loan	Approved Loan Amount (\$)	Outstanding Loan Amount (\$) (Note)	Date of Final Repayment
9	Caritas – Hong Kong	Caritas Bianchi College of Careers	Renting and renovating commercial premises at MTR Kowloon Station	15,000,000	0	September 2012
10	City University of Hong Kong	Community College of City University	Renting and renovating commercial premises in Kowloon Bay	44,756,000	0	July 2013
11	Vocational Training Council	School of Business and Information Systems	Constructing new buildings at the Tsing Yi Campus	266,400,000	0	March 2012
12	International Education and Academic Exchange Foundation Company Limited	Hong Kong Institute of Technology	Renting and renovating commercial premises in Cheung Sha Wan and Tsim Sha Tsui	7,148,000	0	February 2013
13	Education and Learning Institute (Hong Kong) Limited	The Hong Kong Learning Community College	Renting and renovating commercial premises in Causeway Bay	4,000,000	0	September 2005
14	The University of Hong Kong*	HKU School of Professional and Continuing Education	Constructing a new campus in Kowloon Bay	279,256,000	86,879,642	September 2026
15	Hong Kong Baptist University*	School of Continuing Education	Constructing a new campus in Shek Mun	359,200,000	111,751,105	February 2027
16	Caritas – Hong Kong*	Caritas Bianchi College of Careers	Constructing a new campus in Tseung Kwan O	188,000,000	84,600,000	January 2029
17	The Hong Kong Polytechnic University*	Hong Kong Community College and The Hong Kong Polytechnic University	Constructing a new campus in Hung Hom	424,714,000	191,121,300	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	Constructing a new campus in Mongkok	346,050,000	107,660,000	January 2027
19	The Hong Kong Polytechnic University*	Hong Kong Community College and The Hong Kong Polytechnic University	Constructing a new campus in West Kowloon	458,100,000	229,050,000	September 2029
20	City University of Hong Kong*	Community College of City University and City University of Hong Kong	Constructing new buildings at the Kowloon Tong campus	599,500,000	0	August 2013

No.	Applicant	Operator	Use of Loan	Approved Loan Amount (\$)	Outstanding Loan Amount (\$) (Note)	Date of Final Repayment
21	Po Leung Kuk*	HKU SPACE Po Leung Kuk Community College	Constructing new buildings in its headquarter in Causeway Bay	254,000,000	0	January 2019
22	The Open University of Hong Kong	The Open University of Hong Kong	Constructing new buildings at the Ho Man Tin Campus	120,000,000	0	October 2018
23	HKCT Group Limited	Hong Kong College of Technology	Renting and renovating commercial premises in Hung Hom	10,875,000	0	September 2012
24	Hang Seng School of Commerce	Hang Seng Management College	Constructing new buildings at the Siu Lek Yuen Campus	32,400,000	0	January 2018
25	The Chinese University of Hong Kong	School of Continuing and Professional Studies	Renting and renovating commercial premises in Central	22,743,000	0	November 2017
26	Hong Kong Arts Centre	Hong Kong Art School	Renovating a vacant government premises in Shau Kei Wan	5,500,000	0	September 2019
27	HKCT Group Limited	Hong Kong College of Technology	Renovating a vacant government premises in Ma On Shan	29,000,000	2,900,000	December 2020
28	The University of Hong Kong	HKU School of Professional and Continuing Education	Renovating a vacant government premises in Pok Fu Lam	40,344,000	0	August 2017
29	Chu Hai College of Higher Education	Chu Hai College of Higher Education	Constructing a new campus in Tuen Mun	350,000,000	245,000,000	July 2026
30	The Open University of Hong Kong	The Open University of Hong Kong	Constructing a new campus in Ho Man Tin	317,000,000	126,800,000	February 2024
31	Hang Seng School of Commerce	Hang Seng Management College	Constructing new buildings at the Siu Lek Yuen Campus	308,000,000	92,400,000	February 2023

No.	Applicant	Operator	Use of Loan	Approved Loan Amount (\$)	Outstanding Loan Amount (\$) (Note)	Date of Final Repayment
32	International Education and Academic Exchange Foundation Company Limited	Hong Kong Institute of Technology	Renovating a vacant government premises in Sham Shui Po	11,000,000	0	May 2016
33	The Chinese University of Hong Kong	School of Continuing and Professional Studies	Renovating a vacant government premises in Tseung Kwan O	40,000,000	12,000,000	February 2023
34	Caritas – Hong Kong	Caritas Institute of Higher Education	Constructing a new campus in Tseung Kwan O	300,000,000	210,000,000	February 2027
35	Vocational Training Council	Technological and Higher Education Institute of Hong Kong	Constructing a new campus in Chai Wan	670,000,000	536,000,000	October 2027
36	Hong Kong Arts Centre	Hong Kong Art School	Renovating the Chai Wan and Shau Kei Wan campuses	2,500,000	1,000,000	January 2024
37	Hang Seng School of Commerce	Hang Seng Management College	Constructing an academic and administration building, a sports and amenities centre, and student hostels at the Siu Lek Yuen Campus	800,000,000	560,000,000	September 2026
38	HKCT Group Limited	Hong Kong College of Technology and HKCT Institute of Higher Education	Renovating a vacant government premises in Ma On Shan	30,000,000	18,000,000	October 2025
39	Chu Hai College of Higher Education	Chu Hai College of Higher Education	Constructing a new campus and student hostels in Tuen Mun East	250,000,000	200,000,000	April 2028
40	The Open University of Hong Kong	The Open University of Hong Kong	Constructing a new campus in Ho Man Tin	400,000,000	400,000,000	Subject to the date of final drawdown
Total				7,682,519,000	3,261,644,407	

Note: Outstanding loan amount refers to 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

EDB218

(Question Serial No. 0603)

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 educational support for non-Chinese speaking students in pre-primary education, please provide:

- (a) the number of students in each of the grade level from K1 to K3 and N1 to N4 in Hong Kong kindergartens and nurseries in the school years 2017/18, 2018/19 and 2019/20;
- (b) the number of ethnic minority students in each of the grade level from K1 to K3 and N1 to N4 in Hong Kong kindergartens and nurseries in the school years 2017/18, 2018/19 and 2019/20 disaggregated by ethnicity;
- (c) the number of non-Chinese speaking students in each of the grade level from K1 to K3 and N1 to N4 in Hong Kong kindergartens and nurseries in the school years 2017/18, 2018/19 and 2019/20 disaggregated by their home language; and
- (d) the resources which will be granted to the EDB to start collecting this information if it has not started doing so, beginning in 2020/21 school year.

Asked by: Hon TO Kun-sun, James (LegCo internal reference no.: 1)

Reply:

(a)

According to the information collected through the annual Student Enrolment Survey, the numbers of students studying at K1 to K3 classes in kindergartens (KGs) in the school years from 2017/18 to 2019/20 are tabulated as follows:-

Level	Grade	2017/18	2018/19	2019/20
Kindergarten	K1	59 350	58 168	58 710
	K2	58 481	59 978	58 534
	K3	63 316	56 256	57 053

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures for kindergartens include students studying at K1, K2 and K3 classes of kindergarten-cum-child care centres (KG-cum-CCCs).

Figures in the above table cover children aged 3 or above studying in KGs and KG-cum-CCCs. Child care service provided by CCCs attached to KGs for taking care of children aged below 3 is under the purview of the Social Welfare Department (SWD). Based on the information provided by KG-cum-CCCs in September every year, the number of children enrolled in the school years from 2017/18 to 2019/20 is tabulated as follows:-

CCCs attached to KGs	2017/18	2018/19	2019/20
Number of children enrolled	19 994	20 179	19 419

(b) and (c)

The numbers of ethnic minority students studying at different grades in KGs including KG-cum-CCCs in the school years from 2017/18 to 2019/20 are tabulated at Annex 1. The numbers of non-Chinese speaking (NCS) students by spoken language at home studying at different grades in KGs (including KG-cum-CCCs) in the school years from 2017/18 to 2019/20 are tabulated at Annex 2. Since the definition of NCS students is based on the language spoken at home instead of the ethnicity of the students, the data provided at Annex 1 and Annex 2 are not comparable.

Figures at Annex 1 and Annex 2 cover children aged 3 or above studying in KGs and KG-cum-CCCs. Child care service provided by CCCs attached to KGs for children aged below 3 is under the purview of the SWD. As the SWD does not collect information on the number of ethnic minority and NCS children in CCCs attached to KGs, we are not able to provide the relevant information.

(d)

The Education Bureau currently conducts the annual Student Enrolment Survey to collect student particulars from KGs (including KG-cum-CCCs). The total number of students and the respective numbers of ethnic minority and NCS students studying at different grades in KGs (including KG-cum-CCCs) as well as the number of children enrolled in CCCs attached to KGs have already been provided in items (a) to (c) above. Question (d) is therefore not applicable.

**Number of ethnic minority students
studying at different grades in kindergartens by ethnicity
from the 2017/18 to 2019/20 school years**

K1	2017/18	2018/19	2019/20
Indonesian	49	38	68
Filipino	222	198	218
Indian	452	451	510
Pakistani	446	452	509
Nepalese	315	339	308
Japanese	268	268	232
Thai	47	37	36
Korean	110	120	101
Other Asian	139	130	146
White	1 198	1 202	1 058
Others	550	620	654
Total	3 796	3 855	3 840

K2	2017/18	2018/19	2019/20
Indonesian	41	51	37
Filipino	233	206	224
Indian	487	448	495
Pakistani	507	468	507
Nepalese	342	334	343
Japanese	239	224	219
Thai	39	46	42
Korean	123	126	119
Other Asian	152	126	139
White	1 203	1 237	1 067
Others	600	695	638
Total	3 966	3 961	3 830

K3	2017/18	2018/19	2019/20
Indonesian	42	45	52
Filipino	203	223	220
Indian	339	381	361
Pakistani	519	493	496
Nepalese	319	320	318
Japanese	220	185	191
Thai	36	36	47
Korean	71	73	45
Other Asian	115	97	116
White	778	867	685
Others	369	386	418
Total	3 011	3 106	2 949

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include students of K1, K2 and K3 classes in kindergarten-cum-child care centres.
3. Figures include ethnic minority students with Chinese as the spoken language at home.

**Number of non-Chinese speaking students
studying at different grades in kindergartens by spoken language at home
from the 2017/18 to 2019/20 school years**

2017/18 school year

	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

2018/19 school year

	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

2019/20 school year

	K1	K2	K3
Indonesian	34	23	31
Filipino	102	106	99
Hindi	330	339	253
Urdu	451	449	436
Nepali	276	306	288
Japanese	248	227	188
Thai	28	30	37
Korean	94	110	38
Other Asian and Oceanian languages	67	64	64
English	2 917	2 851	1 769
Other European languages	201	210	226
Others	21	22	21
Total	4 769	4 737	3 450

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures for pre-primary education include students of K1, K2 and K3 classes in kindergarten-cum-child care centres.
3. Figures include students whose ethnicity is Chinese but who are NCS based on the spoken language at home.

- End -

CONTROLLING OFFICER'S REPLY

EDB219

(Question Serial No. 0604)

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 educational support for non-Chinese speaking students in primary education, please provide:

- (a) the number of students in each of the grade level from P1 to P6 in public schools (including Direct Subsidy Scheme Schools) in the school years 2017/18, 2018/19 and 2019/20;
- (b) the number of ethnic minority students in each of the grade level from P1 to P6 in public schools (including Direct Subsidy Scheme Schools) in the school years 2017/18, 2018/19 and 2019/20 disaggregated by ethnicity;
- (c) the number of non-Chinese speaking students in each of the grade level from P1 to P6 in public schools (including Direct Subsidy Scheme Schools) in the school years 2017/18, 2018/19 and 2019/20 disaggregated by their home language; and
- (d) the resources which will be granted to the EDB to start collecting this information if it has not started doing so, beginning in 2020/21 school year.

Asked by: Hon TO Kun-sun, James (LegCo internal reference no.: 2)

Reply:

- (a) According to the information collected through the annual Enrolment Survey, the number of Primary 1 (P1) to Primary 6 (P6) students in public sector schools and Direct Subsidy Scheme (DSS) schools in the 2017/18, 2018/19 and 2019/20 school years is tabulated at Annex A.
- (b) to (d) For the planning of education support measures for non-Chinese speaking (NCS) students, their need for support is determined by whether their language

spoken at home is Chinese or not (instead of their ethnicity). The number of P1 to P6 NCS ethnic minority students in public sector schools and DSS schools by ethnicity in the 2017/18, 2018/19 and 2019/20 school years is tabulated at Annex B. The number of P1 to P6 NCS students in public sector schools and DSS schools by language spoken at home in the 2017/18, 2018/19 and 2019/20 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).

**Number of students at Primary 1 to Primary 6 levels
in the 2017/18, 2018/19 and 2019/20 school years**

Grade	2017/18 school year	2018/19 school year	2019/20 school year
P1	55 185	56 222	49 977
P2	52 099	55 008	56 014
P3	51 430	52 077	55 074
P4	52 414	51 713	52 308
P5	50 635	52 224	51 627
P6	47 284	50 406	52 008
P1 to P6	309 047	317 650	317 008

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include public sector schools and Direct Subsidy Scheme schools but exclude special schools.

**Number of non-Chinese speaking ethnic minority students
at Primary 1 to Primary 6 levels by ethnicity in the 2017/18 school year**

	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

**Number of non-Chinese speaking ethnic minority students
at Primary 1 to Primary 6 levels by ethnicity 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 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

**Number of non-Chinese speaking ethnic minority students
at Primary 1 to Primary 6 levels by ethnicity in the 2019/20 school year**

	P1	P2	P3	P4	P5	P6
Indonesian	44	36	33	30	28	27
Filipino	219	208	212	242	214	228
Indian	208	200	170	173	183	159
Pakistani	480	507	567	551	535	562
Nepalese	324	310	320	320	340	279
Japanese	16	31	18	25	24	14
Thai	27	30	32	27	33	28
Korean	15	20	14	10	11	13
Other Asian	44	43	31	35	43	40
White	112	113	107	115	84	76
Others	106	86	91	67	70	55
Total	1 595	1 584	1 595	1 595	1 565	1 481

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include public sector schools and Direct Subsidy Scheme schools but exclude special schools.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

**Number of non-Chinese speaking students
at Primary 1 to Primary 6 levels by spoken language at home
in the 2017/18 school year**

	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

**Number of non-Chinese speaking students
at Primary 1 to Primary 6 levels by spoken language at home
in the 2018/19 school year**

	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

**Number of non-Chinese speaking students
at Primary 1 to Primary 6 levels by spoken language at home
in the 2019/20 school year**

	P1	P2	P3	P4	P5	P6
Indonesian	29	20	25	21	20	23
Filipino	68	79	85	107	100	91
Hindi	117	99	99	99	112	101
Urdu	391	416	470	455	465	503
Nepali	271	256	273	287	297	245
Japanese	14	17	18	31	24	14
Thai	22	27	30	26	32	27
Korean	11	17	9	7	8	11
Other Asian and Oceanian languages	64	57	52	37	60	50
English	693	671	585	593	477	480
Other European languages	19	18	16	17	14	17
Others	22	30	29	29	30	22
Total	1 721	1 707	1 691	1 709	1 639	1 584

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include public sector schools and Direct Subsidy Scheme schools but exclude special schools.
3. Figures include those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.

- End -

CONTROLLING OFFICER'S REPLY

EDB220

(Question Serial No. 0605)

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 students in secondary education, please provide:

- (a) the number of students in each of the grade level from S1 to S6 in public schools (including Direct Subsidy Scheme Schools) in the school years 2017/18, 2018/19 and 2019/20;
- (b) the number of ethnic minority students in each of the grade level from S1 to S6 in public schools (including Direct Subsidy Scheme Schools) in the school years 2017/18, 2018/19 and 2019/20 disaggregated by ethnicity;
- (c) the number of non-Chinese speaking students in each of the grade level from S1 to S6 in public schools (including Direct Subsidy Scheme Schools) in the school years 2017/18, 2018/19 and 2019/20 disaggregated by their home language; and
- (d) the resources which will be granted to the EDB to start collecting this information if it has not started doing so, beginning in 2020/21 school year.

Asked by: Hon TO Kun-sun, James (LegCo internal reference no.: 3)

Reply:

- (a) According to the information collected through the annual Enrolment Survey, the number of Secondary 1 (S1) to Secondary 6 (S6) students in public sector schools and Direct Subsidy Scheme (DSS) schools in the 2017/18, 2018/19 and 2019/20 school years is tabulated at Annex A.
- (b) to (d) For the planning of education support measures for non-Chinese speaking (NCS) students, their need for support is determined by whether their language

spoken at home is Chinese or not (instead of their ethnicity). The number of S1 to S6 NCS ethnic minority students in public sector schools and DSS schools by ethnicity in the 2017/18, 2018/19 and 2019/20 school years is tabulated at Annex B. The number of S1 to S6 NCS students in public sector schools and DSS schools by language spoken at home in the 2017/18, 2018/19 and 2019/20 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).

**Number of students at Secondary 1 to Secondary 6 levels
in the 2017/18, 2018/19 and 2019/20 school years**

Grade	2017/18 school year	2018/19 school year	2019/20 school year
S1	51 642	53 629	56 890
S2	50 440	51 337	53 361
S3	50 474	49 902	50 767
S4	51 661	49 524	48 836
S5	51 230	48 507	46 512
S6	51 658	48 127	45 809
S1 to S6	307 105	301 026	302 175

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include public sector schools and Direct Subsidy Scheme schools but exclude special schools.

**Number of non-Chinese speaking ethnic minority students
at Secondary 1 to Secondary 6 levels by ethnicity in the 2017/18 school year**

	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 non-Chinese speaking ethnic minority students
at Secondary 1 to Secondary 6 levels by ethnicity 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

**Number of non-Chinese speaking ethnic minority students
at Secondary 1 to Secondary 6 levels by ethnicity in the 2019/20 school year**

	S1	S2	S3	S4	S5	S6
Indonesian	20	17	16	20	17	11
Filipino	265	231	242	257	251	248
Indian	241	227	229	213	199	205
Pakistani	629	582	562	501	541	434
Nepalese	272	230	208	262	213	198
Japanese	19	19	15	17	5	8
Thai	44	27	38	29	22	19
Korean	19	10	17	14	4	9
Other Asian	51	49	52	33	41	25
White	55	33	42	56	27	21
Others	119	113	115	99	77	53
Total	1 734	1 538	1 536	1 501	1 397	1 231

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include public sector schools and Direct Subsidy Scheme (DSS) schools (among which 1 DSS school offering non-local curriculum is excluded for not having provided information on ethnicity of non-Chinese speaking students) but exclude special schools.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

**Number of non-Chinese speaking students
at Secondary 1 to Secondary 6 levels by spoken language at home
in the 2017/18 school year**

	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
at Secondary 1 to Secondary 6 levels by spoken language at home
in the 2018/19 school year**

	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

**Number of non-Chinese speaking students
at Secondary 1 to Secondary 6 levels by spoken language at home
in the 2019/20 school year**

	S1	S2	S3	S4	S5	S6
Indonesian	14	9	7	11	9	10
Filipino	100	75	104	92	102	77
Hindi	60	81	87	97	81	86
Urdu	535	502	471	422	444	372
Nepali	195	190	171	201	182	174
Japanese	18	18	13	12	8	9
Thai	38	30	36	27	21	25
Korean	17	10	16	13	9	11
Other Asian and Oceanian languages	125	88	97	81	93	86
English	742	611	604	627	522	478
Other European languages	14	25	14	18	42	24
Others	24	24	36	29	44	56
Total	1 882	1 663	1 656	1 630	1 557	1 408

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include public sector schools and Direct Subsidy Scheme schools but exclude special schools.
3. Figures include those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.

- End -

CONTROLLING OFFICER'S REPLY

EDB221

(Question Serial No. 0606)

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 educational support for non-Chinese speaking students in self-financing post-secondary education, please provide:

- (a) the number of students in each of the self-financing post-secondary institutions in the academic years 2017/18, 2018/19 and 2019/20;
- (b) the number of ethnic minority students in each of the self-financing post-secondary institutions in the academic years 2017/18, 2018/19 and 2019/20 disaggregated by ethnicity;
- (c) the number of non-Chinese speaking students in each of the self-financing post-secondary institutions in the academic years 2017/18, 2018/19 and 2019/20 disaggregated by their home language;
- (d) the total number of students admitted to full-time self-financing post-secondary programmes in 2017/18, 2018/19 and 2019/20;
- (e) the number of ethnic minority students and non-Chinese speaking students, respectively, admitted to full-time self-financing post-secondary programmes in 2017/18, 2018/19 and 2019/20; and
- (f) the resources which will be granted to the EDB to start collecting this information if it has not started doing so, beginning in 2020/21 academic year.

Asked by: Hon TO Kun-sun, James (LegCo internal reference no.: 4)

Reply:

- (a) to (c) The statistics on the number of students pursuing full-time locally-accredited self-financing post-secondary programmes in the 2017/18, 2018/19 and 2019/20 academic years are at the Annex. Eligible applicants, irrespective of their race and language spoken at home, have equal opportunities to be admitted to post-secondary programmes. In respect of self-financing post-secondary institutions, since the Education Bureau's policy on self-financing post-secondary education and provision of student subsidies do not vary by students' race or language spoken at home, we do not collect the relevant information on local non-Chinese speaking (NCS) and ethnic minority students.
- (d) to (f) In the 2017/18, 2018/19 and 2019/20 academic years, 32 186, 32 765 and 32 892 (provisional figure as at October 2019 for the 2019/20 academic year) students were admitted to full-time locally-accredited self-financing post-secondary programmes respectively. We do not collect the relevant information on local NCS and ethnic minority students.

Enrolment of full-time locally-accredited self-financing sub-degree and undergraduate programmes by level of study and institution in the 2017/18, 2018/19 and 2019/20 academic years

Institutions	2017/18 academic year			2018/19 academic year			2019/20 academic year		
	Enrolment			Enrolment			Enrolment (Note 1)		
	Sub-degree	Under-graduate (Note 2)	Total	Sub-degree	Under-graduate (Note 2)	Total	Sub-degree (Note 2)	Under-graduate (Note 2)	Total
Caritas Bianchi College of Careers	307	-	307	272	-	272	258	-	258
Caritas Institute of Community Education	149	-	149	105	-	105	76	-	76
Caritas Institute of Higher Education	265	1 269	1 534	284	1 374	1 658	321	1 548	1 869
Centennial College	-	212	212	-	136	136	-	68	68
Chu Hai College of Higher Education	-	821	821	-	612	612	-	566	566
City University of Hong Kong and its School of Continuing and Professional Education	5 936	1 368	7 304	5 398	1 377	6 775	-	1 034	1 034
Community College of City University/ UOW College Hong Kong							4 587	242	4 829
Gratia Christian College	6	77	83	19	100	119	44	108	152
The Hang Seng University of Hong Kong	-	4 869	4 869	-	4 737	4 737	-	5 595	5 595
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 785	-	1 785	1 818	-	1 818	2 147	-	2 147
Hong Kong Art School	70	98	168	65	109	174	71	103	174
Hong Kong Baptist University and its Academy of Film, School of Continuing Education and College of International Education	3 236	2 213	5 449	3 318	2 294	5 612	3 542	2 424	5 966
Hong Kong College of Technology and its HKCT Institute of Higher Education	392	@	392	412	@	412	455	@	455
Hong Kong Institute of Technology	344	349	693	310	408	718	317	340	657
Hong Kong Nang Yan College of Higher Education	1	47	48	-	78	78	-	89	89
Hong Kong Shue Yan University	-	4 151	4 151	-	4 124	4 124	-	3 897	3 897
Lingnan University and Lingnan Institute of Further Education	930	-	930	973	-	973	932	29	961

Institutions	2017/18 academic year			2018/19 academic year			2019/20 academic year		
	Enrolment			Enrolment			Enrolment (Note 1)		
	Sub-degree	Under-graduate (Note 2)	Total	Sub-degree	Under-graduate (Note 2)	Total	Sub-degree (Note 2)	Under-graduate (Note 2)	Total
Savannah College of Art and Design Foundation (Hong Kong) Limited	-	583	583	-	629	629	-	647	647
School of Continuing and Professional Studies, the Chinese University of Hong Kong	1 694	98	1 792	1 598	85	1 683	1 703	18	1 721
The Education University of Hong Kong	-	1 344	1 344	-	1 231	1 231	-	911	911
The Hong Kong Polytechnic University and its Hong Kong Community College and School of Professional Education and Executive Development	9 419	3 110	12 529	9 433	2 644	12 077	9 228	2 323	11 551
The Hong Kong University of Science and Technology	-	142	142	-	144	144	-	165	165
The Open University of Hong Kong and its Li Ka Shing Institute of Professional and Continuing Education	1 579	9 113	10 692	1 611	9 382	10 993	1 811	9 269	11 080
HKU School of Professional and Continuing Education and HKU SPACE Community College	4 800	507	5 307	5 758	392	6 150	6 604	351	6 955
Tung Wah College	431	1 935	2 366	475	2 053	2 528	423	2 232	2 655
Vocational Training Council	4 469	4 954	9 423	3 748	5 289	9 037	3 316	4 829	8 145
Yew Chung College of Early Childhood Education	177	-	177	169	30	199	193	64	257
YMCA College of Careers	41	-	41	26	-	26	12	-	12

Notes:

1. Figures are the provisional figures as at end of December 2019. The final actual enrolment may vary.
 2. Figures include students who are receiving subsidy under the Study Subsidy Scheme for Designated Professions/Sectors and students of first-year-first-degree programmes as well as top-up degree programmes.
- “-” denotes no relevant programmes were offered.
- “@” Figures are not available from the institutions.

- End -

CONTROLLING OFFICER'S REPLY

EDB222

(Question Serial No. 1362)

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 incidents involving illegal acts and violence that happened over the recent 3 quarters or so, many primary and secondary school students and teachers were arrested. What is more, teachers and management of many primary and secondary schools were suspected of making remarks that provoked hatred or incited others to disregard the law either on the Internet or in class. In this connection, would the Education Bureau provide the following information:

- (1) The number of primary and secondary school students and teachers that have been arrested for suspected engagement in the above-mentioned illegal and violent activities since June last year;
- (2) Has the Administration made any plan or reserved any expenditure for providing appropriate counselling and support for the arrested primary and secondary school students mentioned above;
- (3) Has the Administration made any plan or reserved any expenditure for taking follow-up actions against suspected illegal acts and unprofessional conduct/unethical behaviour on the part of primary and secondary school teachers and management;
- (4) Has the Administration made any plan or reserved any expenditure for enhancing/restoring the legal awareness and professional conduct/ethical behaviour among primary and secondary school students, teachers and management?

Asked by: Hon TSE Wai-chuen, Tony (LegCo internal reference no.: 43)

Reply:

(1) According to the information the Education Bureau (EDB) has gathered from various channels, around 80 teachers (including teaching assistants) and around 1 000 secondary school students were arrested for involvement in social incidents between June and December 2019.

(2) A letter was sent by the EDB to all schools in December 2019, asking them to point out to students and parents clearly that schools would not tolerate students' unruly behaviour and any such behaviour should be handled according to the prevailing discipline and counselling mechanism. We will not give up on students who have broken the law or even been criminally convicted by court. We strive to help them get back on track by adopting an appropriate discipline and counselling approach. We suggest that schools should work out an individualised long-term discipline and counselling plan for each arrested or prosecuted student early so as to enhance their positive values and thinking, and develop the right attitudes for interacting with others. In addition, close liaison should be maintained with parents. Schools should care for other students who are affected by the case of apprehension or prosecution and provide assistance to them in order to address their emotions and help them understand the incident.

In recent years, the Government has been continuously increasing the provision of resources on professionals. For example, the "one social worker for each school" policy has been implemented in public sector primary schools according to school-based circumstances starting from the 2018/19 school year; and the "two social workers for each school" policy has been implemented in secondary schools starting from the 2019/20 school year. In addition, the ratio of school-based educational psychologist (EP) to school has been progressively increased. Under the whole school approach to guidance and discipline, these school professionals (including school social workers, student guidance personnel and school-based EPs) collaborate with teachers to provide remedial, preventive and developmental guidance programmes for the arrested or prosecuted students as necessary, as well as to encourage parents to listen actively and patiently to their children's inner voices, support them with a caring attitude when they are in distress, and maintain communication with schools with a view to helping the students reintegrate into school life and solving their behavioural problems.

Social incidents might affect the emotions of students arrested for engagement as well as other students. In this regard, the EDB has issued to all schools guidelines on taking care of the emotions of teachers and students, stating the basic principles on helping students manage their emotions and providing information on mental health and professional support services for teachers and school professionals. To enable schools to cater for their students' emotional needs, the EDB has also organised relevant workshops and thematic seminars that help schools understand the techniques for communicating with students, methods for handling mental health crisis, and crisis aftermath psychological support for teaching staff and students. Meanwhile, the Social Welfare Department (SWD) organises a series of training courses and workshops for social workers in secondary schools to enhance their capability in addressing students' problems.

To enhance students' resilience, schools may join the student development programmes launched by the EDB, such as the Understanding Adolescent Project for primary schools

and the Enhanced Smart Teen Project for secondary schools. Starting from the 2019/20 school year, the EDB has allocated more resources to refine these programmes by, for example, increasing the number of group-based student activities and training sessions for parents, and reducing the group size under the Intensive Programme of the Understanding Adolescent Project: as well as gradually increasing the number of training places under the Enhanced Smart Teen Project to benefit more students.

We noted that the Community Support Service Scheme is implemented by the SWD through non-governmental organisations. Support services are provided for juveniles aged between 10 and 18 and cautioned under the Police Superintendents' Discretion Scheme, arrested juveniles and their unruly peers (including students). Through individual and family counselling, therapy/skill training/educational groups, positive life training, community services, crime prevention activities, etc., these support services help juveniles correct their deviant and unlawful behaviour, and eliminate the likelihood of their breaking the law again.

As the above measures are part of our work on student guidance and support service for young people, the expenditure on providing support for the arrested primary and secondary school students cannot be separately identified.

(3) The EDB attaches great importance to teachers' professional conduct. If a teacher is found to have committed a serious offence or act of misconduct, EDB will follow up the case in a stringent manner in accordance with the Education Ordinance. For serious cases, the registration of the teacher concerned may be cancelled. The manpower and expenses involved in the relevant work are subsumed under the overall expenditure of the EDB.

(4) Core values such as "obeying the law", "rule of law", "responsibility", "respect for others", "commitment", "peace" and "inclusion" are always cherished and regarded highly by whole society, including individuals, schools and different groups. All along, the EDB has been promoting values education through the synergy of relevant curricula, learning and teaching resources and various learning activities in order to instil in students positive values and attitudes such as law-abidingness, respect for others, gratitude, cherishing, proactiveness, optimism, embracing inclusion and friendship. It is worrying and distressing for us to see teachers and students get involved in unlawful or even violent acts during the social incidents in 2019. The EDB will strengthen the promotion of values education in primary and secondary schools by developing more learning and teaching resources that incorporate life event exemplars on such values as "obeying the law", "rule of law", "responsibility", "respect for others", "commitment", "peace" and "inclusion". We will also step up Constitution and Basic Law education to nurture in students positive values and attitudes. Besides, relevant sections will organise professional training programmes for primary and secondary school principals and teachers to enhance their professional capacity for implementing values education in schools. Since the relevant expenses and manpower involved in developing learning and teaching resources, organising professional development programmes and the tasks related to curriculum development are subsumed under the recurrent expenditure of the EDB, no breakdown of figures is available.

The EDB has been determined to maintain a teaching profession of high quality and with professional conduct in Hong Kong. To encourage teachers and school leaders to reflect and demonstrate the professional roles and conduct expected of them, we have embedded

the Professional Standards for Principals and Professional Standards for Teachers of Hong Kong (T-standard⁺) in teacher training programmes as appropriate, which include training programmes for aspiring principals and newly appointed principals, as well as serving teachers and newly-joined teachers.

In response to public expectations, the EDB will continue to, through suitable professional development programmes, heighten the awareness among teachers and school leaders of their professional identity, further strengthen their professional capacity and facilitate their professional development. The manpower and expenses for professional development programmes are subsumed under the overall expenditure of the EDB.

The reasons for teachers' and students' participation in unlawful activities are complicated. Apart from school education, factors like families, peers, social atmosphere and media/online information also play a crucial role. It is incumbent on the EDB to effectively promote positive values education. It is hoped that various stakeholders' recognition and active participation can be obtained with a view to creating a favourable environment for nurturing positive values and attitudes in our young people with concerted efforts.

- End -

CONTROLLING OFFICER'S REPLY**EDB223****(Question Serial No. 0903)**

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 estimated wastage rate of kindergarten teachers in 2020/21 is as high as 11.8%. In this connection, would the Government advise this Committee:

- (a) of the ratios of kindergarten teachers with Certificate in Early Childhood Education or higher qualifications to pupils from 2017 to 2019; and
- (b) whether the Government will take any measures to retain kindergarten teachers? If yes, what are the measures and expenditure involved? If no, what are the reasons?

Asked by: Hon YICK Chi-ming, Frankie (LegCo internal reference no.: 21)

Reply:

- (a) The ratios of kindergarten (KG) teachers with Certificate in Early Childhood Education or higher qualifications to pupils in local KGs from the 2017/18 to 2019/20 school years are set out below:

	2017/18 school year	2018/19 school year	2019/20 school year (provisional figure)
Average teacher-to-pupil ratio	1:10	1:9.7	1:9.5

Note:

- (1) Figures reflect the position as at mid-September of the respective school years.
- (2) Figures only include teachers with Certificate in Early Childhood Education or higher qualifications but do not include principals.

- (b) 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB224

(Question Serial No. 0904)

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 promotion of inspiring Science, Technology, Engineering and Mathematics (STEM) education in the Vocational Training Council and the community, what measures will be taken by the Administration to encourage STEM education and what is the estimated expenditure?

Asked by: Hon YICK Chi-ming, Frankie (LegCo internal reference no.: 22)

Reply:

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 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 2019-20 financial year, the

Government has allocated a total of about \$21.5 million to support the VTC in the establishment of VTC STEM Education Centres and provision of teaching facilities.

- End -

CONTROLLING OFFICER'S REPLY

EDB225

(Question Serial No. 0905)

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 Pilot Training and Support Scheme which supports trainees in study and exchange outside Hong Kong, would the Government advise this Committee of the details and the estimated number of beneficiaries of the Scheme?

Asked by: Hon YICK Chi-ming, Frankie (LegCo internal reference no.: 23)

Reply:

To further enhance the vocational and professional education and training (VPET) learning experience, subject to funding approval from the Legislative Council, for three years starting from the 2020/21 academic year, the Government will provide the Vocational Training Council (VTC) with a non-recurrent funding of about \$19.95 million in total to support trainees under the Scheme to take part in study and exchange programmes outside Hong Kong, attend short-term skills and practical courses as well as visit institutions/enterprises in those places, allowing them to understand the development of relevant industries and the learning experience of VPET students in other places, thereby facilitating skills exchange and broadening their exposure. Relevant staff of the VTC will also join the programmes to learn from the successful experience of VPET institutions outside Hong Kong and understand the latest development of VPET (in areas such as curriculum design and management, apprentice management, teaching pedagogies and equipment, latest technologies, and applied research, etc.), with a view to further elevating the standard of VPET in Hong Kong to international level.

The VTC tentatively plans to organise six exchange programmes in the Guangdong-Hong Kong-Macao Greater Bay Area (Greater Bay Area)/Asia (lasting seven to ten days) and three exchange programmes in Europe/United States of America/Australia (lasting two weeks) each year. The initiative aims to benefit about 180 trainees under the Scheme and 18 teachers each year through participation in the related exchange programmes. The VTC will also arrange for participants of the programmes to share their experience and takeaways

with other trainees and teachers, so that more can broaden their horizon. With reference to the VTC's past experience in organising similar programmes, the direct expenditure for each participant of exchange programmes in the Greater Bay Area/Asia (short haul) and Europe/United States of America/Australia (long haul) are \$25,000 and \$50,000 respectively. The actual expenses may vary depending on the exchange destinations and time of departure. The VTC will set up a project team to work out the other details of the programme.

- End -

CONTROLLING OFFICER'S REPLY**EDB226****(Question Serial No. 0916)**

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 continued provision of School-based Educational Psychology Service (SBEPS) in primary and secondary schools, would the Government advise this Committee:

(a) of the respective expenditure and manpower resources involved;

(b) of the number of educational psychologists employed under the SBEPS and the number of students using the SBEPS in the past 3 years (from 2017 to 2019); and

(c) whether it has assessed the effectiveness of the SBEPS; if yes, of the assessment results; if no, of the reasons.

Asked by: Hon YICK Chi-ming, Frankie (LegCo internal reference no.: 35)

Reply:

(a) and (b)

From the 2017/18 to 2019/20 school years, the respective number of educational psychologists (EPs) employed by the Education Bureau (EDB) and school sponsoring bodies to provide School-based Educational Psychology Service (SBEPS) (including Enhanced SBEPS) for public sector ordinary primary and secondary schools in the territory is 144, 151 and 156. The total expenditure involved is tabulated as follows:

School year	2017/18	2018/19	2019/20 (revised estimate)
Expenditure (\$ million)	127	139	183

The SBEPS adopts a comprehensive and integrated service model that aims at enhancing schools' professional capacity to cater for students' diverse educational needs. 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.

(c)

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

EDB227

(Question Serial No. 0918)

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 the recommendations of the Task Force on School-based Management Policy, the Government has implemented the “One Executive Officer for Each School” policy starting from 2019, under which a school executive officer post is created in each school. In this connection, please advise this Committee of:

- (a) the number of school executive officers successfully recruited, as well as the average salary level and wastage rate; and
- (b) the expenditure involved in implementing the “one executive officer for each school” policy.

Asked by: Hon YICK Chi-ming, Frankie (LegCo internal reference no.: 37)

Reply:

(a) and (b)

Starting from the 2019/20 school year, the Government has provided 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 additional expenditure involved is around \$570 million each year.

The above support includes the implementation of the “One Executive Officer for Each School” policy. The Education Bureau (EDB) has provided public sector schools and DSS schools with resources for hiring additional administrative manpower. 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.

In the 2019/20 school year, a total of 89 aided and caput schools created a regular School ExO post. The salary of the post is pegged at that of a civil service Executive Officer II, i.e. Civil Service Master Pay Scale Points 15 to 27. Another 754 aided and caput schools received the SEOG. The amount of the SEOG is benchmarked against the mid-point salary of a civil service Executive Officer II and subject to annual adjustment according to the mid-point salary of civil service Executive Officer II. We encourage schools to refer to the pay scale of a regular School ExO and provide comparable employment package when recruiting a contract School ExO. As contract School ExOs are recruited by schools themselves or by other service providers, the EDB does not collect information about the relevant appointments, including remunerations, and hence does not have figures for the wastage rate of School ExO either.

In the 2019/20 school year, all government schools (65 in total) recruited contract School Administrative Executives with the SEOG. Similar to aided and caput schools, the amount of the SEOG is benchmarked against the mid-point salary of a civil service Executive Officer II and subject to annual adjustment according to the mid-point salary of civil service Executive Officer II.

- End -

CONTROLLING OFFICER'S REPLY

EDB228

(Question Serial No. 1476)

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:

It is mentioned in the Budget Speech that the Financial Secretary will “allocate sufficient resources to the Food and Health Bureau, the Labour and Welfare Bureau and the Education Bureau (EDB) for providing appropriate support to people suffering from mental distress”. What resources will be allocated to the EDB? What initiatives will be covered? For each of these initiatives, what will be the costs and manpower involved, the implementation timetable, and the expected number of beneficiaries?

Asked by: Hon YUNG Hoi-yan (LegCo internal reference no.: 5)

Reply:

The Education Bureau (EDB) has been encouraging schools to adopt the Whole School Approach to promote mental health amongst students and to enhance support for students with mental health needs. The EDB also provides schools with additional resources, teacher training and professional support to help them cater for students with mental health needs. Schools should make good use of existing and additional resources and professional support services, including the School-based Educational Psychology Service, social work service for primary schools, and the “two school social workers for each school” policy implemented in secondary schools starting from the 2019/20 school year etc., to enhance their promotion of mental health. Schools should also cater for students’ emotional, social and behavioural needs through close collaboration among student guidance teachers, school social workers, school-based educational psychologists and other professionals in organising school-based development or counselling activities to meet students’ needs, and actively promoting mental health projects.

In view of the recent social incidents and the COVID-19 epidemic, the EDB has adopted a series of measures to assist schools in catering for students with mental distress. Apart from issuing letters and guidelines to schools and parents to lay out the basic principles for managing students’ emotions, and providing teachers and other school professionals with

information on mental health and professional support services, the EDB has also organised relevant workshops and thematic talks to assist schools in taking care of students' emotional needs. With the support of the EDB, school councils, associations of school principals and the Hong Kong Psychological Society held a series of workshops on "Trust and Respect, Love and Care in Schools" for primary, secondary and special schools across the territory in August 2019. Through experiential activities and illustration, psychologists helped participating principals, vice principals and teachers acquire the skills to communicate with students and parents, and the strategies as well as approaches to handle students' emotions. These workshops had an attendance of over 1 000. In December 2019, the EDB held two thematic talks on mental health for over 400 principals and teachers of primary, secondary and special schools. A psychiatrist was invited to give a presentation on ways to handle mental health crisis and how schools can better support students in need, and a clinical psychologist was also there to share her experience in providing psychological support for teaching staff and students after the occurrence of an emergency incident.

In the face of unforeseeable events such as the social incidents, the epidemic and extended class suspension, many students understandably feel stressful and disturbed, which lead to mood swings. In view of this, we are now in the process of producing a series of short psychoeducational videos in collaboration with professional bodies with a view to equipping teachers and parents with skills to deal with the negative emotions and mental stress of their students and children. In the coming few months, we will organise a series of regional-based workshops for teachers and guidance personnel where experts (e.g. psychiatrists, psychologists, etc.) will be invited to share practical skills for supporting students and discuss case studies. Different stakeholders, including students, parents and teachers, etc., should benefit from the above activities.

The relevant manpower resources and expenses are subsumed under the overall expenditure of the EDB, and a breakdown of expenditure by item is not available.

- End -

EDB229

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1505)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses, (700) General non-current

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:

In view of the ongoing coronavirus epidemic, will the Education Bureau provide additional funding to kindergartens, primary schools, secondary schools and special schools for procuring anti-epidemic equipment, such as surgical masks and handrub, in 2020-21? If yes, what are the total estimated expenditure involved and the estimated amount of additional funding for each kindergarten, primary school, secondary school and special school? If no, what are the reasons?

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

Reply:

Aided schools are provided with the Operating Expenses Block Grant/Expanded Operating Expenses Block Grant for meeting operating expenses. Schools can deploy these grants for procuring anti-epidemic equipment. Daily supplies of government schools are provided in part by the Government Logistics Department and the Education Bureau (EDB) and in part through procurement by schools. The same applies to anti-epidemic supplies. As for kindergartens (KGs), the EDB provides the KGs joining the kindergarten education scheme (Scheme-KGs) with direct subsidies, and Scheme-KGs may deploy the portion of other operating expenses under the basic unit subsidy to procure anti-epidemic equipment. In addition, the EDB has deployed existing resources to provide a one-off Special Anti-epidemic Grant to all schools offering full and formal curriculum to help them replenish their epidemic prevention equipment (such as masks, thermometers, etc.), clean their school premises and pay for the other expenses related to epidemic prevention. The provision is estimated to be \$42 million, benefitting some 2 200 schools.

The subsidy rate ranges from \$10,000 to \$25,000 per school, depending on the type and size of the school. Details are as follow:

(i) KGs - the amount to be received by Scheme-KGs is determined by the total number of students as at 15 January 2020 (excluding the students enrolled in child care centres). Specifically, KGs with 66 or less half-day students will each receive \$10,000 (one full-time student to be counted as two half-day students); 67 or more will receive \$15,000. Each non-Scheme KG will receive \$12,500.

(ii) Government schools, aided schools (including special schools), caput schools and Direct Subsidy Scheme schools - the amount to be received by each school is determined by the number of approved classes in the 2019/20 school year. Specifically, schools with 11 classes or less will receive \$15,000; those with 12 to 23 classes will receive \$20,000; and those with 24 classes or more will receive \$25,000.

(iii) Boarding sections of special schools - the amount to be received is determined by their approved boarding capacity in the 2019/20 school year. Specifically, schools with a boarding capacity less than 40 will receive \$15,000; those with a capacity from 40 to 60 will receive \$20,000; and those with a capacity from 61 or more will receive \$25,000.

(iv) Private secondary and primary schools (including private schools offering full and formal curriculum, international schools, Private Independent Schools and schools under the English Schools Foundation) - each school will receive \$20,000.

Furthermore, the boarding sections of aided special schools have been operating to cater for students in need of boarding service during class suspension. To enhance the support for the boarding sections of these schools to guard against the epidemic and to reduce the risk of the spread of the novel coronavirus, the EDB provided separately a one-off additional grant for 21 special schools with a boarding section in March 2020. The amount of the special grant is determined by their approved boarding capacity. Specifically, schools with a boarding capacity less than 40 will receive \$50,000; those with a capacity from 40 to 60 will receive \$100,000; those with a capacity from 61 or more will receive \$150,000. The additional expenditure is estimated to be \$2.25 million.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1417)

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 Donald NG)

Director of Bureau: Secretary for Education

Question:

Please provide the number of student beneficiaries in each school district under the Student Travel Subsidy Scheme and the expenditure involved in the past 3 years. Please provide the number of student beneficiaries in each school district under the School Textbook Assistance Scheme and the expenditure involved in the past 3 years. Please provide the number of family beneficiaries under the Subsidy Scheme for Internet Access Charges (SIA) and the expenditure involved in the past 3 years.

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 2)

Reply:

The number of primary and secondary students receiving the student travel subsidy and the amount of assistance disbursed by school district in the 2017/18 to 2019/20 school years and the corresponding figures of post-secondary students are detailed at Annex 1 and Annex 2.

The number of primary and secondary students receiving school textbook assistance and the amount of assistance disbursed by school district in the 2017/18 to 2019/20 school years are detailed at Annex 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 number of family beneficiaries under the SIA and the amount of assistance disbursed in the 2017/18 to 2019/20 school years are as follows:

	2017/18 School Year		2018/19 School Year		2019/20 School Year (as at 31 January 2020)	
	No. of beneficiary families	Amount of assistance disbursed (\$ M)	No. of beneficiary families	Amount of assistance disbursed (\$ M)	No. of beneficiary families	Amount of assistance disbursed (\$ M)
Beneficiary families which are eligible for the Comprehensive Social Security Assistance	39 134	54.7	37 094	55.5	33 794	50.7
Beneficiary families which have passed SFO's means test	130 409	148.1	131 779	158.9	132 359	159.2
Total	169 543	202.8	168 873	214.4	166 153	209.9

**Number of Primary and Secondary Students Receiving Student Travel Subsidy and
the Amount of Assistance Disbursed by School District
in the 2017/18 to 2019/20 School Years**

School District	2017/18 School Year		2018/19 School Year		2019/20 School Year (as at 31 January 2020)	
	No. of students	Amount of assistance disbursed (\$ M)	No. of students	Amount of assistance disbursed (\$ M)	No. of students	Amount of assistance disbursed (\$ M)
Central & Western	2 015	4.84	1 959	4.82	1 939	5.19
Eastern	8 302	17.62	8 171	17.52	7 814	17.68
Islands	1 701	5.44	2 112	6.69	2 529	6.96
Southern	3 511	7.29	3 374	7.04	3 146	6.82
Wan Chai	2 224	6.03	2 143	6.13	1 999	6.00
Kowloon City	8 072	19.70	7 769	18.67	7 740	18.97
Kwun Tong	15 654	31.32	15 759	31.55	15 533	31.51
Sai Kung	5 871	11.83	5 837	12.02	5 630	12.11
Sham Shui Po	9 135	18.68	9 009	18.70	8 795	18.39
Wong Tai Sin	8 876	18.27	8 835	18.55	8 406	18.08
Yau Tsim Mong	4 623	10.04	4 719	10.36	4 589	10.19
North	11 707	52.74	11 863	59.06	11 592	62.36
Sha Tin	11 434	26.32	11 472	26.84	11 779	27.77
Tai Po	7 156	27.45	7 314	30.90	7 205	31.98
Kwai Tsing	11 756	24.96	11 677	25.32	11 093	24.54
Tsuen Wan	4 302	9.47	4 225	9.37	4 126	9.38
Tuen Mun	10 455	18.05	10 768	19.08	10 718	19.71
Yuen Long	16 102	36.60	16 231	38.61	15 580	37.70
Total	142 896	346.65	143 237	361.23	140 213	365.34

**Number of Post-secondary Students Receiving Student Travel Subsidy and
the Amount of Assistance Disbursed By School District
in the 2017/18 to 2019/20 Academic Years**

District where the campus of a tertiary institution is located	2017/18 Academic Year		2018/19 Academic Year		2019/20 Academic Year (as at 31 January 2020)	
	No. of students	Amount of assistance disbursed (\$ M)	No. of students	Amount of assistance disbursed (\$ M)	No. of students	Amount of assistance disbursed (\$ M)
Central & Western	1 583	7.63	1 580	7.89	1 262	1.91
Eastern	2 168	10.01	2 235	9.87	1 393	2.19
Islands	Not applicable					
Southern	426	2.82	459	3.10	357	0.64
Wan Chai	730	3.32	560	2.74	403	0.72
Kowloon City	4 450	16.69	3 790	14.31	2 888	3.76
Kwun Tong	1 283	4.44	1 175	4.27	787	0.99
Sai Kung	3 138	11.49	2 785	10.41	2 001	2.74
Sham Shui Po	4 255	12.73	3 724	11.50	2 502	2.61
Wong Tai Sin	Not applicable					
Yau Tsim Mong	7 358	23.12	6 392	19.80	4 498	5.37
North	Not applicable					
Sha Tin	4 400	16.57	4 077	15.38	3 130	4.21
Tai Po	1 047	5.75	1 001	5.40	754	1.35
Kwai Tsing	1 833	6.50	1 523	5.37	1 147	1.46
Tsuen Wan	12	0.05	2	0.01	0	0
Tuen Mun	894	2.91	752	2.27	469	0.46
Yuen Long	Not applicable					
Total	33 577	124.03	30 055	112.32	21 591	28.41

**Number of Primary and Secondary Students Receiving School Textbook Assistance
and the Amount of Assistance Disbursed by School District
in the 2017/18 to 2019/20 School Years**

School District	2017/18 School Year		2018/19 School Year		2019/20 School Year (as at 31 January 2020)	
	No of students	Amount of assistance disbursed (\$ M)	No of students	Amount of assistance disbursed (\$ M)	No of students	Amount of assistance disbursed (\$ M)
Central & Western	2 339	9.13	2 464	9.83	2 431	9.53
Eastern	10 457	42.83	10 514	41.97	9 160	40.63
Islands	3 722	14.34	3 958	15.80	4 588	18.87
Southern	3 938	14.80	4 673	18.65	4 541	18.68
Wan Chai	2 607	9.97	2 450	9.78	1 909	7.60
Kowloon City	13 333	53.31	11 258	52.87	10 689	51.07
Kwun Tong	21 492	87.74	21 337	87.56	21 335	88.94
Sai Kung	9 239	36.81	9 326	36.18	8 574	35.42
Sham Shui Po	12 555	52.76	12 566	52.25	12 717	53.06
Wong Tai Sin	11 863	43.39	12 447	43.32	11 984	42.29
Yau Tsim Mong	6 808	27.51	6 597	27.28	6 594	26.69
North	15 539	68.74	15 616	70.10	15 504	70.71
Sha Tin	16 500	66.05	16 115	65.81	16 646	66.29
Tai Po	9 748	41.28	9 747	41.74	9 710	41.98
Kwai Tsing	17 272	69.39	16 893	68.63	16 037	67.09
Tsuen Wan	7 348	29.32	7 170	29.05	7 020	28.78
Tuen Mun	16 337	65.24	16 198	65.59	15 806	65.99
Yuen Long	22 424	92.41	22 122	92.31	21 587	91.45
Total	203 521	825.02	201 451	828.72	196 832	825.07

- End -

CONTROLLING OFFICER'S REPLY**EDB231****(Question Serial No. 1939)**

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 Donald NG)

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 number of applications and beneficiaries, as well as the average and total amount 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.: 13)

Reply:

1. In the 2017/18 to 2019/20 school years (as at 31 January 2020), the number of eligible students under the KCFRS with a breakdown by level of fee remission and the total amount of subsidy disbursed are as follows:

School year	Number of eligible students who did not require subsidy#	Breakdown of eligible students who received subsidy by level of fee remission			Total amount of subsidy disbursed (\$ million)
		100%	75%	50%	
2017/18	14 584	14 437	2 263	8 688	276.0
2018/19	13 007	13 549	2 217	9 198	289.2
2019/20 (as at 31 January 2020)	13 289	13 027	2 178	8 969	148.1

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 2020/21 school year is around \$283.9 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 to 2019/20 school years (as at 31 January 2020), the number of applications and beneficiaries, as well as the average and total amount 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	45 794	37 859	3,131	118.5
2019/20 (as at 31 January 2020)	47 101	36 875	3,195	117.8

- (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 2020/21 school year is around \$124.1 million. The applications for the KCFRS and the Grant-KG are processed by existing staff who handle various financial assistance schemes for secondary, primary and pre-primary students. The estimated number of staff involved for the 2020/21 school year is 190.

- End -

CONTROLLING OFFICER'S REPLY**EDB232****(Question Serial No. 1945)**

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 Donald NG)

Director of Bureau: Secretary for Education

Question:

What are the respective amount of study interest received by the Government under various Non-means-tested Loan Schemes (NLS) in the past 3 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, numbers of applications approved, average amounts of loans disbursed, average interest rates, average repayment periods, average amounts of interest paid, average amounts of loans repaid, total amounts of loans disbursed, total amounts of interest paid and total amounts of loans repaid under various NLS in the past 3 years.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 19)

Reply:

The respective amount of study interest received by the Government under the NLSFT, NLSPS and ENLS in the 2017/18 to 2019/20 academic years is as follows –

Scheme	Academic Year		
	2017/18	2018/19	2019/20*
	(\$ million)		
A. NLSFT	11.61	11.08	5.34
B. NLSPS	22.02	22.02	11.25
C. ENLS	14.89	12.26	5.53

* As at 31 January 2020

The information on financial assistance provided to students under the NLSFT, NLSPS and ENLS in the 2017/18 to 2019/20 academic years is as follows –

	Academic Year		
	2017/18	2018/19	2019/20*
A. NLSFT			
Number of applications	15 684	16 026	15 926
Number of applications approved	14 158	14 524	14 369
Average amount of loans disbursed (\$)	39,096	39,235	39,868
Total amount of loans disbursed (\$ million)	465.91	483.73	442.73
B. NLSPS			
Number of applications	17 125	15 624	15 208
Number of applications approved	15 369	14 539	13 671
Average amount of loans disbursed (\$)	54,567	55,841	49,571
Total amount of loans disbursed (\$ million)	701.90	681.54	520.25
C. ENLS			
Number of applications	7 079	6 652	5 030
Number of applications approved	7 079	6 652	4 773
Average amount of loans disbursed (\$)	60,495	63,395	54,568
Total amount of loans disbursed (\$ million)	388.98	385.95	245.94

* As at 31 January 2020

The prevailing interest rate of the above 3 NLS is 1.106% per annum.

As students complete their studies and commence repayment of loans at different times, we have not kept record of the loan repayment information based on the academic year in which students obtain loans. However, based on the loan repayment accounts which have been fully settled, the average repayment periods of these accounts under the NLSFT, NLSPS and ENLS in the 2017/18 to 2019/20 academic years are as follows –

Scheme	Academic Year		
	2017/18	2018/19	2019/20*
	(Average Repayment Period)(Year)		
A. NLSFT	7.4	7.0	7.3
B. NLSPS	7.2	6.9	7.5
C. ENLS	8.7	8.6	8.5

* As at 31 January 2020

The average annual amount of interest paid, average annual amount of loans repaid (interest included), total amount of interest paid and total amount of loans repaid for the loan repayment accounts under the NLSFT, NLSPS and ENLS in the 2017/18 to 2019/20 academic years are as follows –

	Academic Year		
	2017/18	2018/19	2019/20*
A. NLSFT			
Average annual amount of interest paid (\$)	1,028.55	1,045.89	489.26
Average annual amount of loans repaid (\$)	10,127.19	10,116.69	4,842.74
Total amount of interest paid (\$ million)	27.90	30.30	15.39
Total amount of loans repaid (\$ million)	274.66	293.04	152.35
B. NLSPS			
Average annual amount of interest paid (\$)	1,347.00	1,375.45	665.72
Average annual amount of loans repaid (\$)	11,653.09	11,898.11	5,867.75
Total amount of interest paid (\$ million)	56.79	62.40	32.99
Total amount of loans repaid (\$ million)	491.31	539.78	290.74
C. ENLS			
Average annual amount of interest paid (\$)	739.17	719.66	335.93
Average annual amount of loans repaid (\$)	6,757.84	6,652.61	3,233.02
Total amount of interest paid (\$ million)	42.68	40.12	18.88
Total amount of loans repaid (\$ million)	390.23	370.92	181.67

* As at 31 January 2020

- End -

CONTROLLING OFFICER'S REPLY**EDB233****(Question Serial No. 0016)**

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 Donald NG)

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 (2015/16 to 2019/20 academic years):

	No. of applications	No. of applications approved	No. of students receiving grants	No. of students receiving full grants	Average grant amount	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, average, lowest 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 (2015/16 to 2019/20 academic years).
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 (2015/16 to 2019/20 academic years).
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 (2015/16 to 2019/20 academic years).
5. Please provide the average loan amount, median loan amount, average monthly loan repayment amount, median monthly loan repayment amount and default rate in respect of tertiary students who obtained loans from the Student Finance Office in the past 5 years (2015/16 to 2019/20 academic years).
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.: 49)

Reply:

1. The information on financial assistance provided to students under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2015/16 to 2019/20 academic years is as follows –

	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(A) TSFS					
Number of applications	29 828	27 991	25 922	23 741	22 230
Number of applications approved	25 172	23 364	21 724	19 519	16 074
Number of students receiving grants	25 117	23 319	21 689	19 498	16 062
Number of students receiving full grants	15 869	15 171	14 186	12 907	11 306
Average grant amount disbursed (\$)	39,386	40,259	40,811	40,997	42,526
Number of students receiving loans	6 623	5 742	5 060	4 381	3 008
Average loan amount disbursed (\$)	32,940	36,716	38,022	38,871	41,250
Total amount of assistance disbursed (\$ million)	1,207.41	1,149.62	1,077.53	969.65	807.13
(B) FASP					
Number of applications	26 817	24 809	22 575	20 709	19 188
Number of applications approved	22 106	20 236	18 024	16 184	12 571
Number of students receiving grants	22 083	20 212	18 007	16 177	12 567
Number of students receiving full grants	13 852	13 060	12 271	11 118	6 759
Average grant amount disbursed (\$)	50,088	51,892	48,677	49,165	44,800
Number of students receiving loans	5 081	4 643	4 218	3 556	2 260
Average loan amount disbursed (\$)	35,446	38,873	39,902	40,585	42,594
Total amount of assistance disbursed (\$ million)	1,286.20	1,229.33	1,044.84	939.65	659.27

	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(C) NLSFT					
Number of applications	14 471	15 337	15 684	16 026	15 926
Number of applications approved	13 271	14 132	14 158	14 524	14 369
Number of students receiving loans	10 974	11 504	11 917	12 329	11 105
Average loan amount disbursed (\$)	38,749	38,838	39,096	39,235	39,868
Total amount of loans disbursed (\$ million)	425.23	446.79	465.91	483.73	442.73
(D) NLSPS					
Number of applications	20 752	20 996	17 125	15 624	15 208
Number of applications approved	20 216	20 520	15 369	14 539	13 671
Number of students receiving loans	13 307	13 702	12 863	12 205	10 495
Average loan amount disbursed (\$)	59,528	60,424	54,567	55,841	49,571
Total amount of loans disbursed (\$ million)	792.14	827.93	701.90	681.54	520.25
(E) ENLS					
Number of applications	6 883	6 908	7 079	6 652	5 030
Number of applications approved	6 883	6 908	7 079	6 652	4 773
Number of students receiving loans	6 327	6 338	6 430	6 088	4 507
Average loan amount disbursed (\$)	54,904	57,808	60,495	63,395	54,568
Total amount of loans disbursed (\$ million)	347.38	366.39	388.98	385.95	245.94

* As at 31 January 2020

2. The numbers of student loan borrowers by institution and 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 by institution under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2015/16 to 2019/20 academic years are as follows –

(A) TSFS

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(a) City University of Hong Kong	889	766	722	624	391
(b) Hong Kong Baptist University	489	456	419	375	281
(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	948	828	817	628	392
(d) The Hong Kong University of Science and Technology	505	425	368	317	229
(e) Lingnan University	266	228	164	155	106
(f) The Chinese University of Hong Kong	1 089	906	732	671	478
(g) The Education University of Hong Kong	424	368	304	264	164
(h) The Hong Kong Academy for Performing Arts	58	47	42	48	26
(i) The Hong Kong Polytechnic University	1 198	1 052	864	736	517
(j) The Prince Philip Dental Hospital	1	4	5	1	3
(k) The University of Hong Kong	756	662	623	562	421
Total	6 623	5 742	5 060	4 381	3 008

(B) FASP

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(a) City University of Hong Kong/ Community College of City University/ UOW College Hong Kong/ School of Continuing and Professional Education	445	443	350	275	132

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education/ Academy of Film	356	315	284	244	170
(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	580	552	521	414	243
(d) The Hong Kong University of Science and Technology	1	1	0	0	0
(e) Lingnan Institute of Further Education/ The Community College at Lingnan University	47	55	50	44	27
(f) The Chinese University of Hong Kong/ School of Continuing and Professional Studies	145	114	88	80	53
(g) The Education University of Hong Kong	173	127	108	95	52
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	691	636	708	605	383
(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	456	414	331	319	218

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education	121	155	155	153	121
(k) Centennial College	15	12	11	6	4
(l) Chu Hai College of Higher Education	137	80	54	22	8
(m) Gratia Christian College	3	7	7	9	3
(n) The Hang Seng University of Hong Kong (formerly Hang Seng Management College)	300	263	237	214	190
(o) Hong Kong Art School	3	6	8	7	3
(p) Hong Kong College of Technology/ HKCT Institute of Higher Education	34	30	25	26	18
(q) Hong Kong Institute of Technology	23	14	16	8	2
(r) Hong Kong Nang Yan College of Higher Education	6	3	4	6	1
(s) Hong Kong Shue Yan University	360	263	214	187	104
(t) Savannah College of Art and Design, Inc.	6	3	3	5	2
(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	78	59	60	56	27
(v) School of Nursing, Hong Kong Baptist Hospital	12	7	4	1	3
(w) School of Nursing, Union Hospital	16	3	5	4	1
(x) St. Teresa's Hospital School of Nursing	15	13	10	5	3
(y) The Open University of Hong Kong/ Li Ka Shing School of Professional	836	817	730	582	368

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
and Continuing Education					
(z) Tung Wah College	212	240	224	183	120
(aa) Yew Chung College of Early Childhood Education (formerly Yew Chung Community College)	7	7	8	6	4
(ab) YMCA College of Careers	3	4	3	0	0
Total	5 081	4 643	4 218	3 556	2 260

(C) NLSFT

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(a) City University of Hong Kong	1 781	1 790	1 884	1 918	1 688
(b) Hong Kong Baptist University	897	961	973	1 025	954
(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	1 493	1 586	1 565	1 519	1 130
(d) The Hong Kong University of Science and Technology	891	857	950	996	934
(e) Lingnan University	375	422	423	444	412
(f) The Chinese University of Hong Kong	1 588	1 710	1 812	1 947	1 847
(g) The Education University of Hong Kong	581	642	649	686	551
(h) The Hong Kong Academy for Performing Arts	116	126	139	142	145
(i) The Hong Kong Polytechnic University	1 830	1 934	1 992	2 060	1 902
(j) The Prince Philip Dental Hospital	4	5	4	4	5
(k) The University of Hong Kong	1 418	1 471	1 526	1 588	1 537
Total	10 974	11 504	11 917	12 329	11 105

(D) NLSPS

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(a) City University of Hong Kong/ Community College of City University/ UOW College Hong Kong/ School of Continuing and Professional Education	1 127	1 161	1 049	1 006	750
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education/ Academy of Film	1 008	1 060	1 036	1 045	953
(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	1 674	1 714	1 549	1 310	1 060
(d) The Hong Kong University of Science and Technology	6	2	0	1	0
(e) Lingnan Institute of Further Education/ The Community College at Lingnan University	152	162	154	179	167
(f) The Chinese University of Hong Kong/ School of Continuing and Professional Studies	405	376	266	305	290
(g) The Education University of Hong Kong	416	390	349	336	211
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	1 817	2 024	2 231	2 206	1 752
(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	1 292	1 321	1 098	1 226	1 164

Institution	Academic Year				
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education	350	422	462	422	355
(k) Centennial College	89	54	25	10	3
(l) Chu Hai College of Higher Education	342	210	145	74	44
(m) Gratia Christian College	7	13	17	29	33
(n) The Hang Seng University of Hong Kong (formerly Hang Seng Management College)	1 024	1 046	1 026	930	931
(o) Hong Kong Art School	35	44	28	28	24
(p) Hong Kong College of Technology/ HKCT Institute of Higher Education	66	51	75	108	92
(q) Hong Kong Institute of Technology	63	57	30	34	27
(r) Hong Kong Nang Yan College of Higher Education	9	10	4	8	12
(s) Hong Kong Shue Yan University	792	746	601	499	462
(t) Savannah College of Art and Design, Inc.	53	55	44	43	42
(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	121	131	131	121	115
(v) School of Nursing, Hong Kong Baptist Hospital	25	12	13	12	9
(w) School of Nursing, Union Hospital	23	9	19	19	17
(x) St. Teresa's Hospital School of Nursing	26	31	32	38	35
(y) The Open University of Hong Kong/ Li Ka Shing School of Professional and Continuing Education	1 736	1 898	1 811	1 581	1 385
(z) Tung Wah College	595	636	619	599	524

Institution	Academic Year				
	(aa) Yew Chung College of Early Childhood Education (formerly Yew Chung Community College)	42	52	43	31
(ab) YMCA College of Careers	12	15	6	5	0
Total	13 307	13 702	12 863	12 205	10 495

* As at 31 January 2020

(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 2015/16 to 2019/20 academic years are as follows –

Category of Eligible Courses	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
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	3 077	3 045	3 253	3 288	2 404
Category 2 – Courses under Diploma Yi Jin	870	948	837	733	739
Category 3 – Courses covered by the Financial Assistance Scheme for Designated Evening Adult Education Courses	1	0	2	0	0
Category 4 – Training or development courses provided or funded by local statutory bodies	7	5	0	0	0
Category 5 – Registered courses and exempted courses under the Non-local Higher and Professional Education (Regulation) Ordinance (Cap 493)	2 405	2 358	2 350	2 078	1 365
Total^{##}	6 360	6 356	6 442	6 099	4 508

* As at 31 January 2020

@ 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)(E) above.

(b) The numbers of student loan borrowers by different study levels of the programmes covered under the TSFS, FASP, NLSFT and NLSPS in the 2015/16 to 2019/20 academic years are as follows –

(A) TSFS

Level of Study	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
Degree or above	5 442	4 695	4 091	3 645	2 573
Sub-degree	1 181	1 047	969	736	435
Total	6 623	5 742	5 060	4 381	3 008

(B) FASP

Level of Study	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
Degree / Top-up degree	2 880	2 570	2 294	1 930	1 241
Sub-degree	2 201	2 073	1 924	1 626	1 019
Total	5 081	4 643	4 218	3 556	2 260

(C) NLSFT

Level of Study	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
Degree or above	9 135	9 593	10 074	10 559	9 805
Sub-degree	1 839	1 911	1 843	1 770	1 300
Total	10 974	11 504	11 917	12 329	11 105

(D) NLSPS

Level of Study	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
Degree / Top-up degree	7 792	7 790	7 196	6 414	5 626
Sub-degree	5 515	5 912	5 667	5 791	4 869
Total	13 307	13 702	12 863	12 205	10 495

* As at 31 January 2020

As for the ENLS, we do not maintain information on the numbers of student loan borrowers by different study levels of programmes because it covers a wide range of post-secondary/continuing and professional education courses.

- (c) The lowest, average, median and highest amounts of loans disbursed under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2015/16 to 2019/20 academic years are as follows –

Amount of Loan Disbursed (\$)	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(A) TSFS (loans are to cover living expenses)					
Lowest	1,700	3,627	3,707	3,001	1,544
Average	32,940	36,716	38,022	38,871	41,250
Median	42,100	48,000	49,000	50,000	51,470
Highest **	66,460	72,555	74,145	75,030	77,205
(B) FASP (loans are to cover living expenses)					
Lowest	870	1,200	2,965	3,500	3,536
Average	35,446	38,873	39,902	40,585	42,594
Median	44,310	48,370	49,430	50,020	51,470
Highest**	75,590	78,610	78,000	75,030	77,205
(C) NLSFT (loans are to cover tuition fees)					
Lowest	215	4,215	1,000	3,610	5,600
Average	38,749	38,838	39,096	39,235	39,868
Median	42,100	42,100	42,100	42,100	42,100
Highest	51,310	84,200	55,570	58,070	58,620
(D) NLSPS (loans are to cover tuition fees)					
Lowest	1,810	1,390	1,690	1,940	2,435
Average	59,528	60,424	54,567	55,841	49,571
Median	55,000	55,000	54,300	55,000	55,000
Highest	267,143	272,723	278,303	283,883	291,206
(E) ENLS (loans are to cover tuition fees)					
Lowest	3,000	2,570	2,375	3,563	3,612
Average	54,904	57,808	60,495	63,395	54,568
Median	42,800	45,920	48,000	52,000	54,600
Highest	340,000	350,200	358,600	364,000	372,700

* As at 31 January 2020

** 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 the academic year on a discretionary basis.

As students complete their studies and commence repayment of loans at different times, we have not kept record of the loan repayment information based on the academic year in which students obtain loans. However, based on the loan repayment accounts which have been fully settled, the average repayment periods of these accounts under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2015/16 to 2019/20 academic years are as follows –

Scheme	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
	(Average Repayment Period)(Year)				
(A) TSFS	4.8	4.8	4.9	5.4	6.0
(B) FASP	6.3	6.5	6.5	6.4	7.1
(C) NLSFT	7.9	7.6	7.4	7.0	7.3
(D) NLSPS	6.7	7.1	7.2	6.9	7.5
(E) ENLS	8.4	8.4	8.7	8.6	8.5

* As at 31 January 2020

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 by institution in the 2015/16 to 2019/20 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				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(a) City University of Hong Kong					
Number of students receiving grants	3 004	2 840	2 710	2 498	2 082
Number of students receiving full grants	1 868	1 819	1 745	1 630	1 421
(b) Hong Kong Baptist University					
Number of students receiving grants	1 798	1 733	1 637	1 564	1 352
Number of students receiving full grants	1 120	1 096	1 048	1 022	914
(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	6 271	5 748	5 202	4 464	3 296
Number of students receiving full grants	4 203	4 039	3 588	3 147	2 606

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(d) The Hong Kong University of Science and Technology					
Number of students receiving grants	1 564	1 435	1 323	1 201	1 010
Number of students receiving full grants	963	890	839	763	680
(e) Lingnan University					
Number of students receiving grants	841	789	692	639	535
Number of students receiving full grants	537	507	466	426	356
(f) The Chinese University of Hong Kong					
Number of students receiving grants	3 440	3 061	2 903	2 713	2 345
Number of students receiving full grants	2 046	1 931	1 839	1 738	1 594
(g) The Education University of Hong Kong					
Number of students receiving grants	1 429	1 359	1 291	1 201	974
Number of students receiving full grants	937	891	881	822	705
(h) The Hong Kong Academy for Performing Arts					
Number of students receiving grants	139	140	119	121	107
Number of students receiving full grants	94	96	86	85	74
(i) The Hong Kong Polytechnic University					
Number of students receiving grants	4 396	4 066	3 697	3 147	2 661
Number of students receiving full grants	2 735	2 560	2 348	1 979	1 799
(j) The Prince Philip Dental Hospital					
Number of students receiving grants	8	12	10	7	6
Number of students receiving full grants	5	9	7	5	5

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(k) The University of Hong Kong					
Number of students receiving grants	2 227	2 136	2 105	1 943	1 694
Number of students receiving full grants	1 361	1 333	1 339	1 290	1 152
Total					
Number of students receiving grants	25 117	23 319	21 689	19 498	16 062
Number of students receiving full grants	15 869	15 171	14 186	12 907	11 306

(B) FASP

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(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	2 043	1 997	1 653	1 339	899
Number of students receiving full grants	1 207	1 258	1 130	956	130
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education/ Academy of Film					
Number of students receiving grants	1 415	1 375	1 192	1 128	969
Number of students receiving full grants	896	890	813	773	702
(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	3 144	2 780	2 402	2 089	1 519
Number of students receiving full grants	2 077	1 862	1 689	1 454	1 129
(d) The Hong Kong University of Science and Technology					
Number of students receiving grants	7	3	1	1	1
Number of students receiving full grants	5	1	1	0	1

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(e) Lingnan Institute of Further Education/ The Community College at Lingnan University					
Number of students receiving grants	305	276	248	251	204
Number of students receiving full grants	202	190	177	179	147
(f) The Chinese University of Hong Kong/ School of Continuing and Professional Studies					
Number of students receiving grants	687	556	458	402	320
Number of students receiving full grants	446	362	319	275	225
(g) The Education University of Hong Kong					
Number of students receiving grants	505	391	339	273	184
Number of students receiving full grants	331	253	230	188	133
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development					
Number of students receiving grants	3 321	3 128	3 334	3 040	2 281
Number of students receiving full grants	2 070	1 991	2 208	2 016	1 313
(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	2 384	2 034	1 661	1 707	1 451
Number of students receiving full grants	1 531	1 338	1 143	1 203	1 095
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education					
Number of students receiving grants	449	506	511	515	441
Number of students receiving full grants	296	358	365	367	329
(k) Centennial College					
Number of students receiving grants	79	37	26	18	12
Number of students receiving full grants	48	22	21	14	9

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(l) Chu Hai College of Higher Education					
Number of students receiving grants	485	267	167	80	40
Number of students receiving full grants	291	157	118	56	29
(m) Gratia Christian College					
Number of students receiving grants	9	13	19	24	20
Number of students receiving full grants	6	8	14	16	18
(n) The Hang Seng University of Hong Kong (formerly Hang Seng Management College)					
Number of students receiving grants	1 075	930	932	854	865
Number of students receiving full grants	645	573	617	594	623
(o) Hong Kong Art School					
Number of students receiving grants	30	23	18	21	12
Number of students receiving full grants	17	11	12	12	7
(p) Hong Kong College of Technology/ HKCT Institute of Higher Education					
Number of students receiving grants	169	140	96	100	81
Number of students receiving full grants	117	96	72	72	65
(q) Hong Kong Institute of Technology					
Number of students receiving grants	127	111	79	50	36
Number of students receiving full grants	90	74	59	33	30
(r) Hong Kong Nang Yan College of Higher Education					
Number of students receiving grants	17	20	18	21	14
Number of students receiving full grants	13	15	15	14	7

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(s) Hong Kong Shue Yan University					
Number of students receiving grants	1 466	1 230	983	859	601
Number of students receiving full grants	883	777	632	573	435
(t) Savannah College of Art and Design, Inc.					
Number of students receiving grants	7	8	4	6	6
Number of students receiving full grants	4	4	3	4	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	247	224	201	190	135
Number of students receiving full grants	159	142	124	129	88
(v) School of Nursing, Hong Kong Baptist Hospital					
Number of students receiving grants	35	30	14	10	7
Number of students receiving full grants	20	20	10	8	5
(w) School of Nursing, Union Hospital					
Number of students receiving grants	39	8	21	22	10
Number of students receiving full grants	22	3	10	11	5
(x) St. Teresa's Hospital School of Nursing					
Number of students receiving grants	40	41	44	34	13
Number of students receiving full grants	29	27	31	20	12
(y) The Open University of Hong Kong/ Li Ka Shing School of Professional and Continuing Education					
Number of students receiving grants	3 485	3 476	2 965	2 549	1 923
Number of students receiving full grants	2 118	2 234	2 042	1 744	176

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(z) Tung Wah College					
Number of students receiving grants	454	539	569	548	476
Number of students receiving full grants	288	347	380	371	1
(aa) Yew Chung College of Early Childhood Education (formerly Yew Chung Community College)					
Number of students receiving grants	38	51	41	43	46
Number of students receiving full grants	28	35	26	33	42
(ab) YMCA College of Careers					
Number of students receiving grants	21	18	11	3	1
Number of students receiving full grants	13	12	10	3	0
Total					
Number of students receiving grants	22 083	20 212	18 007	16 177	12 567
Number of students receiving full grants	13 852	13 060	12 271	11 118	6 759

* As at 31 January 2020

4. The numbers of students receiving loans in different institutions and the average loan amounts disbursed under the NLSFT, NLSPS and ENLS in the 2015/16 to 2019/20 academic years are provided in (1) and (2) above. We do not maintain information on the distribution of student loan borrowers by department and year of study.
5. The information on the average and median loan amounts disbursed to student loan borrowers under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2015/16 to 2019/20 academic years is provided in (2)(c) above. As regards the information on their average and median monthly loan repayment amounts, as students complete their studies and commence repayment of loans at different times, we have not kept record of the loan repayment information based on the academic year in which students obtain loans. Based on the information on student loan borrowers who commenced loan repayment in the 2015/16 to 2018/19 academic years, the average and median loan amounts, and the average and median monthly loan repayment amounts are as follows—

Loan/ Repayment Amount (\$)	Academic Year			
	2015/16	2016/17	2017/18	2018/19
(A) TSFS				
Average loan amount ^{^^}	59,698	65,680	71,207	75,466
Median loan amount ^{^^}	42,520	44,310	52,810	52,370
Average monthly loan repayment amount [~]	357	393	426	452
Median monthly loan repayment amount [~]	254	265	316	313
(B) FASP				
Average loan amount ^{^^}	54,625	56,986	60,824	65,834
Median loan amount ^{^^}	42,000	42,520	44,310	49,430
Average monthly loan repayment amount [~]	327	341	364	394
Median monthly loan repayment amount [~]	251	254	265	296
(C) NLSFT				
Average loan amount ^{^^}	75,326	86,862	88,676	90,451
Median loan amount ^{^^}	63,150	84,200	84,200	84,200
Average monthly loan repayment amount [~]	475	540	551	568
Median monthly loan repayment amount [~]	398	523	523	528
(D) NLSPS				
Average loan amount ^{^^}	103,757	122,390	116,824	120,325
Median loan amount ^{^^}	91,350	100,800	97,500	103,400
Average monthly loan repayment amount [~]	654	761	726	755
Median monthly loan repayment amount [~]	576	627	606	649
(E) ENLS				
Average loan amount ^{^^}	67,538	73,434	73,823	79,996
Median loan amount ^{^^}	51,000	56,721	56,280	59,870
Average monthly loan repayment amount [~]	419	450	452	494
Median monthly loan repayment amount [~]	316	347	345	370

^{^^} 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)(A) to (E) and (2)(c) 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 1.106% per annum.

Information on loan repayment of student loan borrowers who commenced loan repayment in the 2019/20 academic year is not yet available.

Cases with 2 or more consecutive overdue quarterly instalments/6 or more consecutive overdue monthly instalments are regarded as default cases. The default rates under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2015/16 to 2019/20 academic years are as follows –

Scheme	Academic Year*				
	2015/16	2016/17	2017/18	2018/19	2019/20
(A) TSFS	5.02%	4.74%	4.59%	4.14%	4.58%
(B) FASP	5.18%	5.04%	5.00%	4.65%	5.30%
(C) NLSFT	4.53%	3.93%	3.56%	3.37%	3.14%
(D) NLSPS	6.96%	6.14%	5.42%	5.03%	4.84%
(E) ENLS	9.68%	9.24%	8.91%	8.75%	8.91%
Overall	7.07%	6.54%	6.11%	5.75%	5.82%

* The numbers of default cases in the 2015/16 to 2019/20 academic years reflect the positions as at the end of the academic years concerned (i.e. 31 July 2016, 31 July 2017, 31 July 2018 and 31 July 2019) and 31 January 2020 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 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 amounts of student loan borrowers who commenced loan repayment in the 2015/16 to 2018/19 academic years, the relevant information is provided in (5) above.

- End -

CONTROLLING OFFICER'S REPLY

EDB234

(Question Serial No. 0017)

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 Donald NG)

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 (2015/16 to 2019/20) –

	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.: 56)

Reply:

1. The requested information regarding the above student financial assistance schemes for the past 5 years (i.e. 2015/16 to 2019/20 school years) is set out in the Appendix. Two Community Care Fund programmes, i.e. Community Care Fund – Enhancement of the Flat Rate Grant under the School Textbook Assistance Scheme and Community Care Fund – Extra Travel Subsidy for Needy Special School Students, were regularised and incorporated into the School Textbook Assistance Scheme and the Student Travel Subsidy Scheme with effect from the 2014/15 and 2015/16 school years respectively. Hence, the requested information on these two programmes has already been reflected in the relevant assistance schemes.
2. The Government is committed to ensuring that no student is denied access to education because of a lack of means, and believes that continuous learning should be supported. On this premise, 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.

Appendix

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
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.

[%] 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 above figures 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
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.

[@] The Continuing Education Fund is open to applications throughout the year. The above figures 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
Financial Assistance Scheme for Designated Evening Adult Education Courses	642	640 [~]	5,258	3,570	3.4
Tuition Fee Reimbursement under the Diploma Yi Jin	6 614	6 614	11,368	9,114	75.2
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.

~ The figure does not include two students who did not collect the tuition fee reimbursement cheques.

@ The Continuing Education Fund is open to applications throughout the year. The above figures relate to the financial rather than school year. The Labour and Welfare Bureau oversees the operation of the Fund.

2018/19 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	44 226	24 964 ^{&}	(i) CCC: 35,031 (ii) KG: 9,758	(i) CCC: 33,156 (ii) KG: 8,760	289.2
Pre-primary Education Voucher Scheme ⁺	N.A.				
Grant for School-related Expenses for Kindergarten Students [^]	45 794	37 859	3,131	3,940	118.5
Examination Fee Remission Scheme [¥]	N.A.				
Subsidy Scheme for Internet Access Charges [%]	135 632 [%]	131 779 [%]	1,206	1,500	158.9
School Textbook Assistance Scheme	208 353	201 451	4,114	5,110	828.7
Student Travel Subsidy for Primary and Secondary Students	168 448	143 237	2,522	1,858	361.2
Financial Assistance Scheme for Designated Evening Adult Education Courses ^x	614	613 [~]	5,175	3,675	3.2
Tuition Fee Reimbursement under the Diploma Yi Jin ^x	6 218	6 218	11,141	9,240	69.3
Student Travel Subsidy for Tertiary or Post-secondary Students	33 356	30 055	3,737	3,248	112.3
Continuing Education Fund [@]	16 594	15 746	7,892	9,168	124.3

[&] 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 paid the examination fees for school candidates sitting for the 2019 Hong Kong Diploma of Secondary Education Examination, 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 was no need for needy students to apply for examination fee remission in the 2018/19 school year.
- ~ The figure does not include one student who did not collect the tuition fee reimbursement cheque.
- % Application is household-based.
- x As at 31 January 2020, a small number of reimbursement applications for the 2018/19 school year are still being processed.
- @ The Continuing Education Fund is open to applications throughout the year. The above figures relate to the financial rather than school year. The Labour and Welfare Bureau oversees the operation of the Fund.

2019/20 school year (as at 31 January 2020)	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	45 608	24 174 ^{&}	(i) CCC: 16,063 (ii) KG: 5,512	(i) CCC: 15,234 (ii) KG: 4,842	148.1
Pre-primary Education Voucher Scheme ⁺	N.A.				
Grant for School-related Expenses for Kindergarten Students [^]	47 101	36 875	3,195	4,040	117.8
Examination Fee Remission Scheme [¥]	N.A.				
Subsidy Scheme for Internet Access Charges [%]	136 404 [%]	132 359 [%]	1,203	1,500	159.2
School Textbook Assistance Scheme	203 630	196 832	4,192	5,290	825.1
Student Travel Subsidy for Primary and Secondary Students	166 035	140 213	2,606	1,882	365.3
Financial Assistance Scheme for Designated Evening Adult Education Courses ^x	N.A.				
Tuition Fee Reimbursement under the Diploma Yi Jin ^x	N.A.				
Student Travel Subsidy for Tertiary or Post-secondary Students	25 348	21 591	1,316	1,162	28.4
Continuing Education Fund [@]	17 394	16 665	8,280	9,760	138.0

[&] The number of beneficiaries under the Kindergarten and Child Care Centre Fee Remission Scheme for the 2019/20 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 2019-20 Budget by the Finance Committee of the Legislative Council at the meeting on 31 May 2019, the Government has paid the examination fees for school candidates sitting for the 2020 Hong Kong Diploma of Secondary Education Examination, 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 2019/20 school year. Hence, there is no need for needy students to apply for examination fee remission in the 2019/20 school year.

% Application is household-based.

x Reimbursement applications for the 2019/20 school year will be processed in the 2020-21 financial year.

@ The Continuing Education Fund is open to applications throughout the year. The above figures relate to the financial rather than school year. The Labour and Welfare Bureau oversees the operation of the Fund.

- End -

CONTROLLING OFFICER'S REPLY

EDB235

(Question Serial No. 0164)

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 Donald NG)

Director of Bureau: Secretary for Education

Question:

- (a) Please provide the number of bankruptcy applications due to 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; and
- (b) Does the Government have any plan and timetable to review the existing financial assistance schemes for post-secondary students, including raising the grant ceilings, withdrawing the risk-adjusted factor, reducing the annual interest rate of non-means-tested loans and changing the repayment methods? If yes, when will these measures be implemented? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 7)

Reply:

- (a) The numbers of bankruptcy applications (the reasons for application may not necessarily be related to student loans) involving students receiving financial assistance under the TSFS, FASP, NLSFT and NLSPS in the 2015/16 to 2019/20 academic years are as follows:

Financial Assistance Scheme	Academic Year				
	2015/16	2016/17	2017/18 [^]	2018/19	2019/20*
TSFS	18	21	13	12	7
FASP	40	39	31	33	3
NLSFT	13	18	12	16	4
NLSPS	55	70	54	50	14
Total	126	148	110	111	28

* As at 31 January 2020

[^] The figures for the 2017/18 academic year have been revised as notifications of bankruptcy applications were received from the bankrupts or the Official Receiver's Office after that academic year.

- (b) It is the Government's student finance policy that no students will be denied access to education due to a lack of means. The Government reviews the student financial assistance schemes from time to time so as to ensure that students are provided with appropriate support. Since the 2011/12 academic year, a series of measures have been implemented to improve various financial assistance schemes for post-secondary students. The number of post-secondary students receiving full grants has increased significantly from about 30% of the total number of beneficiaries in the past to over 60% at present. In addition, to alleviate the repayment burden of student loan borrowers, the Government has implemented a number of improvement measures regarding the interest rate and repayment period of loan schemes for post-secondary students. These improvement measures include reducing the risk-adjusted-factor rate for determining the interest rate of the non-means-tested loan schemes from 1.5% to 0%, extending the standard loan repayment period to 15 years and revising the repayment arrangement from quarterly instalments to monthly instalments. Student loan borrowers are also given the option of commencing the loan repayment one year after completion of 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 maximum 2-year interest-free deferment of loan repayment, thus extending the repayment period to 17 years in total. The prevailing interest rate for non-means-tested loan schemes is 1.106% per annum which is comparable to the 1% annual interest rate of the living expenses loan under means-tested financial assistance schemes.

- End -

CONTROLLING OFFICER'S REPLY

EDB236

(Question Serial No. 3251)

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 Donald NG)

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 loan repayment amount, median monthly loan 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.: 51)

Reply:

- (a) The information on financial assistance provided to students under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2015/16 to 2019/20 academic years is as follows –

	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(A) TSFS					
Number of applications	29 828	27 991	25 922	23 741	22 230
Number of applications approved	25 172	23 364	21 724	19 519	16 074
Number of students receiving grants	25 117	23 319	21 689	19 498	16 062
Number of students receiving full grants	15 869	15 171	14 186	12 907	11 306
Average grant amount disbursed (\$)	39,386	40,259	40,811	40,997	42,526
Number of students receiving loans	6 623	5 742	5 060	4 381	3 008
Average loan amount disbursed (\$)	32,940	36,716	38,022	38,871	41,250
Total amount of assistance disbursed (\$ million)	1,207.41	1,149.62	1,077.53	969.65	807.13
(B) FASP					
Number of applications	26 817	24 809	22 575	20 709	19 188
Number of applications approved	22 106	20 236	18 024	16 184	12 571
Number of students receiving grants	22 083	20 212	18 007	16 177	12 567
Number of students receiving full grants	13 852	13 060	12 271	11 118	6 759
Average grant amount disbursed (\$)	50,088	51,892	48,677	49,165	44,800
Number of students receiving loans	5 081	4 643	4 218	3 556	2 260
Average loan amount disbursed (\$)	35,446	38,873	39,902	40,585	42,594
Total amount of assistance disbursed (\$ million)	1,286.20	1,229.33	1,044.84	939.65	659.27

	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(C) NLSFT					
Number of applications	14 471	15 337	15 684	16 026	15 926
Number of applications approved	13 271	14 132	14 158	14 524	14 369
Number of students receiving loans	10 974	11 504	11 917	12 329	11 105
Average loan amount disbursed (\$)	38,749	38,838	39,096	39,235	39,868
Total amount of loans disbursed (\$ million)	425.23	446.79	465.91	483.73	442.73
(D) NLSPS					
Number of applications	20 752	20 996	17 125	15 624	15 208
Number of applications approved	20 216	20 520	15 369	14 539	13 671
Number of students receiving loans	13 307	13 702	12 863	12 205	10 495
Average loan amount disbursed (\$)	59,528	60,424	54,567	55,841	49,571
Total amount of loans disbursed (\$ million)	792.14	827.93	701.90	681.54	520.25
(E) ENLS					
Number of applications	6 883	6 908	7 079	6 652	5 030
Number of applications approved	6 883	6 908	7 079	6 652	4 773
Number of students receiving loans	6 327	6 338	6 430	6 088	4 507
Average loan amount disbursed (\$)	54,904	57,808	60,495	63,395	54,568
Total amount of loans disbursed (\$ million)	347.38	366.39	388.98	385.95	245.94

* As at 31 January 2020

- (b) The numbers of student loan borrowers by institution and 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 by institution under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2015/16 to 2019/20 academic years are as follows –

(A) TSFS

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(a) City University of Hong Kong	889	766	722	624	391
(b) Hong Kong Baptist University	489	456	419	375	281
(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	948	828	817	628	392
(d) The Hong Kong University of Science and Technology	505	425	368	317	229
(e) Lingnan University	266	228	164	155	106
(f) The Chinese University of Hong Kong	1 089	906	732	671	478
(g) The Education University of Hong Kong	424	368	304	264	164
(h) The Hong Kong Academy for Performing Arts	58	47	42	48	26
(i) The Hong Kong Polytechnic University	1 198	1 052	864	736	517
(j) The Prince Philip Dental Hospital	1	4	5	1	3
(k) The University of Hong Kong	756	662	623	562	421
Total	6 623	5 742	5 060	4 381	3 008

(B) FASP

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(a) City University of Hong Kong/ Community College of City University/ UOW College Hong Kong/ School of Continuing and Professional Education	445	443	350	275	132
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education/ Academy of Film	356	315	284	244	170
(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	580	552	521	414	243
(d) The Hong Kong University of Science and Technology	1	1	0	0	0

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(e) Lingnan Institute of Further Education/ The Community College at Lingnan University	47	55	50	44	27
(f) The Chinese University of Hong Kong/ School of Continuing and Professional Studies	145	114	88	80	53
(g) The Education University of Hong Kong	173	127	108	95	52
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	691	636	708	605	383
(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	456	414	331	319	218
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education	121	155	155	153	121
(k) Centennial College	15	12	11	6	4
(l) Chu Hai College of Higher Education	137	80	54	22	8
(m) Gratia Christian College	3	7	7	9	3
(n) The Hang Seng University of Hong Kong (formerly Hang Seng Management College)	300	263	237	214	190
(o) Hong Kong Art School	3	6	8	7	3
(p) Hong Kong College of Technology/ HKCT Institute of Higher Education	34	30	25	26	18
(q) Hong Kong Institute of Technology	23	14	16	8	2
(r) Hong Kong Nang Yan College of Higher Education	6	3	4	6	1
(s) Hong Kong Shue Yan University	360	263	214	187	104
(t) Savannah College of Art and Design, Inc.	6	3	3	5	2
(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	78	59	60	56	27

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(v) School of Nursing, Hong Kong Baptist Hospital	12	7	4	1	3
(w) School of Nursing, Union Hospital	16	3	5	4	1
(x) St. Teresa's Hospital School of Nursing	15	13	10	5	3
(y) The Open University of Hong Kong/ Li Ka Shing School of Professional and Continuing Education	836	817	730	582	368
(z) Tung Wah College	212	240	224	183	120
(aa) Yew Chung College of Early Childhood Education (formerly Yew Chung Community College)	7	7	8	6	4
(ab) YMCA College of Careers	3	4	3	0	0
Total	5 081	4 643	4 218	3 556	2 260

(C) NLSFT

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(a) City University of Hong Kong	1 781	1 790	1 884	1 918	1 688
(b) Hong Kong Baptist University	897	961	973	1 025	954
(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	1 493	1 586	1 565	1 519	1 130
(d) The Hong Kong University of Science and Technology	891	857	950	996	934
(e) Lingnan University	375	422	423	444	412
(f) The Chinese University of Hong Kong	1 588	1 710	1 812	1 947	1 847
(g) The Education University of Hong Kong	581	642	649	686	551
(h) The Hong Kong Academy for Performing Arts	116	126	139	142	145
(i) The Hong Kong Polytechnic University	1 830	1 934	1 992	2 060	1 902
(j) The Prince Philip Dental Hospital	4	5	4	4	5
(k) The University of Hong Kong	1 418	1 471	1 526	1 588	1 537
Total	10 974	11 504	11 917	12 329	11 105

(D) NLSPS

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(a) City University of Hong Kong/ Community College of City University/ UOW College Hong Kong/ School of Continuing and Professional Education	1 127	1 161	1 049	1 006	750
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education/ Academy of Film	1 008	1 060	1 036	1 045	953
(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	1 674	1 714	1 549	1 310	1 060
(d) The Hong Kong University of Science and Technology	6	2	0	1	0
(e) Lingnan Institute of Further Education/ The Community College at Lingnan University	152	162	154	179	167
(f) The Chinese University of Hong Kong/ School of Continuing and Professional Studies	405	376	266	305	290
(g) The Education University of Hong Kong	416	390	349	336	211
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	1 817	2 024	2 231	2 206	1 752
(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	1 292	1 321	1 098	1 226	1 164
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education	350	422	462	422	355
(k) Centennial College	89	54	25	10	3
(l) Chu Hai College of Higher Education	342	210	145	74	44
(m) Gratia Christian College	7	13	17	29	33
(n) The Hang Seng University of Hong Kong (formerly Hang Seng Management College)	1 024	1 046	1 026	930	931

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(o) Hong Kong Art School	35	44	28	28	24
(p) Hong Kong College of Technology/ HKCT Institute of Higher Education	66	51	75	108	92
(q) Hong Kong Institute of Technology	63	57	30	34	27
(r) Hong Kong Nang Yan College of Higher Education	9	10	4	8	12
(s) Hong Kong Shue Yan University	792	746	601	499	462
(t) Savannah College of Art and Design, Inc.	53	55	44	43	42
(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	121	131	131	121	115
(v) School of Nursing, Hong Kong Baptist Hospital	25	12	13	12	9
(w) School of Nursing, Union Hospital	23	9	19	19	17
(x) St. Teresa's Hospital School of Nursing	26	31	32	38	35
(y) The Open University of Hong Kong/ Li Ka Shing School of Professional and Continuing Education	1 736	1 898	1 811	1 581	1 385
(z) Tung Wah College	595	636	619	599	524
(aa) Yew Chung College of Early Childhood Education (formerly Yew Chung Community College)	42	52	43	31	38
(ab) YMCA College of Careers	12	15	6	5	0
Total	13 307	13 702	12 863	12 205	10 495

* As at 31 January 2020

(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 2015/16 to 2019/20 academic years are as follows –

Category of Eligible Courses	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
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	3 077	3 045	3 253	3 288	2 404
Category 2 – Courses under Diploma Yi Jin	870	948	837	733	739
Category 3 – Courses covered by the Financial Assistance Scheme for Designated Evening Adult Education Courses	1	0	2	0	0
Category 4 – Training or development courses provided or funded by local statutory bodies	7	5	0	0	0
Category 5 – Registered courses and exempted courses under the Non-local Higher and Professional Education (Regulation) Ordinance (Chapter 493)	2 405	2 358	2 350	2 078	1 365
Total^{##}	6 360	6 356	6 442	6 099	4 508

* As at 31 January 2020

@ 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)(E) above.

- (ii) The numbers of student loan borrowers by different study levels of the programmes covered under the TSFS, FASP, NLSFT and NLSPS in the 2015/16 to 2019/20 academic years are as follows –

(A) TSFS

Level of Study	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
Degree or above	5 442	4 695	4 091	3 645	2 573
Sub-degree	1 181	1 047	969	736	435
Total	6 623	5 742	5 060	4 381	3 008

(B) FASP

Level of Study	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
Degree / Top-up degree	2 880	2 570	2 294	1 930	1 241
Sub-degree	2 201	2 073	1 924	1 626	1 019
Total	5 081	4 643	4 218	3 556	2 260

(C) NLSFT

Level of Study	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
Degree or above	9 135	9 593	10 074	10 559	9 805
Sub-degree	1 839	1 911	1 843	1 770	1 300
Total	10 974	11 504	11 917	12 329	11 105

(D) NLSPS

Level of Study	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
Degree / Top-up degree	7 792	7 790	7 196	6 414	5 626
Sub-degree	5 515	5 912	5 667	5 791	4 869
Total	13 307	13 702	12 863	12 205	10 495

* As at 31 January 2020

As for the ENLS, we do not maintain information on the numbers of student loan borrowers by different study levels of programmes because it covers a wide range of post-secondary/continuing and professional education courses.

- (iii) The lowest, average, median and highest amounts of loans disbursed under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2015/16 to 2019/20 academic years are as follows –

Amount of Loan Disbursed (\$)	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(A) TSFS (loans are to cover living expenses)					
Lowest	1,700	3,627	3,707	3,001	1,544
Average	32,940	36,716	38,022	38,871	41,250
Median	42,100	48,000	49,000	50,000	51,470
Highest **	66,460	72,555	74,145	75,030	77,205
(B) FASP (loans are to cover living expenses)					
Lowest	870	1,200	2,965	3,500	3,536
Average	35,446	38,873	39,902	40,585	42,594
Median	44,310	48,370	49,430	50,020	51,470
Highest **	75,590	78,610	78,000	75,030	77,205
(C) NLSFT (loans are to cover tuition fees)					
Lowest	215	4,215	1,000	3,610	5,600
Average	38,749	38,838	39,096	39,235	39,868
Median	42,100	42,100	42,100	42,100	42,100
Highest	51,310	84,200	55,570	58,070	58,620
(D) NLSPS (loans are to cover tuition fees)					
Lowest	1,810	1,390	1,690	1,940	2,435
Average	59,528	60,424	54,567	55,841	49,571
Median	55,000	55,000	54,300	55,000	55,000
Highest	267,143	272,723	278,303	283,883	291,206
(E) ENLS (loans are to cover tuition fees)					
Lowest	3,000	2,570	2,375	3,563	3,612
Average	54,904	57,808	60,495	63,395	54,568
Median	42,800	45,920	48,000	52,000	54,600
Highest	340,000	350,200	358,600	364,000	372,700

* As at 31 January 2020

** 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 the academic year on a discretionary basis.

As students complete their studies and commence repayment of loans at different times, we have not kept record of the loan repayment information based on the academic year in which students obtain loans. However, based on the loan repayment accounts which have been fully settled, the average repayment periods of these accounts under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2015/16 to 2019/20 academic years are as follows –

Scheme	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
	(Average Repayment Period)(Year)				
(A) TSFS	4.8	4.8	4.9	5.4	6.0
(B) FASP	6.3	6.5	6.5	6.4	7.1
(C) NLSFT	7.9	7.6	7.4	7.0	7.3
(D) NLSPS	6.7	7.1	7.2	6.9	7.5
(E) ENLS	8.4	8.4	8.7	8.6	8.5

* As at 31 January 2020

- (c) The numbers of students receiving grants and full grants under the TSFS and FASP by institution in the 2015/16 to 2019/20 academic years are as follows—

(A) TSFS

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(a) City University of Hong Kong					
Number of students receiving grants	3 004	2 840	2 710	2 498	2 082
Number of students receiving full grants	1 868	1 819	1 745	1 630	1 421
(b) Hong Kong Baptist University					
Number of students receiving grants	1 798	1 733	1 637	1 564	1 352
Number of students receiving full grants	1 120	1 096	1 048	1 022	914
(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	6 271	5 748	5 202	4 464	3 296
Number of students receiving full grants	4 203	4 039	3 588	3 147	2 606
(d) The Hong Kong University of Science and Technology					
Number of students receiving grants	1 564	1 435	1 323	1 201	1 010
Number of students receiving full grants	963	890	839	763	680
(e) Lingnan University					
Number of students receiving grants	841	789	692	639	535
Number of students receiving full grants	537	507	466	426	356

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(f) The Chinese University of Hong Kong					
Number of students receiving grants	3 440	3 061	2 903	2 713	2 345
Number of students receiving full grants	2 046	1 931	1 839	1 738	1 594
(g) The Education University of Hong Kong					
Number of students receiving grants	1 429	1 359	1 291	1 201	974
Number of students receiving full grants	937	891	881	822	705
(h) The Hong Kong Academy for Performing Arts					
Number of students receiving grants	139	140	119	121	107
Number of students receiving full grants	94	96	86	85	74
(i) The Hong Kong Polytechnic University					
Number of students receiving grants	4 396	4 066	3 697	3 147	2 661
Number of students receiving full grants	2 735	2 560	2 348	1 979	1 799
(j) The Prince Philip Dental Hospital					
Number of students receiving grants	8	12	10	7	6
Number of students receiving full grants	5	9	7	5	5
(k) The University of Hong Kong					
Number of students receiving grants	2 227	2 136	2 105	1 943	1 694
Number of students receiving full grants	1 361	1 333	1 339	1 290	1 152
Total					
Number of students receiving grants	25 117	23 319	21 689	19 498	16 062
Number of students receiving full grants	15 869	15 171	14 186	12 907	11 306

(B) FASP

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(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	2 043	1 997	1 653	1 339	899
Number of students receiving full grants	1 207	1 258	1 130	956	130
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education/ Academy of Film					
Number of students receiving grants	1 415	1 375	1 192	1 128	969
Number of students receiving full grants	896	890	813	773	702
(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	3 144	2 780	2 402	2 089	1 519
Number of students receiving full grants	2 077	1 862	1 689	1 454	1 129
(d) The Hong Kong University of Science and Technology					
Number of students receiving grants	7	3	1	1	1
Number of students receiving full grants	5	1	1	0	1
(e) Lingnan Institute of Further Education/ The Community College at Lingnan University					
Number of students receiving grants	305	276	248	251	204
Number of students receiving full grants	202	190	177	179	147
(f) The Chinese University of Hong Kong/ School of Continuing and Professional Studies					
Number of students receiving grants	687	556	458	402	320
Number of students receiving full grants	446	362	319	275	225
(g) The Education University of Hong Kong					
Number of students receiving grants	505	391	339	273	184

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
Number of students receiving full grants	331	253	230	188	133
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development					
Number of students receiving grants	3 321	3 128	3 334	3 040	2 281
Number of students receiving full grants	2 070	1 991	2 208	2 016	1 313
(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	2 384	2 034	1 661	1 707	1 451
Number of students receiving full grants	1 531	1 338	1 143	1 203	1 095
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education					
Number of students receiving grants	449	506	511	515	441
Number of students receiving full grants	296	358	365	367	329
(k) Centennial College					
Number of students receiving grants	79	37	26	18	12
Number of students receiving full grants	48	22	21	14	9
(l) Chu Hai College of Higher Education					
Number of students receiving grants	485	267	167	80	40
Number of students receiving full grants	291	157	118	56	29
(m) Gratia Christian College					
Number of students receiving grants	9	13	19	24	20
Number of students receiving full grants	6	8	14	16	18
(n) The Hang Seng University of Hong Kong (formerly Hang Seng Management College)					
Number of students receiving grants	1 075	930	932	854	865
Number of students receiving full grants	645	573	617	594	623

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(o) Hong Kong Art School					
Number of students receiving grants	30	23	18	21	12
Number of students receiving full grants	17	11	12	12	7
(p) Hong Kong College of Technology/ HKCT Institute of Higher Education					
Number of students receiving grants	169	140	96	100	81
Number of students receiving full grants	117	96	72	72	65
(q) Hong Kong Institute of Technology					
Number of students receiving grants	127	111	79	50	36
Number of students receiving full grants	90	74	59	33	30
(r) Hong Kong Nang Yan College of Higher Education					
Number of students receiving grants	17	20	18	21	14
Number of students receiving full grants	13	15	15	14	7
(s) Hong Kong Shue Yan University					
Number of students receiving grants	1 466	1 230	983	859	601
Number of students receiving full grants	883	777	632	573	435
(t) Savannah College of Art and Design, Inc.					
Number of students receiving grants	7	8	4	6	6
Number of students receiving full grants	4	4	3	4	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	247	224	201	190	135
Number of students receiving full grants	159	142	124	129	88

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(v) School of Nursing, Hong Kong Baptist Hospital					
Number of students receiving grants	35	30	14	10	7
Number of students receiving full grants	20	20	10	8	5
(w) School of Nursing, Union Hospital					
Number of students receiving grants	39	8	21	22	10
Number of students receiving full grants	22	3	10	11	5
(x) St. Teresa's Hospital School of Nursing					
Number of students receiving grants	40	41	44	34	13
Number of students receiving full grants	29	27	31	20	12
(y) The Open University of Hong Kong/ Li Ka Shing School of Professional and Continuing Education					
Number of students receiving grants	3 485	3 476	2 965	2 549	1 923
Number of students receiving full grants	2 118	2 234	2 042	1 744	176
(z) Tung Wah College					
Number of students receiving grants	454	539	569	548	476
Number of students receiving full grants	288	347	380	371	1
(aa) Yew Chung College of Early Childhood Education (formerly Yew Chung Community College)					
Number of students receiving grants	38	51	41	43	46
Number of students receiving full grants	28	35	26	33	42
(ab) YMCA College of Careers					
Number of students receiving grants	21	18	11	3	1
Number of students receiving full grants	13	12	10	3	0
Total					
Number of students receiving grants	22 083	20 212	18 007	16 177	12 567

Institution	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
Number of students receiving full grants	13 852	13 060	12 271	11 118	6 759

* As at 31 January 2020

- (d) The information on the average and median loan amounts disbursed to student loan borrowers under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2015/16 to 2019/20 academic years is provided in (b)(iii) above. As regards the information on their average and median monthly loan repayment amounts, as students complete their studies and commence repayment of loans at different times, we have not kept record of the loan repayment information based on the academic year in which students obtain loans. Based on the information on student loan borrowers who commenced loan repayment in the 2015/16 to 2018/19 academic years, the average and median loan amounts, and the average and median monthly loan repayment amounts are as follows –

Loan/ Repayment Amount (\$)	Academic Year			
	2015/16	2016/17	2017/18	2018/19
(A) TSFS				
Average loan amount ^^	59,698	65,680	71,207	75,466
Median loan amount ^^	42,520	44,310	52,810	52,370
Average monthly loan repayment amount~	357	393	426	452
Median monthly loan repayment amount~	254	265	316	313
(B) FASP				
Average loan amount ^^	54,625	56,986	60,824	65,834
Median loan amount ^^	42,000	42,520	44,310	49,430
Average monthly loan repayment amount~	327	341	364	394
Median monthly loan repayment amount~	251	254	265	296
(C) NLSFT				
Average loan amount ^^	75,326	86,862	88,676	90,451
Median loan amount ^^	63,150	84,200	84,200	84,200
Average monthly loan repayment amount~	475	540	551	568
Median monthly loan repayment amount~	398	523	523	528
(D) NLSPS				
Average loan amount ^^	103,757	122,390	116,824	120,325
Median loan amount ^^	91,350	100,800	97,500	103,400
Average monthly loan repayment amount~	654	761	726	755
Median monthly loan repayment amount~	576	627	606	649
(E) ENLS				
Average loan amount ^^	67,538	73,434	73,823	79,996
Median loan amount ^^	51,000	56,721	56,280	59,870
Average monthly loan repayment amount~	419	450	452	494
Median monthly loan repayment amount~	316	347	345	370

- ^^ 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)(A) to (E) and (b)(iii) 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 1.106% per annum.

Information on loan repayment of student loan borrowers who commenced loan repayment in the 2019/20 academic year is not yet available.

Cases with 2 or more consecutive overdue quarterly instalments/6 or more consecutive overdue monthly instalments are regarded as default cases. The default rates under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2015/16 to 2019/20 academic years are as follows—

Scheme	Academic Year*				
	2015/16	2016/17	2017/18	2018/19	2019/20
(A) TSFS	5.02%	4.74%	4.59%	4.14%	4.58%
(B) FASP	5.18%	5.04%	5.00%	4.65%	5.30%
(C) NLSFT	4.53%	3.93%	3.56%	3.37%	3.14%
(D) NLSPS	6.96%	6.14%	5.42%	5.03%	4.84%
(E) ENLS	9.68%	9.24%	8.91%	8.75%	8.91%
Overall	7.07%	6.54%	6.11%	5.75%	5.82%

- * The numbers of default cases in the 2015/16 to 2019/20 academic years reflect the positions as at the end of the academic years concerned (i.e. 31 July 2016, 31 July 2017, 31 July 2018 and 31 July 2019) and 31 January 2020 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**EDB237****(Question Serial No. 3282)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (228) Student financial assistanceProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Donald NG)Director of Bureau: Secretary for EducationQuestion:

- 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 (2015/16 to 2019/20).

Table 1

Title of scholarship	Median value of award	Average value of award	Number of local students awarded scholarships (%)	Number of non-local students awarded scholarships (%)	Total amount of government expenditure involved

- Please provide in the table below information on non-local students awarded publicly-funded university scholarships in the past 5 years (2015/16 to 2019/20), 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.: 52)

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 2015/16 to 2019/20 academic years are set out in the table 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	2015/16	50,000	50,326	182 (98.9%)	2 (1.1%)	9.26
	2016/17		50,317	187 (98.9%)	2 (1.1%)	9.51
	2017/18		50,321	185 (98.9%)	2 (1.1%)	9.41
	2018/19		50,317	187 (98.9%)	2 (1.1%)	9.51
	2019/20*		50,331	179 (98.9%)	2 (1.1%)	9.11

* As at 10 March 2020

2. Tables 2a and 2b set out the information on non-local students awarded the publicly-funded scholarships in the 2015/16 to 2019/20 academic years -

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	2015/16	1 (50%)	-	-	-	-	1 (50%)	-	-	-
	2016/17	-	-	-	-	-	1 (50%)	-	-	1 (50%)
	2017/18	-	-	-	-	-	1 (50%)	-	-	1 (50%)
	2018/19	-	-	-	-	-	1 (50%)	-	-	1 (50%)
	2019/20*	-	-	-	-	-	1 (50%)	-	-	1 (50%)

* As at 10 March 2020

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					
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
2019/20*	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
2019/20*	1 (50%)	1	80,000	80,000	80,000

* As at 10 March 2020

- End -

CONTROLLING OFFICER'S REPLY**EDB238****(Question Serial No. 3284)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (228) Student Financial AssistanceProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Donald NG)Director of Bureau: Secretary for EducationQuestion:

- 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 (2015/16 to 2019/20).
- Please provide, in the table below, information on non-local students awarded publicly-funded scholarships in the past 5 years (2015/16 to 2019/20), 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 students awarded publicly-funded scholarships								
	Mainland China (%)	Taiwan (%)	USA (%)	UK (%)	Japan (%)	South Korea (%)	France (%)	Canada (%)	Others (please specify)

Table 2b

Place of origin of non-local students awarded 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 (2015/16 to 2019/20).

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 54)

Reply:

1. Details of the Scholarship for Prospective English Teachers, which is the publicly-funded scholarship administered by the Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency in the 2015/16 to 2019/20 academic years, are set out in the table below -

Academic year	Median value of award (\$)	Average value of award (\$)	Number of local students awarded scholarships	Number of non-local students awarded scholarships
2015/16	50,000	50,326	182	2
2016/17		50,317	187	2
2017/18		50,321	185	2
2018/19		50,317	187	2
2019/20*		50,331	179	2

* As at 10 March 2020

2. Tables 2a and 2b below set out the information on non-local students awarded publicly-funded scholarships in the 2015/16 to 2019/20 academic years -

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	2015/16	1 (50%)	-	-	-	-	1 (50%)	-	-	-
	2016/17	-	-	-	-	-	1 (50%)	-	-	1 (50%)
	2017/18	-	-	-	-	-	1 (50%)	-	-	1 (50%)
	2018/19	-	-	-	-	-	1 (50%)	-	-	1 (50%)
	2019/20*	-	-	-	-	-	1 (50%)	-	-	1 (50%)

* As at 10 March 2020

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					
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
2019/20*	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
2019/20*	1 (50%)	1	80,000	80,000	80,000

* As at 10 March 2020

3. Details of the students awarded the Scholarship for Prospective English Teachers, which is the only publicly-funded university scholarship administered by the SFO, are set out in the tables below by year -

2015/16 Academic Year (Total: 182 Local + 2 Non-local Student 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%)	Faculty of Arts (Department of English Language and Literature) - local students: 21 (100%) - non-local students: 0 (0%)
	Year 2: - local students: 5 (100%) - non-local students: 0 (0%)	Faculty of Social Sciences (Department of Education Studies) - local students: 1 (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%)		
Lingnan University - local students: 4 (100%) - non-local students: 0 (0%)	Year 1: - local students: 1 (100%) - non-local students: 0 (0%)	Department of English - local students: 4 (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%)	

Institution	Year of Study	Faculty/Department/ Programme of Study
<p>The Chinese University of Hong Kong</p> <p>- local students: 79 (100%)</p> <p>- non-local students: 0 (0%)</p>	<p>Year 1:</p> <p>- local students: 20 (100%)</p> <p>- non-local students: 0 (0%)</p> <p>Year 2:</p> <p>- local students: 12 (100%)</p> <p>- non-local students: 0 (0%)</p> <p>Year 3:</p> <p>- local students: 21 (100%)</p> <p>- non-local students: 0 (0%)</p> <p>Year 4:</p> <p>- local students: 26 (100%)</p> <p>- non-local students: 0 (0%)</p>	<p>Faculty of Education</p> <p>- local students: 62 (100%)</p> <p>- non-local students: 0 (0%)</p> <hr/> <p>Faculty of Arts (Department of English)</p> <p>- local students: 17 (100%)</p> <p>- non-local students: 0 (0%)</p>
<p>The Education University of Hong Kong</p> <p>- local students: 11 (100%)</p> <p>- non-local students :0 (0%)</p>	<p>Year 1: Nil</p> <p>Year 2:</p> <p>- local students: 5 (100%)</p> <p>- non-local students: 0 (0%)</p> <p>Year 3:</p> <p>- local students: 5 (100%)</p> <p>- non-local students: 0 (0%)</p> <p>Year 4:</p> <p>- local students: 1 (100%)</p> <p>- non-local students: 0 (0%)</p>	<p>Faculty of Humanities</p> <p>- local students: 11 (100%)</p> <p>- non-local students: 0 (0%)</p>
<p>The Hong Kong Polytechnic University</p> <p>- local students: 1 (50%)</p> <p>- non-local students: 1 (50%)</p>	<p>Year 1: Nil</p> <p>Year 2: Nil</p> <p>Year 3:</p> <p>- local students: 1 (100%)</p> <p>- non-local students: 0 (0%)</p> <p>Year 4:</p> <p>- local students: 0 (0%)</p> <p>- non-local students: 1 (100%)</p>	<p>Department of English</p> <p>- local students: 1 (50%)</p> <p>- non-local students: 1 (50%)</p>

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%)	Faculty of Education and Faculty of Arts - local students: 43 (97.7%) - non-local students: 1 (2.3%)
	Year 2: - local students: 17 (100%) - non-local students: 0 (0%)	Faculty of Education - local students: 9 (100%) - non-local students: 0 (0%)
	Year 3: - local students: 4 (100%) - non-local students: 0 (0%)	Faculty of Arts - local students: 9 (100%) - non-local students: 0 (0%)
	Year 4: - local students: 18 (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 Student 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%)
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%)

Institution	Year of Study	Faculty/Department/ Programme of Study
<p>The Hong Kong Polytechnic University</p> <p>- local students: 1 (100%)</p> <p>- non-local students: 0 (0%)</p>	<p>Year 1: Nil</p> <p>Year 2: Nil</p> <p>Year 3: Nil</p> <p>Year 4:</p> <p>- local students: 1 (100%)</p> <p>- non-local students: 0 (0%)</p>	<p>Department of English</p> <p>- local students: 1 (100%)</p> <p>- non-local students: 0 (0%)</p>
<p>The University of Hong Kong</p> <p>- local students: 68 (98.6%)</p> <p>- non-local students: 1 (1.4%)</p>	<p>Year 1:</p> <p>- local students: 17 (100%)</p> <p>- non-local students: 0 (0%)</p> <p>Year 2:</p> <p>- local students: 18 (94.7%)</p> <p>- non-local students: 1 (5.3%)</p> <p>Year 3:</p> <p>- local students: 16 (100%)</p> <p>- non-local students: 0 (0%)</p> <p>Year 4:</p> <p>- local students: 4 (100%)</p> <p>- non-local students: 0 (0%)</p> <p>Year 5/Postgraduate Diploma in Education:</p> <p>- local students: 13 (100%)</p> <p>- non-local students: 0 (0%)</p>	<p>Faculty of Education and Faculty of Arts</p> <p>- local students: 53 (98.1%)</p> <p>- non-local students: 1 (1.9%)</p> <hr/> <p>Faculty of Education</p> <p>- local students: 5 (100%)</p> <p>- non-local students: 0 (0%)</p> <hr/> <p>Faculty of Arts</p> <p>- local students: 10 (100%)</p> <p>- non-local students: 0 (0%)</p>

**2017/18 Academic Year
(Total: 185 Local + 2 Non-local Student 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%)

Institution	Year of Study	Faculty/Department/ Programme of Study
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%)
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
<p>The Education University of Hong Kong</p> <ul style="list-style-type: none"> - local students: 16 (100%) - non-local students: 0 (0%) 	<p>Year 1:</p> <ul style="list-style-type: none"> - local students: 2 (100%) - non-local students: 0 (0%) <p>Year 2:</p> <ul style="list-style-type: none"> - local students: 5 (100%) - non-local students: 0 (0%) <p>Year 3: Nil</p> <p>Year 4:</p> <ul style="list-style-type: none"> - local students: 4 (100%) - non-local students: 0 (0%) <p>Year 5/Postgraduate Diploma in Education:</p> <ul style="list-style-type: none"> - local students: 5 (100%) - non-local students: 0 (0%) 	<p>Faculty of Humanities</p> <ul style="list-style-type: none"> - local students: 16 (100%) - non-local students: 0 (0%)
<p>The Hong Kong Polytechnic University</p> <ul style="list-style-type: none"> - local students: 2 (100%) - non-local students: 0 (0%) 	<p>Year 1:</p> <ul style="list-style-type: none"> - local students: 2 (100%) - non-local students: 0 (0%) 	<p>Department of English</p> <ul style="list-style-type: none"> - local students: 2 (100%) - non-local students: 0 (0%)
<p>The University of Hong Kong</p> <ul style="list-style-type: none"> - local students: 77 (98.7%) - non-local students: 1 (1.3%) 	<p>Year 1:</p> <ul style="list-style-type: none"> - local students: 16 (100%) - non-local students: 0 (0%) <p>Year 2:</p> <ul style="list-style-type: none"> - local students: 15 (100%) - non-local students: 0 (0%) <p>Year 3:</p> <ul style="list-style-type: none"> - local students: 18 (94.7%) - non-local students: 1 (5.3%) <p>Year 4:</p> <ul style="list-style-type: none"> - local students: 17 (100%) - non-local students: 0 (0%) <p>Year 5/Postgraduate Diploma in Education:</p> <ul style="list-style-type: none"> - local students: 11 (100%) - non-local students: 0 (0%) 	<p>Faculty of Education and Faculty of Arts</p> <ul style="list-style-type: none"> - local students: 58 (98.3%) - non-local students: 1 (1.7%) <hr/> <p>Faculty of Education</p> <ul style="list-style-type: none"> - local students: 8 (100%) - non-local students: 0 (0%) <hr/> <p>Faculty of Arts</p> <ul style="list-style-type: none"> - local students: 11 (100%) - non-local students: 0 (0%)

2018/19 Academic Year
(Total: 187 Local + 2 Non-local Student 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
<p>The Education University of Hong Kong</p> <ul style="list-style-type: none"> - local students: 15 (100%) - non-local students: 0 (0%) 	<p>Year 1:</p> <ul style="list-style-type: none"> - local students: 3 (100%) - non-local students: 0 (0%) <p>Year 2:</p> <ul style="list-style-type: none"> - local students: 2 (100%) - non-local students: 0 (0%) <p>Year 3:</p> <ul style="list-style-type: none"> - local students: 5 (100%) - non-local students: 0 (0%) <p>Year 4: Nil</p> <p>Year 5/Postgraduate Diploma in Education:</p> <ul style="list-style-type: none"> - local students: 5 (100%) - non-local students: 0 (0%) 	<p>Faculty of Humanities</p> <ul style="list-style-type: none"> - local students: 15 (100%) - non-local students: 0 (0%)
<p>The Hong Kong Polytechnic University</p> <ul style="list-style-type: none"> - local students: 2 (100%) - non-local students: 0 (0%) 	<p>Year 1: Nil</p> <p>Year 2:</p> <ul style="list-style-type: none"> - local students: 2 (100%) - non-local students: 0 (0%) 	<p>Department of English</p> <ul style="list-style-type: none"> - local students: 2 (100%) - non-local students: 0 (0%)
<p>The Open University of Hong Kong</p> <ul style="list-style-type: none"> - local students: 2 (100%) - non-local students: 0 (0%) 	<p>Year 1:</p> <ul style="list-style-type: none"> - local students: 2 (100%) - non-local students: 0 (0%) 	<p>School of Education and Languages</p> <ul style="list-style-type: none"> - 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: 93 (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%)	Faculty of Education and Faculty of Arts - local students: 71 (98.6%) - non-local students: 1 (1.4%)
	Year 3: - local students: 15 (100%) - non-local students: 0 (0%) Year 4: - local students: 16 (94.1%) - non-local students: 1 (5.9%)	Faculty of Education - local students: 9 (100%) - non-local students: 0 (0%)
	Year 5/Postgraduate Diploma in Education: - local students: 22 (100%) - non-local students: 0 (0%)	Faculty of Arts - local students: 13 (100%) - non-local students: 0 (0%)

2019/20 Academic Year (as at 10 March 2020)
(Total: 179 Local + 2 Non-local Student Awardees)

Institution	Year of Study	Faculty/Department/ Programme of Study
City University of Hong Kong - local students: 4 (100%) - non-local students: 0 (0%)	Year 1: - local students: 2 (100%) - non-local students: 0 (0%) Year 2: Nil Year 3: - local students: 1 (100%) - non-local students: 0 (0%) Year 4: - local students: 1 (100%) - non-local students: 0 (0%)	Department of Linguistics and Translation - local students: 4 (100%) - non-local students: 0 (0%)
The Hang Seng 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%)	Department of English - local students: 1 (100%) - non-local students: 0 (0%)
Hong Kong Baptist University - local students: 16 (100%) - non-local students: 0 (0%)	Year 1: - local students: 10 (100%) - non-local students: 0 (0%) Year 2: Nil Year 3: - local students: 1 (100%) - non-local students: 0 (0%) Year 4: - local students: 1 (100%) - non-local students: 0 (0%) Year 5: - local students: 4 (100%) - non-local students: 0 (0%)	Faculty of Arts (Department of English Language and Literature) - local students: 16 (100%) - non-local students: 0 (0%)

Institution	Year of Study	Faculty/Department/ Programme of Study
Lingnan University - local students: 3 (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: - local students: 2 (100%) - non-local students: 0 (0%)	Department of English - local students: 3 (100%) - non-local students: 0 (0%)
The Chinese University of Hong Kong - local students: 55 (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: 11 (100%) - non-local students: 0 (0%) Year 4: - local students: 9 (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: 44 (100%) - non-local students: 0 (0%) Faculty of Arts (Department of English) - local students: 11 (100%) - non-local students: 0 (0%)

Institution	Year of Study	Faculty/Department/ Programme of Study
The Education University of Hong Kong - local students: 16 (94.1%) - non-local students: 1 (5.9%)	Year 1: - local students: 5 (100%) - non-local students: 0 (0%) Year 2: - local students: 3 (100%) - non-local students: 0 (0%) Year 3: - local students: 1 (100%) - non-local students: 0 (0%) Year 4: - local students: 5 (100%) - non-local students: 0 (0%) Year 5/Postgraduate Diploma in Education: - local students: 2 (66.7%) - non-local students: 1 (33.3%)	Faculty of Humanities - local students: 16 (94.1%) - non-local students: 1 (5.9%)
The Hong Kong Polytechnic University - local students: 2 (100%) - non-local students: 0 (0%)	Year 1: Nil Year 2: Nil Year 3: - 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: 1 (100%) - non-local students: 0 (0%)	Year 1: Nil Year 2: - local students: 1 (100%) - non-local students: 0 (0%)	School of Education and Languages - 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: 81 (98.8%) - non-local students: 1 (1.2%)	Year 1: - local students: 9 (100%) - non-local students: 0 (0%) Year 2: - local students: 22 (100%) - non-local students: 0 (0%)	Faculty of Education and Faculty of Arts - local students: 63 (98.4%) - non-local students: 1 (1.6%)
	Year 3: - local students: 15 (100%) - non-local students: 0 (0%) Year 4: - local students: 15 (100%) - non-local students: 0 (0%)	Faculty of Education - local students: 6 (100%) - non-local students: 0 (0%)
	Year 5/Postgraduate Diploma in Education: - local students: 20 (95.2%) - non-local students: 1 (4.8%)	Faculty of Arts - local students: 12 (100%) - non-local students: 0 (0%)

- End -

CONTROLLING OFFICER'S REPLY**EDB239****(Question Serial No. 1282)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (228) Student financial assistance
(700) General non-recurrent
Item 508 Continuing Education FundProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Donald NG)Director of Bureau: Secretary for EducationQuestion:

Regarding the following financial assistance schemes under the programme, please provide the relevant information for the past 2 years by using the attached table:

	Number of applications	Number of applications approved	Student population in the year	Percentage of beneficiaries out of student population
Kindergarten and Child Care Centre Fee Remission Scheme				
School Textbook Assistance Scheme at Primary Level				
School Textbook Assistance Scheme at Secondary Level				
Tertiary Student Finance Scheme – Publicly-funded Programmes				
Financial Assistance Scheme for Post-secondary Students				
Continuing Education Fund				
Diploma Yi Jin				
Financial Assistance Scheme for Designated Evening Adult Education Courses				

Asked by: Hon KWOK Wai-keung (LegCo internal reference no.: 26)

Reply:

Information on the above student financial assistance schemes in the 2018/19 to 2019/20 school years is set out in the table below:

2018/19 school year	Number of applications	Number of applications approved	Student population in the year	Percentage of beneficiaries out of student population
Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS)	44 226	24 964 [@]	179 259	13.93% [@]
School Textbook Assistance Scheme (STAS)	208 353	201 451	645 800	31.19%
Tertiary Student Finance Scheme - Publicly-funded Programmes (TSFS)	23 741	19 519	99 852	19.55%
Financial Assistance Scheme for Post-secondary Students (FASP)	20 709	16 184	73 225	22.10%
Continuing Education Fund (CEF) [#]	16 594	16 330	Relevant information not available	Relevant information not available
Diploma Yi Jin [^]	6 218	6 218	7 285	85.35%
Financial Assistance Scheme for Designated Evening Adult Education Courses (FAEAEC) [^]	614	614	1 459	42.02%

[@] The number of approved cases under the KCFRS does not include the 13 007 students who passed the means test but needed not pay school fees under the kindergarten education scheme. If this type of students is included, the percentage of beneficiaries out of the student population will be 21.18%.

[#] The CEF is open for application throughout the year. The figures above relate to the financial year rather than the school year. Office of the CEF does not maintain any information on the student population of CEF courses.

[^] The figures are as at 31 January 2020. A small number of reimbursement applications for the 2018/19 school year are still under processing.

2019/20 school year (as at 31 January 2020)	Number of applications	Number of applications approved	Student population in the year	Percentage of beneficiaries out of student population
KCFRS	45 608	24 174 [@]	181 603	13.31% [@]
STAS	203 630	196 832	648 100	30.37%
TSFS	22 230	16 074	99 955	16.08%
FASP	19 188	12 571	74 000	16.99%
CEF [#]	17 394	16 705	Relevant information not available	Relevant information not available
Diploma Yi Jin FAEAEC	Relevant information is not available as reimbursement applications for the 2019/20 school year will be processed from April 2020.			

[@] The number of approved cases under the KCFRS does not include the 13 289 students who passed the means test but needed not pay school fees under the kindergarten education scheme. If this type of students is included, the percentage of beneficiaries out of the student population will be 20.63%.

[#] The CEF is open for application throughout the year. The figures above relate to the financial year rather than the school year. Office of the CEF does not maintain any information on the student population of CEF courses.

- End -

CONTROLLING OFFICER'S REPLY

EDB240

(Question Serial No. 1247)

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 Donald NG)

Director of Bureau: Secretary for Education

Question:

Some members of the public have reflected that the approval criteria for the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) administered by the Student Finance Office are overly stringent. Even families at the poverty line are not given full remission. In this connection, will the Government inform this Committee of:

- (a) the numbers of KCFRS applications received and approved in the past 5 years (set out in the table below by year)

2019-2020	Child Care Centre		Kindergarten	Total
Number of applications	Aged 0-2	Aged 2-3	Aged 3 or above	
Half remission				
75% remission				
Full remission				
Total amount of fee remission				

2018-2019	Child Care Centre		Kindergarten	Total
Number of applications	Aged 0-2	Aged 2-3	Aged 3 or above	
Half remission				
75% remission				
Full remission				
Total amount of fee remission				

2017-2018	Child Care Centre		Kindergarten	Total
Number of applications	Aged 0-2	Aged 2-3	Aged 3 or above	
Half remission				
75% remission				
Full remission				
Total amount of fee remission				

2016-2017	Child Care Centre		Kindergarten	Total
Number of applications	Aged 0-2	Aged 2-3	Aged 3 or above	
Half remission				
75% remission				
Full remission				
Total amount of fee remission				

2015-2016	Child Care Centre		Kindergarten	Total
Number of applications	Aged 0-2	Aged 2-3	Aged 3 or above	
Half remission				
75% remission				
Full remission				
Total amount of fee remission				

- (b) there are views that an increasing number of needy families were unable to benefit from the KCFRS in the past 10 years or so. What is the formula adopted by the Government for setting the income threshold for each level of remission and has the formula been changed during the past 10 years?
- (c) has the Government any plan to lower the income threshold for each level of remission to benefit more needy families?

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 39)

Reply:

(a) The relevant figures of the KCFRS in the 2015/16 to 2019/20 school years are as follows:

2019/20 School Year (as at 31 January 2020) Number of successful applications	Child Care Centre		Kindergarten	Total
	Aged 0-2	Aged 2-3	Aged 3 or above	
Half remission	102	564	8 303	8 969 [^]
75% remission	27	115	2 036	2 178 [^]
Full remission	64	538	12 425	13 027 [^]
Total amount of fee remission (\$ million)	4.1	18.5	125.5	148.1

[^] The number of successful applications does not include the 13 289 students who passed the means test but needed not pay school fees under the kindergarten education scheme.

2018/19 School Year Number of successful applications	Child Care Centre		Kindergarten	Total
	Aged 0-2	Aged 2-3	Aged 3 or above	
Half remission	134	704	8 360	9 198 [^]
75% remission	27	139	2 051	2 217 [^]
Full remission	80	721	12 748	13 549 [^]
Total amount of fee remission (\$ million)	9.8	53.4	226.0	289.2

[^] The number of successful applications does not include the 13 007 students who passed the means test but needed not pay school fees under the kindergarten education scheme.

2017/18 School Year Number of successful applications	Child Care Centre		Kindergarten	Total
	Aged 0-2	Aged 2-3	Aged 3 or above	
Half remission	167	711	7 810	8 688 [^]
75% remission	32	145	2 086	2 263 [^]
Full remission	106	679	13 652	14 437 [^]
Total amount of fee remission (\$ million)	12.1	48.2	215.7	276.0

[^] The number of successful applications does not include the 14 584 students who passed the means test but needed not pay school fees under the kindergarten education scheme.

2016/17 School Year Number of successful applications	Child Care Centre		Kindergarten	Total
	Aged 0-2	Aged 2-3	Aged 3 or above	
Half remission	167	778	13 167	14 112
75% remission	31	165	3 339	3 535
Full remission	150	761	22 974	23 885
Total amount of fee remission (\$ million)	14.6	55.2	546.2	616.0

2015/16 School Year Number of successful applications	Child Care Centre		Kindergarten	Total
	Aged 0-2	Aged 2-3	Aged 3 or above	
Half remission	177	835	12 270	13 282
75% remission	42	194	2 940	3 176
Full remission	133	792	22 894	23 819
Total amount of fee remission (\$ million)	13.6	52.7	476.2	542.5

(b) and (c)

The kindergarten education scheme, which has been implemented since the 2017/18 school year, provides direct subsidies to kindergartens joining the scheme. Hence, some of these kindergartens do not have to charge school fees or can set the school fees at a low level. This also reduces the need for fee remission by the families concerned. Hence, the number of successful applications and the amount of fee remission under the KCFRS have both decreased significantly.

The Government's policy on student finance is to ensure that no student is denied access to education due to a lack of means. The means test mechanism of the Student Finance Office (SFO) 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 the mechanism are adjusted annually in accordance with the movement of the Consumer Price Index (A). The means test mechanism of the SFO 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). Therefore, it is not appropriate to directly compare it with the median domestic household income. However, according to the past data, families below the poverty line are all eligible to apply for student financial assistance. Furthermore, in order to ensure that students are provided with timely support, the Government has implemented various improvement measures on the student financial assistance schemes in recent years. For example, the income ceiling for full level of assistance under the means test mechanism has been relaxed since the 2011/12 school year. Consequent upon the implementation of the improvement measure, the percentage of students receiving full level of assistance has increased significantly from about 30% of the beneficiaries in the past to about 60% at present. The Government reviews from time to time the various student financial assistance schemes, including the scope of subsidies and the means test mechanism, to enhance support for needy families.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1012)

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

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 Donald NG)

Director of Bureau: Secretary for Education

Question:

1. The estimate for 2020-21 is \$179.3 million lower than the revised estimate for 2019-20. However, the number of applications under the Tertiary Student Finance Scheme - Publicly-funded Programmes, the Financial Assistance Scheme for Post-secondary Students and the Non-means-tested Loan Schemes in 2020-21 will be more than those in 2019-20. Why is the estimated amount decreased instead of increased?
2. It is mentioned under Programme (1) that the reduced expenditure is partly offset by the additional cash flow requirement for student financial assistance and the Continuing Education Fund (CEF). What is the offset amount? What is the reduced amount and the number of applicants for student financial assistance and the CEF respectively?
3. It is also mentioned under Programme (1) that the reduced cash flow of the department is due to the non-recurrent one-off support grant for financially needy students receiving means-tested student financial assistance in the 2019/20 school year. What is the total amount of this support grant? What is the number of students involved and the amount of grant for each student?
4. There will be an increase of two posts in 2020-21. What is the job nature and the amount of salary involved?

Asked by: Hon YEUNG Alvin (LegCo internal reference no.: 35)

Reply:

1. The estimate for 2020-21 is lower than the revised estimate for 2019-20, mainly due to the inclusion of a non-recurrent expenditure in the revised estimate for 2019-20 for the provision of a one-off support grant for eligible students (“one-off support grant”), which involves an estimated expenditure of \$682.6 million. The estimated expenditure for this item will substantially decrease to \$10.9 million in 2020-21.
2. In the estimates of expenditure for 2020-21, the total number of applications for the student financial assistance schemes is expected to rise from about 720 000 cases in the 2019/20 school year to about 740 000 cases in the 2020/21 school year; while the number of CEF claims is expected to rise from about 24 000 cases in 2019-20 to about 48 000 cases in 2020-21. The decrease in expenditure for the one-off support grant is partly offset by the additional cash flow requirements for student financial assistance and the CEF, which will increase by \$239.8 million and \$198.4 million respectively.
3. The approved commitment for the one-off support grant for needy students in the 2019/20 school year is \$725 million, with each eligible student receiving a grant of \$2,500. The amount of grant disbursed in 2019-20 (as at 31 January 2020) is \$662.4 million and an estimated grant of \$10.9 million will be disbursed in 2020-21, benefitting a total of about 280 000 students.
4. To meet service and operational needs, 1 Executive Officer I post and 1 Clerical Officer post will be created in the Student Finance Office of the Working Family and Student Financial Assistance Agency to replace 2 non-civil service contract staff positions. They will be responsible for processing applications under the Student Travel Subsidy Scheme and handling student loan repayment accounts respectively. The annual salaries involved are \$807,540 and \$463,140 respectively.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 2933)

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 Donald NG)

Director of Bureau: Secretary for Education

Question:

1. Regarding the Subsidy Scheme for Internet Access Charges (the Scheme), the number of cases in 2020/21 is smaller than that in 2018/19. What are the reasons? Does the Scheme cover only secondary and primary students? If so, what are the respective numbers of secondary and primary students covered?
2. Application for the Scheme is family-based. What are the respective numbers of family applicants with 1, 2, 3 or above member(s) who is/are students?
3. Due to the Wuhan pneumonia epidemic, schools need to conduct online lessons for their students to continue their learning during class suspension. Moreover, as workstations for free internet service in libraries and District Offices are closed, internet access charges has become a necessary expenditure item for a family. However, based on the estimated expenditure, each eligible family may only receive a full-year subsidy of \$1,200, which is lower than the general market prices. Will the Government consider increasing the amount of the monthly subsidy? If yes, what is the additional amount?

Asked by: Hon YEUNG Alvin (LegCo internal reference no.: 34)

Reply:

1. The Subsidy Scheme for Internet Access Charges (SIA) administered by the Student Finance Office (SFO) under the Working Family and Student Financial Assistance Agency covers needy families with children who are full-time students receiving education at primary or secondary level. The number of students who are studying in primary or secondary schools or equivalent is about 664 000 in the 2018/19 school year and is estimated to be about 672 000 in the 2020/21 school year, while the number of students who were/will be disbursed with the subsidy by the SFO for the two school years is about 179 000 and 175 000 (estimated) respectively. Taking into account the numbers of households in receipt of the subsidy in the past 3 years, the SFO estimates that the number of households applying for SIA will decrease slightly from 135 632 in the 2018/19 school year to 132 514 in the 2020/21 school year.

2. The number of households in receipt of internet access subsidy in the 2019/20 school year (as at 31 January 2020), broken down by the number of students (i.e. “1”, “2”, and “3 or above”) in the household, is as follows:

2019/20 school year (as at 31 January 2020)	Number of students in the households in receipt of the subsidy		
	1	2	3 or above
Number of households with subsidy provided by the SFO	71 159	51 977	9 223

3. The full grant rate for the SIA in the 2019/20 school year is \$1,500 per household per annum, while the half grant rate is \$750 per household. The grant rate under the SIA is reviewed annually with reference to prevailing prices of internet access services in the market. The rate for the new school year is subject to the review outcome.

- End -

CONTROLLING OFFICER'S REPLY**EDB243****(Question Serial No. 1815)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not specifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Prof James TANG)Director of Bureau: Secretary for EducationQuestion:

Regarding the degree and sub-degree programmes funded by the Government:

- (1) Please provide in the table below the unit cost of each subsidised place of publicly-funded institutions in the last academic year (HK\$ per student per year).

	Unit cost (HK\$ per student per year)	Unit cost without research components (HK\$ per student per year)	Number of students
UGC-funded undergraduate programmes			
UGC-funded HD programmes			
UGC-funded AD programmes			
Publicly-funded HD programmes under VTC			
Publicly-funded diploma of vocation education programmes under VTC			
Other publicly-funded diploma programmes under VTC			

AD – Associate degree

HD – Higher diploma

UGC – University Grants Committee

VTC – Vocational Training Council

- (2) Please provide in the tables below the number of student enrollment and the participation rate of publicly-funded programmes and self-financing programmes in the past 5 academic years.

Academic year	Publicly-funded undergraduate programmes					Self-financing undergraduate programmes				Undergraduate programme participation rate of relevant age cohort (%)
	No. of student enrollment in FYFD programmes under UGC	No. of student enrollment in senior year degree programmes under UGC	No. of student enrollment in FYFD programmes under HKAPA	Total	Participation rate of relevant age cohort (%)	No. of student enrollment in FYFD programmes under UGC	No. of student enrollment in top-up degree programmes under UGC	Total	Participation rate of relevant age cohort (%)	
2014/15										
2015/16										
2016/17										
2017/18										
2018/19										

FYFD – First-year-first-degree

HKAPA – Hong Kong Academy for Performing Arts

UGC – University Grants Committee

Academic year	Publicly-funded SD programmes						Self-financing SD programmes				SD programme participation rate of relevant age cohort (%)	Tertiary education participation rate of relevant age cohort (%)
	No. of student enrollment in AD programmes under UGC	No. of student enrollment in HD programmes under UGC	No. of student enrollment in HD programmes of institutes under VTC	Others (please specify)	Total	Participation rate of relevant age cohort (%)	No. of student enrollment in AD programmes	No. of student enrollment in HD programmes	Total	Participation rate of relevant age cohort (%)		
2014/15												
2015/16												
2016/17												
2017/18												
2018/19												

AD – Associate degree

HD – Higher diploma

SD – Sub-degree

UGC – University Grants Committee

VTC – Vocational Training Council

Asked by: Hon CHAN Hoi-yan (LegCo internal reference no.: 37)

Reply:

The student unit costs and numbers of students of the sub-degree (SD) and undergraduate programmes offered by the University Grants Committee (UGC)-funded universities, as well as those of the publicly-funded higher diploma (HD) programmes offered by the Vocational Training Council (VTC) in the 2018/19 academic year, are set out in the table below.

	Student unit cost per year (\$)	Student unit cost per year (without research components) (\$)	Number of students (full-time equivalent)
UGC-funded undergraduate programmes	265,000	157,000	85 368

	Student unit cost per year (\$)	Student unit cost per year (without research components) (\$)	Number of students (full-time equivalent)
UGC-funded SD programmes	199,000	139,000	2 825
Publicly-funded HD programmes under VTC	102,100	-	20 031

Note: The average student unit costs of the UGC-funded programmes are derived based on the actual costs incurred on UGC-funded expenditure items and reported by universities. The Diploma of Vocational Education and other diploma programmes under VTC are programmes below the SD level.

The numbers of intake places and participation rates of relevant age cohorts of publicly-funded (including 8 UGC-funded universities, VTC and Hong Kong Academy for Performing Arts) and self-financing SD/undergraduate programmes from the 2014/15 to 2018/19 academic years are at **Annex**.

**Number of intake places and participation rates of relevant age cohorts¹
of publicly-funded and self-financing undergraduate and sub-degree (SD) programmes
from the 2014/15 to 2018/19 academic years**

Academic year	Publicly-funded undergraduate programmes					Self-financing undergraduate programmes				Undergraduate programme participation rate of relevant age cohort ³ (%)
	No. of intake places / student intake in FYFD programmes funded by UGC	No. of intake places / student intake in senior year degree programmes funded by UGC	No. of intake places / student intake in FYFD programmes under HKAPA	Total	Participation rate of relevant age cohort (%)	No. of student intake in FYFD programmes ²	No. of student intake in top-up degree programmes ²	Total	Participation rate of relevant age cohort (%)	
2014/15	15 000	4 000	165	19 165	24.0%	7 194	10 488	17 682	22.2%	46.2%
2015/16	15 000	4 265	172	19 437	25.2%	6 826	9 521	16 347	21.2%	46.5%
2016/17 ⁵	15 066	4 619	159	19 822	27.0%	5 690	7 650	13 340	18.0%	45.1%
2017/18	15 153	4 705	170	20 028	29.2%	5 530	7 775	13 305	18.9%	48.2%
2018/19	15 042	4 817	146	20 005	31.5%	5 063	7 955	13 018	19.8%	51.3%

FYFD – First-year-first-degree

HKAPA – Hong Kong Academy of Performing Arts

UGC – University Grants Committee

Academic year	Publicly-funded SD programmes				Self-financing SD programmes			SD programme participation rate of relevant age cohort (%)	Overall tertiary education participation rate of relevant age cohort ⁴ (%)
	No. of student intake in SD programmes funded by UGC	No. of student intake in HD programmes of institutes under VTC	Total	Participation rate of relevant age cohort (%)	No. of student intake in SD programmes	Total	Participation rate of relevant age cohort (%)		
2014/15	2 029	10 449	12 478	15.6%	19 758	19 758	24.8%	40.4%	68.5%
2015/16	2 031	10 760	12 791	16.6%	20 095	20 095	26.1%	42.7%	71.3%
2016/17 ⁵	1 928	10 800	12 728	17.4%	18 936	18 936	26.0%	43.4%	72.1%
2017/18	1 377	9 282	10 659	15.8%	17 546	17 546	26.0%	41.8%	72.7%
2018/19	1 146	9 426	10 572	17.0%	17 828	17 828	28.7%	45.7%	78.2%

HD – Higher diploma

UGC – University Grants Committee

VTC – Vocational Training Council

Notes:

1. Relevant age cohort refers to the average mid-year resident population between the ages of 18 to 20. Starting from the 2016/17 academic year, relevant school-ages for senior-year entry and top-up degree programmes were expanded from ages of 18 to 20 to ages of 18 to 22, with a view to achieving a more comprehensive reflection of the age distribution of students enrolled in such programmes. Therefore, direct comparison could not be made between data in relation to students enrolled in such programmes before the 2016/17 academic year and those relating to students enrolled in or after the 2016/17 academic year.
2. Including the actual student intakes in full-time locally-accredited self-financing first-year-first degree (FYFD) programmes/top-up degree programmes (including students enrolled in self-financing programmes who are also beneficiaries of various government subsidy schemes).
3. Overall participation rates of relevant age cohort for undergraduate degree programmes incorporated the number of intake places in publicly-funded undergraduate degree programmes and actual student intakes in self-financing undergraduate degree programmes.
4. Overall tertiary education participation rate of relevant age cohort incorporates the number of intake places in publicly-funded FYFD programmes, actual student intakes in self-financing FYFD programmes, as well as actual student intakes in publicly-funded and self-financing SD programmes.
5. Starting from the 2016/17 academic year, student intakes in all SD and undergraduate programmes refer to the actual student intake of local students. Therefore, student intakes before the 2016/17 academic year could not be directly compared with student intakes in or after the 2016/17 academic year.

- End -

EDB244

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1425)

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 is the amount of economic loss of all government-funded universities arising from damage done to the campuses by students participating in protests relating to the opposition to the proposed legislative amendments since June last year? And what is the estimated maintenance cost to be applied for by these universities from the Government? Please give a breakdown by university in table form.

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

Reply:

According to the information provided by the universities, except for The Education University of Hong Kong which remained largely unaffected, all the other university campuses have suffered damage of varying degrees in the social incidents. While slogans were posted and graffiti painted on some parts of the campuses, certain fire safety and closed-circuit television systems were damaged. In some buildings, glasses were broken or furniture damaged/lost. Individual university campuses suffered more serious damage to some of their facilities so much so that the lifts and escalators failed to function properly, whereas some floors and external walls were damaged by flooding/fire. The universities concerned promptly assessed the damage done to the campuses and commenced the necessary restoration works so as to ensure that the campuses are safe and suitable for conducting teaching and research activities. A number of restoration works have been completed just in time for the start of the second semester of the 2019/20 academic year.

Under the prevailing arrangements, universities will carry out the routine repair and maintenance works on campus facilities as necessary, and meet the expenditure on restoration works with their existing resources. As such, the Government does not maintain any information on the estimated expenditure involved. The universities have not applied for additional funding for the expenditure involved in the restoration works.

- End -

CONTROLLING OFFICER'S REPLY

EDB245

(Question Serial No. 1461)

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:

Since the movement of opposition to the proposed legislative amendments broke out in June last year, how many Mainland students studying in local funded universities have been forced to drop out and return to the Mainland for refuge? How many of these Mainland students decided to drop out from the degree courses in Hong Kong eventually, and how many have returned to Hong Kong to continue their studies?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 46)

Reply:

In November last year, violent protestors had committed acts of road blockage, throwing objects from height, arson, criminal damage and violent charging on some campuses of university funded by the University Grants Committees (UGC) and in nearby public places, thereby breaching peacefulness and endangering the personal safety of other citizens. A number of universities had thus curtailed the semester of their regular programmes. In view of such circumstances and with students' personal safety as top priority, the affected universities had taken appropriate support measures for students, such as arranging non-local students to leave campuses or dormitories; or providing individual students who wish to return to their places of origin with suitable assistance. These support measures were provided by the universities and we do not have the number of students involved. We are also unable to provide the number of students returning to Hong Kong to continue their studies thereunder.

As regards the number of dropouts, according to the provisional figures provided by the UGC-funded universities in December 2019, a total of 157¹ Mainland students applied for discontinuation of study in the first semester of 2019/20 academic year, compared with 151¹ cases in the same period of 2018/19 academic year. The decision to discontinue study is a matter of personal choice, which may be owing to employment, family reasons, health reasons, changing schools/institutions, financial difficulties, and academic performance, etc. Universities would be unable to assess whether the cases of discontinuation of study were relevant to social events.

¹ Including the number of students enrolled in UGC-funded and self-financing full-time and part-time programmes.

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0440)

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 8 universities funded by the University Grants Committee, will the Government inform this Committee of the following:

1. What are the respective amounts of annual fiscal reserves of the 8 institutions in each of the past 3 years? How much of them has not been designated for any specific purpose?
2. What are the numbers of students who dropped out from full-time undergraduate programmes in each of the 2018/19 and 2019/20 school years and the reasons for their drop-out?
3. What are the numbers of university students arrested and prosecuted in the past year by the 8 institutions, reasons for arrest and age distribution?

Asked by: Hon CHIANG Lai-wan (LegCo internal reference no.: 16)

Reply:

1. The University Grants Committee (UGC) allocates recurrent grants to the 8 UGC-funded universities in the form of a block grant, usually on a triennial basis, to tie in with the academic planning cycle of the UGC-funded sector. Following established practice, universities are allowed to carry unspent funds up to 20% of their respective total recurrent grants in a funding period to the next as the General and Development Reserve Fund. Unspent funds in excess of that level has to be returned to the UGC. Meanwhile, UGC-funded universities may set up restricted funds and utilise resources (such as donations and benefactions) having regard to their operational needs to cater for various financial arrangements in respect of campus development, research projects, investments and self-financing activities, etc. The specific arrangements, purposes and fund levels concerned are set out in the annual financial reports of the funded universities, while the relevant reports are also available on their websites. By consolidating the information in their financial reports, the balances of funds of universities from the 2017/18 to 2018/19 academic years are

provided at **Annex** for reference. The information for the 2019/20 academic year is not yet available.

- According to the information provided by UGC-funded universities, the numbers of students of UGC-funded full-time undergraduate programmes who discontinued their studies in the 2018/19 academic year, with a breakdown by reason for discontinuation of studies, are as follows. Figures for the 2019/20 academic year are not yet available.

Reason for discontinuation of studies		Number of students
Voluntary	Academic reason (e.g. continuation of study in another institution, unsatisfactory academic results)	549
	Non-academic reason (e.g. emigration, employment, financial considerations, health)	323
	Failure to provide any reason	162
Involuntary	Termination of study by university (e.g. terminated by university due to academic reasons or disciplinary reasons, prolonged absence without notifying the universities)	404
	Death	9
Total		1 447

- The UGC does not maintain information on the numbers of university students arrested and prosecuted.

**Balances of reserve funds of UGC-funded universities ^(Note 1)
in the 2017/18 and 2018/19 academic years**

	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU
Total fund amount ^(Note 2) (\$ million)								
2017/18	8,737	6,230	2,365	23,680	3,025	9,592	12,173	27,340
2018/19	8,933	6,364	2,361	24,724	3,016	9,831	12,648	27,723

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 (including the General and Development Reserve Fund) and non-UGC-funded reserves (mainly self-financed reserves, donations and benefactions, etc.).

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0011)

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. 2015/16 to 2019/20 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. 2015/16 to 2019/20 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. 2015/16 to 2019/20 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. 2015/16 to 2019/20 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. 2015/16 to 2019/20 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. 2015/16 to 2019/20 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. 2015/16 to 2019/20 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. 2015/16 to 2019/20 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. 2015/16 to 2019/20 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), undergraduate (Ug), taught postgraduate (TPg) and research postgraduate (RPg) programmes by university and broad academic programme category (APC) from the 2018/19 to 2019/20 academic years are at **Annexes A1 to A4**.

The same details covering the 2015/16 to 2017/18 academic years were set out in our reply (Reply Serial No. EDB238) to the relevant question (Question Serial No. 2959) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2019-20 in 2019. They 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 2015/16 to 2018/19 academic years are set out below:

Level of study	Average student unit cost ^{Note 2}			
	2015/16	2016/17	2017/18	2018/19 ^{Note 1}
SD	\$172,000	\$176,000	\$190,000	\$199,000
Ug	\$237,000	\$242,000	\$251,000	\$265,000
TPg	\$230,000	\$232,000	\$243,000	\$265,000
RPg	\$548,000	\$568,000	\$581,000	\$621,000

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 2019/20 academic year are not yet available since the 2019/20 academic year has not yet finished. 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 2018/19 to 2019/20 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 2015/16 to 2017/18 academic years were set out in our reply (Reply Serial No. EDB238) to the relevant question (Question Serial No. 2959) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2019-20 in 2019. They are not repeated herein.

5(ii) to 7.

Based on 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 engaged, and the payroll expenses for these staff of self-financing programmes for the 2015/16 to 2018/19 academic years are set out at **Annexes D and E**. The universities are currently unable to provide information for the 2019/20 academic year.

Based on information provided by the UGC-funded universities, the surpluses/deficits of self-financing programmes for the 2015/16 to 2018/19 academic years are at **Annex F**. The universities are currently unable to provide information for the 2019/20 academic year.

Based on the annual financial reports of the UGC-funded universities, the surpluses/deficits and total liabilities of each university for the 2015/16 to 2018/19 academic years are at **Annex G**, while the relevant reports are also available on the universities' websites. The universities are currently unable to provide information for the 2019/20 academic year.

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.

Approved Intake Places, Approved Student Number Targets and Student Enrolment of UGC-funded Sub-degree Programmes by University and Broad Academic Programme Category, 2018/19 to 2019/20

(Full-time equivalent)

Academic year	University	Broad Academic Programme Category	Approved intake place	Approved student number target	Student enrolment	
2018/19	CityU	Engineering and Technology	432	841	674	
		Sub-total	432	841	674	
	EdUHK	Sciences	16	32	36	
		Social Sciences	0	0	14	
		Arts and Humanities	1	3	60	
		Education	600	964	981	
		Sub-total	617	1 000	1 091	
	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	2 825	
	2019/20 (Provisional)	CityU	Engineering and Technology	432	841	496
			Sub-total	432	841	496
EdUHK		Sciences	2	5	27	
		Social Sciences	3	6	18	
		Arts and Humanities	18	36	61	
		Education	558	901	911	
		Sub-total	580	948	1 017	
PolyU		Sciences	99	198	131	
		Engineering and Technology	498	996	783	
		Arts and Humanities	-	-	1	
		Sub-total	597	1 194	915	
Total			1 609	2 983	2 428	

Notes:

1. Since some UGC-funded programmes are related 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 represents less than 0.5.
2. “-” denotes nil.
3. Abbreviations
CityU City University of Hong Kong
EdUHK The Education University of Hong Kong
PolyU The Hong Kong Polytechnic University

**Approved Intake Places, Approved Student Number Targets and Student Enrolment
of UGC-funded Undergraduate Programmes by University and
Broad Academic Programme Category, 2018/19 to 2019/20**

(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		
2018/19	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
		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

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	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
		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	
2019/20 (Provisional)	CityU	Medicine, Dentistry and Health	68	1	-	181	177
		Sciences	473	128	-	2 112	2 477
		Engineering and Technology	420	190	-	2 084	2 330
		Business and Management	644	394	-	3 402	4 036

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		
		Social Sciences	300	392	-	2 025	2 288
		Arts and Humanities	190	290	-	1 366	1 562
		Sub-total	2 095	1 395	-	11 170	12 870
	HKBU	Medicine, Dentistry and Health	45	-	-	240	267
		Sciences	214	100	-	1 021	1 140
		Business and Management	226	140	-	1 192	1 377
		Social Sciences	313	199	-	1 717	1 838
		Arts and Humanities	266	186	-	1 453	1 653
		Education	84	21	40	477	505
		Sub-total	1 148	646	40	6 100	6 781
	LU	Sciences	8	-	-	8	21
		Business and Management	173	46	-	781	838
		Social Sciences	105	29	-	535	627
		Arts and Humanities	236	55	-	1 051	1 097
		Sub-total	521	130	-	2 374	2 583
	CUHK	Medicine, Dentistry and Health	622	118	-	3 310	3 324
		Sciences	599	70	-	2 631	3 258
		Engineering and Technology	465	14	-	1 926	2 206
		Business and Management	558	16	-	2 338	3 067
		Social Sciences	554	63	-	2 385	3 050
		Arts and Humanities	396	84	-	1 830	2 173
		Education	63	39	-	374	386
		Sub-total	3 257	404	-	14 794	17 464
	EdUHK	Sciences	78	11	6	420	455
		Business and Management	9	1	0	61	67
		Social Sciences	52	55	8	361	469
		Arts and Humanities	257	84	39	1 522	1 634
		Education	214	33	280	1 950	2 165
		Sub-total	609	184	334	4 313	4 791
	PolyU	Medicine, Dentistry and Health	722	55	-	3 180	3 133
Sciences		233	236	-	1 397	1 689	
Engineering and Technology		708	697	-	4 281	4 872	
Business and Management		427	405	-	2 593	3 429	

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		
		Social Sciences	50	72	-	362	374
		Arts and Humanities	182	286	-	1 352	1 444
		Sub-total	2 322	1 750	-	13 165	14 941
	HKUST	Sciences	653	43	-	2 437	2 937
		Engineering and Technology	598	72	-	2 544	3 217
		Business and Management	604	33	-	2 556	3 032
		Social Sciences	148	2	-	537	623
		Arts and Humanities	32	-	-	115	124
		Sub-total	2 034	151	-	8 189	9 933
		HKU	Medicine, Dentistry and Health	707	25	-	3 494
	Sciences		432	88	-	1 989	2 865
	Engineering and Technology		581	45	-	2 489	3 046
	Business and Management		271	5	-	1 089	1 735
	Social Sciences		581	55	-	2 505	3 255
	Arts and Humanities		386	51	-	1 687	1 905
	Education		57	70	-	482	511
	Sub-total		3 014	340	-	13 735	16 823
	Total	15 000	5 000	374	73 840	86 185	

Notes:

- Since some UGC-funded programmes are related 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 represents less than 0.5.
- "-" 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

**Approved Intake Places, Approved Student Number Targets and Student Enrolment
of UGC-funded Taught Postgraduate Master Programmes by University and
Broad Academic Programme Category, 2018/19 to 2019/20**

(Full-time equivalent)						
Academic year	University	Broad Academic Programme Category	Approved intake place	Approved student number target	Student enrolment	
2018/19	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	
	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
	2019/20 (Provisional)	CityU	Social Sciences	53	53	53
Sub-total			53	53	53	
HKBU		Education	67	127	131	
		Sub-total	67	127	131	
CUHK		Medicine, Dentistry and Health	49	68	65	
		Engineering and Technology	40	80	80	
		Social Sciences	36	36	36	
		Education	296	413	434	
		Sub-total	421	597	615	

Academic year	University	Broad Academic Programme Category	Approved intake place	Approved student number target	Student enrolment	
	EdUHK	Sciences	31	44	71	
		Business and Management	1	1	1	
		Social Sciences	23	30	37	
		Arts and Humanities	49	64	78	
		Education	127	192	286	
		Sub-total	231	331	473	
	PolyU	Medicine, Dentistry and Health	20	20	20	
		Sub-total	20	20	20	
	HKU	Medicine, Dentistry and Health	42	94	84	
		Engineering and Technology	111	218	212	
		Social Sciences	134	137	142	
		Education	203	276	276	
		Sub-total	489	725	713	
	Total			1 280	1 852	2 005

Notes:

1. There are only master's programmes but no doctoral programmes for UGC-funded TPg programmes.
2. Since some UGC-funded programmes are related 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 represents 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

Approved Student Number Targets and Student Enrolment of UGC-funded Research Postgraduate Programmes by University and Broad Academic Programme Category, 2018/19 to 2019/20

(Full-time equivalent)

Academic year	University	Broad Academic Programme Category	Approved student number target	Student enrolment	
				MPhil programme	PhD programme
2018/19	CityU	Medicine, Dentistry and Health	611	1	50
		Sciences		1	351
		Engineering and Technology		1	460
		Business and Management		-	118
		Social Sciences		-	83
		Arts and Humanities		-	82
		Sub-total		2	1 144
	HKBU	Medicine, Dentistry and Health	236	4	10
		Sciences		13	93
		Engineering and Technology		0	2
		Business and Management		-	14
		Social Sciences		9	35
		Arts and Humanities		12	35
		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	

Academic year	University	Broad Academic Programme Category	Approved student number target	Student enrolment		
				MPhil programme	PhD programme	
		Sub-total		8	86	
	PolyU	Medicine, Dentistry and Health	607	3	55	
		Sciences		57	180	
		Engineering and Technology		27	360	
		Business and Management		10	76	
		Social Sciences		1	33	
		Arts and Humanities		0	45	
		Sub-total		98	750	
	HKUST	Sciences	1 082	128	429	
		Engineering and Technology		169	520	
		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	
		Education		6	120	
		Sub-total		330	1 731	
	Total			5 595	1 225	6 658
	2019/20 (Provisional)	CityU	Medicine, Dentistry and Health	613	-	67
			Sciences		-	447
			Engineering and Technology		-	528
Business and Management			-		116	
Social Sciences			-		88	
Arts and Humanities			-		79	
Sub-total			-		1 326	
HKBU		Medicine, Dentistry and Health	232	8	13	
		Sciences		18	98	

Academic year	University	Broad Academic Programme Category	Approved student number target	Student enrolment	
				MPhil programme	PhD programme
		Engineering and Technology		0	1
		Business and Management		-	18
		Social Sciences		6	33
		Arts and Humanities		11	47
		Education		1	10
		Sub-total		44	221
	LU	Business and Management	59	11	6
		Social Sciences		10	19
		Arts and Humanities		16	24
		Sub-total		37	49
	CUHK	Medicine, Dentistry and Health	1 429	39	430
		Sciences		94	515
		Engineering and Technology		15	372
		Business and Management		4	70
		Social Sciences		76	212
		Arts and Humanities		88	160
		Education		4	49
		Sub-total		320	1 809
	EdUHK	Education	87	3	96
		Sub-total		3	96
	PolyU	Medicine, Dentistry and Health	602	1	53
		Sciences		43	201
		Engineering and Technology		28	413
		Business and Management		23	56
		Social Sciences		0	30
		Arts and Humanities		1	51
		Sub-total		96	804
HKUST	Sciences	1 082	115	450	
	Engineering and Technology		144	487	
	Business and Management		37	45	
	Social Sciences		17	31	
	Arts and Humanities		9	11	
	Sub-total		322	1 024	

Academic year	University	Broad Academic Programme Category	Approved student number target	Student enrolment	
				MPhil programme	PhD programme
	HKU	Medicine, Dentistry and Health	1 491	119	484
		Sciences		73	453
		Engineering and Technology		33	444
		Business and Management		-	83
		Social Sciences		27	190
		Arts and Humanities		39	106
		Education		6	128
		Sub-total		296	1 888
	Total	5 595	1 118	7 216	

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 normative 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 related 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 represents less than 0.5.
4. “-” denotes nil.
5. Abbreviations
CityU City University of Hong Kong
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EdUHK The Education University of Hong Kong
PolyU The Hong Kong Polytechnic University
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HKU The University of Hong Kong

**Estimated Intake Places of Full-time Locally-accredited Self-financing Sub-degree,
First-year-first-degree and Top-up Degree Programmes by Institution,
2018/19 to 2019/20**

Institution	2018/19 academic year				2019/20 academic year			
	Estimated intake place				Estimated intake place			
	SD	FYFD ^[1]	Top-up degree	Total	SD ^[1]	FYFD ^[1]	Top-up degree	Total
Caritas Bianchi College of Careers	200	-	-	200	160	-	-	160
Caritas Institute of Community Education	138	-	-	138	80	-	-	80
Caritas Institute of Higher Education	140	300	60	500	150	490	70	710
Centennial College ^[2]	-	50	80	130	-	-	-	-
Chu Hai College of Higher Education	-	632	198	830	-	602	198	800
City University of Hong Kong and its School of Continuing and Professional Education	2 700	600	900	4 200	-	390	400	790
Community College of City University/UOW College Hong Kong					2 600	150	150	2 900
Gratia Christian College	60	100	80	240	120	100	80	300
The Hang Seng University of Hong Kong	-	1 210	350	1 560	-	1 100	365	1 465
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 430	-	-	1 430	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	1 595	300 ^[3]	961	2 856	1 855	380 ^[3]	847	3 082
Hong Kong College of Technology and HKCT Institute of Higher Education	200	15	30	245	280	35	20	335
Hong Kong Institute of Technology	200	50	100	350	150	30	100	280
Hong Kong Nang Yan College of Higher Education	-	120	25	145	45	120	25	190
Hong Kong Shue Yan University	-	980	185	1 165	-	950	185	1 135

Institution	2018/19 academic year				2019/20 academic year			
	Estimated intake place				Estimated intake place			
	SD	FYFD ^[1]	Top-up degree	Total	SD ^[1]	FYFD ^[1]	Top-up degree	Total
Lingnan University and Lingnan Institute of Further Education	525	-	-	525	590	-	-	590
Savannah College of Art and Design, Inc.	-	300	-	300	-	300	-	300
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 050	-	200	1 250	794	-	-	794
The Education University of Hong Kong	-	221	200	421	-	40	230	270
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development/Hong Kong Community College	4 840	-	1 400	6 240	4 900	-	1 430	6 330
The Hong Kong University of Science and Technology	-	50	-	50	-	50	-	50
The Open University of Hong Kong and its Li Ka Shing Institute of Professional and Continuing Education	985	1 963	1 126	4 074	1 110	2 192	1 453	4 755
HKU School of Professional and Continuing Education/HKU SPACE Community College	3 500	120	145	3 765	3 400	43	160	3 603
Tung Wah College	380	655	340	1 375	340	895	340	1 575
Vocational Training Council	1 425	866	2 563	4 854	1 110	846	2 421	4 377
Yew Chung College of Early Childhood Education	120	30	-	150	120	35	35	190
YMCA College of Careers	30	-	-	30	30	-	-	30

Notes:

[1] Figures include places for the Study Subsidy Scheme for Designated Professions/Sectors.

[2] Centennial College has ceased to enrol students from the 2019/20 academic year.

[3] Figures include places of part-time programmes of the institutions concerned.

“-” Denotes relevant programmes were not offered.

**Actual Intakes of Full-time Locally-accredited Self-financing Sub-degree,
First-year-first-degree and Top-up Degree Programmes
by Institution, 2018/19 to 2019/20**

Institution	2018/19 academic year				2019/20 academic year			
	Actual intakes				Actual intakes ^[1]			
	SD	FYFD ^[2]	Top-up degree	Total	SD ^[2]	FYFD ^[2]	Top-up degree	Total
Caritas Bianchi College of Careers	110	-	-	110	160	-	-	160
Caritas Institute of Community Education	61	-	-	61	19	-	-	19
Caritas Institute of Higher Education	148	290	70	508	176	441	96	713
Centennial College ^[3]	-	21	14	35	-	-	-	-
Chu Hai College of Higher Education	-	115	66	181	-	85	81	166
City University of Hong Kong and its School of Continuing and Professional Education	2 758	235	507	3 500	-	186	274	460
Community College of City University/UOW College Hong Kong					2 139	54	166	2 359
Gratia Christian College	14	24	1	39	38	13	37	88
The Hang Seng University of Hong Kong	-	926	478	1 404	-	1 355	880	2 235
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 118	-	-	1 118	1 216	-	-	1 216
Hong Kong Art School	37	52	-	89	48	@	-	48
Hong Kong Baptist University and its School of Continuing Education/College of International Education	1 881	185	889	2 955	1 817	280	659	2 756
Hong Kong College of Technology and HKCT Institute of Higher Education	216	@	@	216	253	@	@	253
Hong Kong Institute of Technology	116	55	46	217	145	29	83	257
Hong Kong Nang Yan College of Higher Education	-	45	-	45	-	31	1	32
Hong Kong Shue Yan University	-	961	267	1 228	-	870	375	1 245
Lingnan University and Lingnan Institute of Further Education	513	-	-	513	458	29	-	487

Institution	2018/19 academic year				2019/20 academic year			
	Actual intakes				Actual intakes ^[1]			
	SD	FYFD ^[2]	Top-up degree	Total	SD ^[2]	FYFD ^[2]	Top-up degree	Total
Savannah College of Art and Design, Inc.	-	171	-	171	-	156	-	156
School of Continuing and Professional Studies, The Chinese University of Hong Kong	906	-	64	970	827	-	-	827
The Education University of Hong Kong	-	137	195	332	-	29	168	197
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development/Hong Kong Community College	4 645	-	1 234	5 879	5 036	-	1 104	6 140
The Hong Kong University of Science and Technology	-	48	-	48	-	44	-	44
The Open University of Hong Kong and its Li Ka Shing Institute of Professional and Continuing Education	841	1 551	1 561	3 953	1 091	1 748	1 358	4 197
HKU School of Professional and Continuing Education/HKU SPACE Community College	3 440	49	124	3 613	3 468	46	135	3 649
Tung Wah College	229	443	146	818	205	536	150	891
Vocational Training Council	1 696	435	2 481	4 612	1 444	322	2 369	4 135
Yew Chung College of Early Childhood Education	100	10	20	130	95	21	15	131
YMCA College of Careers	8	-	-	8	4	-	-	4

Notes:

[1] Provisional figures as at late October 2019. The final actual intakes may vary.

[2] Figures include places for the Study Subsidy Scheme for Designated Professions/Sectors.

[3] Centennial College has ceased to enrol students from the 2019/20 academic year.

“-” Denotes relevant programmes were not offered.

@ The institution did not provide the figures.

Average Annual Tuition Fees of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes by Institution, 2018/19 to 2019/20 (Tuition Fee Not Yet Deducted by Any Appropriate Subsidy)

Institution	2018/19 academic year			2019/20 academic year		
	SD	FYFD	Top-up degree	SD	FYFD	Top-up degree
Caritas Bianchi College of Careers	54,070 - 66,885	-	-	55,970 - 69,230	-	-
Caritas Institute of Community Education	54,600 - 56,250	-	-	54,600	-	-
Caritas Institute of Higher Education	56,250 - 64,680	74,305 - 107,240	74,583 - 77,385	58,225 - 66,950	75,418 - 108,850	75,703 - 78,545
Centennial College	-	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]	50,400 - 84,950	79,800 - 120,000	80,000 - 109,800	-	82,800	88,000 - 115,200
Community College of City University/UOW College Hong Kong ^[1]				50,400 - 84,950	71,500	74,000 - 96,000
Gratia Christian College	63,500	65,500 - 66,500	68,000	50,750 - 64,000	66,483	69,020
The Hang Seng University of Hong Kong	-	85,500	87,267 - 90,800	-	86,750	88,533 - 92,100
HKU SPACE Po Leung Kuk Stanley Ho Community College	55,000	-	-	57,000	-	-
Hong Kong Art School ^[1]	53,535	93,220	-	55,140	94,610	-
Hong Kong Baptist University and its School of Continuing Education/College of International Education ^[1]	47,250 - 57,000	58,720	82,500 - 158,000	49,140 - 57,000	58,720 - 94,200	82,500 - 109,980

Institution	2018/19 academic year			2019/20 academic year		
	SD	FYFD	Top-up degree	SD	FYFD	Top-up degree
Hong Kong College of Technology and HKCT Institute of Higher Education	52,360 - 62,700	69,225 - 84,790	72,550 - 86,180	54,500 - 65,142	82,752 - 86,071	87,482
Hong Kong Institute of Technology ^[1]	42,000 - 65,000	59,880	59,880	42,000 - 65,000	69,000	59,880 - 74,000
Hong Kong Nang Yan College of Higher Education	-	66,500 - 77,000	66,500 - 80,800	70,000	67,500 - 78,100	67,500
Hong Kong Shue Yan University	-	69,300	69,300	-	70,500	70,500
Lingnan University and Lingnan Institute of Further Education	53,100 - 66,800	-	-	55,200 - 69,500	100,000	-
Savannah College of Art and Design, Inc. ^[1]	-	292,514	-	-	298,775	-
School of Continuing and Professional Studies, The Chinese University of Hong Kong ^[1]	51,770 - 78,660	-	91,200 - 127,800	56,700 - 80,040	-	-
The Education University of Hong Kong	-	98,000	98,000 - 107,800	-	98,000	98,000 - 107,800
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development/Hong Kong Community College	55,950 - 66,563	-	72,000 - 95,220	57,900 - 68,895	-	74,250 - 98,550
The Hong Kong University of Science and Technology	-	260,000	-	-	244,703	-
The Open University of Hong Kong and its Li Ka Shing Institute of Professional and Continuing Education	59,400 - 90,990	73,070 - 118,700	73,070 - 127,268	59,400 - 95,540	74,166 - 120,481	74,166 - 106,000

Institution	2018/19 academic year			2019/20 academic year		
	SD	FYFD	Top-up degree	SD	FYFD	Top-up degree
HKU School of Professional and Continuing Education/HKU SPACE Community College ^[1]	55,000 - 76,000	56,800	54,900 - 110,700	57,000 - 79,000	59,200	54,900 - 110,700
Tung Wah College	55,700 - 90,800	65,025 - 135,482	71,600 - 112,767	57,650 - 92,200	66,000 - 140,675	71,600 - 133,913
Vocational Training Council ^[1]	55,400 - 56,600	80,355 - 104,445	64,296 - 103,125	56,600 - 57,800	81,510 - 105,930	65,284 - 105,930
Yew Chung College of Early Childhood Education	71,000	85,000	85,000	73,850	88,400	88,400
YMCA College of Careers	53,500	-	-	53,500	-	-

Notes:

[1] Institutions offering locally-accredited non-local FYFD and/or top-up degree programmes.

“-” Denotes relevant programmes were not offered.

Centennial College has ceased to enrol students from the 2019/20 academic year.

**Number of Programmes Offered, Actual Intakes and Total Tuition Fees of
Locally-accredited Self-financing
Taught Postgraduate Programmes by Institution, 2018/19 to 2019/20**

Institution	2018/19			2019/20 #		
	No. of programme	Actual intakes	Total tuition fee (\$)	No. of programme	Actual intakes	Total tuition fee (\$)
Chu Hai College of Higher Education	5	37	80,000 - 200,000	5	Not available	80,000 - 200,000
City University of Hong Kong	61	3 689	44,280 – 714,210	60	Not available	48,360 - 1,000,000
The Hang Seng University of Hong Kong	1	-	100,800	5	Not available	100,800 -120,000
Hong Kong Baptist University	71	541	65,000 - 590,000	73	Not available	65,000 - 590,000
Hong Kong Shue Yan University	10	39	76,800 - 180,000	10	Not available	76,800 - 180,000
Lingnan University	14	32	52,000 - 158,000	15	Not available	52,000 - 188,000
Savannah College of Art and Design, Inc.	8	3	290,859 - 587,535	8	Not available	298,181 - 602,326
The Chinese University of Hong Kong	179	2 569	63,000 - 710,000	173	Not available	66,000 - 764,000
The Hong Kong Academy for Performing Arts	10	43	202,000 - 244,200	10	Not available	202,000 - 244,200
The Education University of Hong Kong	29	274	98,400 - 382,320	31	Not available	120,000 - 401,436
The Hong Kong Polytechnic University	171	2 315	90,000 - 707,400	179	Not available	17,050 - 851,700
The Hong Kong University of Science and Technology	66	636	55,000 - 1,288,000	68	Not available	60,000 - 1,377,000
The Open University of Hong Kong	40	267	31,500 - 231,600	41	Not available	31,500 - 231,600
The University of Hong Kong	212	2 728	14,300 - 1,420,848	222	Not available	15,000 - 1,628,400

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.

**Number of Programmes Offered, Actual Intakes and Total Tuition Fees of
Locally-accredited Self-financing Research Postgraduate Programmes by Institution,
2018/19 to 2019/20**

Institution	2018/19			2019/20 (Provisional)		
	No. of programme	Actual intakes	Total tuition fee (\$)	No. of programme	Actual intakes	Total tuition fee (\$)
City University of Hong Kong	Not applicable#	139	Not available	Not applicable#	138	Not available
Hong Kong Baptist University		21			23	
Lingnan University		0			2	
The Chinese University of Hong Kong		113			118	
The Hong Kong Polytechnic University		128			132	
The Hong Kong University of Science and Technology		130			210	
The University of Hong Kong		86			93	
The Open University of Hong Kong	2	1	2	Not available	138,000 – 207,000	
Hong Kong Shue Yan University	24	6	24			

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 master and doctoral 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.

Tuition Fee Income from Self-financing Programmes Offered by UGC-funded Universities^{Note}
2015/16 to 2018/19 academic years

University (\$ million)	City University of Hong Kong				Hong Kong Baptist University				Lingnan University				The Chinese University of Hong Kong			
	15/16	16/17	17/18	18/19	15/16	16/17	17/18	18/19	15/16	16/17	17/18	18/19	15/16	16/17	17/18	18/19
SD	1	2	2	3	197	196	202	207	78	70	66	74	160	157	152	164
Ug	264	224	217	218	201	190	182	178	8	4	3	1	10	7	4	3
TPg	570	569	614	727	281	249	296	349	41	47	68	108	815	811	873	993
RPg	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	835	795	833	948	679	635	680	734	127	121	137	183	985	975	1,029	1,160
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			
	15/16	16/17	17/18	18/19	15/16	16/17	17/18	18/19	15/16	16/17	17/18	18/19	15/16	16/17	17/18	18/19
SD	16	5	0	0	355	386	512	533	0	0	0	0	474	476	456	512
Ug	120	117	107	101	459	399	356	298	13	9	12	14	237	197	153	164
TPg	84	98	111	152	519	551	578	622	501	474	591	691	789	831	951	1,135
RPg	0	0	0	0	0	0	16	17	0	0	2	2	0	0	0	0
Total	220	220	218	253	1,333	1,336	1,462	1,470	514	483	605	707	1,500	1,504	1,560	1,811

Source: Information provided by UGC-funded universities.

Figures may not add up to the total 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 within the university proper and those provided by other self-financing operations.

Number of Academic and Non-academic Staff Engaged in Self-financing Programmes Offered by UGC-funded Universities and Related Payroll Costs ^{Note 1}
2015/16 to 2018/19 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
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		
2018/19 academic year																
Academic staff	262	118	391	405	40	18	224	334	1	48	441	1 227	14	4	Not available	
Non-academic staff	Not available ^{Note 3}		229	19	85	3	378	2	23	11	157	733	87	-		
Total	262	118	620	424	125	21	602	336	24	59	598	1 960	101	4		

Source: Information provided by UGC-funded universities.

Notes:

- (1) 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.

- (2) The number of staff 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 not available 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 2015/16 to 2016/17 academic years. The number of full-time and part-time staff was reported on a headcount basis for the 2017/18 and 2018/19 academic years.
- (5) The Chinese University of Hong Kong reported the number of full-time 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 the number of staff, both academic and non-academic, is not readily available.

(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
2015/16 academic year																
Academic staff	242		236		42		234		73		540		65		692	
Non-academic staff	25		56		24		133		14		120		50			
Total	267		292		66		367		87		660		115			
2016/17 academic year																
Academic staff	247		229		34		236		73		540		73		733	
Non-academic staff	26		65		28		152		14		126		54			
Total	273		294		62		388		87		666		127			
2017/18 academic year																
Academic staff	255		243		37		233		64		537		79		735	
Non-academic staff	28		70		31		156		16		133		55			
Total	283		313		68		389		80		670		134			
2018/19 academic year																
Academic staff	269		250		41		219		58		491		83		826	
Non-academic staff	34		70		31		161		15		119		55			
Total	303		320		72		380		73		610		138			

Source: Information provided by UGC-funded universities.

Figures may not add up to the total due to rounding.

"FT" stands for full-time and "PT" stands for part-time.

Surplus/Deficit from Self-financing Programmes Offered by UGC-funded Universities^{Note}
2015/16 to 2018/19 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)								
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
2018/19	250	79	36	456	17	142	217	579

Source: Information provided by UGC-funded universities.

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.

Surplus/Deficit and Total Liabilities of UGC-funded Universities ^{Note 1}
2015/16 to 2018/19 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)								
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
2018/19	231	94	4	1,094	2	376	327	427
Total Liabilities ^{Note 2} (\$ million)								
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
2018/19	4,856	2,699	425	4,625	664	6,924	2,637	5,928

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 : Including accounts payables and accruals, loans and borrowings, deferred income, etc.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0012)

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 (2015/16 to 2019/20) and the estimated figures for the 2020/21 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.: 26)

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 2015/16 to 2019/20 academic years are at **Annex A**. Projection for the 2020/21 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 2015/16 to 2019/20 academic years are at **Annex B** and the corresponding percentages of staff changes are at **Annex C**. A breakdown for teaching and non-teaching staff and the estimated figures for the 2020/21 academic year are not available.

3. As provided by the UGC-funded universities, the changes in the number of senior staff from the 2015/16 to 2019/20 academic years are at **Annex D**. The estimated figures for the 2020/21 academic year are not available. As regards the expenditure on salaries of senior staff, the UGC has not sought to control the actual expenditure on salaries in the universities for funding purposes since the deregulation of salary scales of UGC-funded universities in 2003. The information requested is thus not available.
4. The bulk of Government subvention to the 8 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 the universities (including expenditure on salaries and benefits) is not solely covered by Government funding, while universities have other sources of income such as tuition fees and other fees, interest and investment income, donations and benefactions, auxiliary services and other incomes. Apportionment of expenditure on salaries and benefits by funding source is not available.

Nevertheless, the expenditure on salaries and benefits and the income for the 2015/16 to 2018/19 academic years of the 8 UGC-funded universities according to their annual financial reports are set out at **Annex E** for reference. Information for the 2019/20 academic year and projection for the 2020/21 academic year are not available.

**Numbers and Percentages of Part-time Academic Staff in Academic Departments
of UGC-funded Universities with Salaries Wholly Funded by
General Funds, 2015/16 to 2019/20 Academic Years⁽¹⁾**

(Headcount)

Academic year	University							
	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU
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	-	-	1 (0.7%)	6 (0.6%)	5 (1.4%)	54 (5.8%)	16 (2.9%)	7 (0.7%)
2019/20 (Provisional)	-	-	1 (0.7%)	7 (0.7%)	4 (1.4%)	48 (5.3%)	8 (1.4%)	3 (0.3%)

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

**Numbers and Percentages of Staff on Contract and Substantive Appointment
in UGC-funded Universities, 2015/16 to 2019/20 Academic Years**

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

University	Contract staff		Long-term contract staff		Substantive staff	
	No.	%	No.	%	No.	%
CityU	1 261	43.2%	1	0.03%	1 654	56.7%
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	1 302	42.8%	115	3.8%	1 628	53.4%
HKUST	1 255	48.7%	33	1.3%	1 287	50.0%
HKU	3 115	62.0%	124	2.5%	1 785	35.5%

2019/20 Academic Year (Provisional)

University	Contract staff		Long-term contract staff		Substantive staff	
	No.	%	No.	%	No.	%
CityU	1 308	44.1%	1	0.03%	1 654	55.8%
HKBU	937	58.5%	0	0%	664	41.5%
LU	288	52.3%	117	21.2%	146	26.5%
CUHK	2 564	54.3%	32	0.7%	2 119	45.0%
EdUHK	723	55.1%	74	5.6%	515	39.3%
PolyU	1 318	43.7%	113	3.7%	1 588	52.6%
HKUST	1 366	53.2%	28	1.1%	1 173	45.7%
HKU	3 399	65.9%	105	2.0%	1 653	32.1%

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. The figures of CityU, HKBU and EdUHK exclude research, honorary academic and part-time staff; the figures of HKUST 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 general funds. Honorary and adjunct appointees, as well as temporary or part-time staff members, are excluded.

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

**Staff Changes in UGC-funded Universities
2015/16 to 2019/20 Academic Years**

Total Staff Number –

University	2015/16	2016/17	2017/18	2018/19	2019/20 (Provisional)
CityU	2 870	2 890	2 899	2 916	2 963
HKBU	1 497	1 530	1 572	1 599	1 601
LU	515	531	545	552	551
CUHK	4 546	4 608	4 613	4 644	4 715
EdUHK	1 234	1 251	1 270	1 297	1 312
PolyU	3 114	3 116	3 089	3 045	3 019
HKUST	2 538	2 575	2 579	2 575	2 567
HKU	4 926	4 925	4 924	5 024	5 157

University	Changes between 2015/16 and 2016/17		Changes between 2016/17 and 2017/18	
	No.	% change	No.	% change
CityU	+20	+0.7%	+9	+0.3%
HKBU	+33	+2.2%	+42	+2.8%
LU	+16	+3.1%	+14	+2.6%
CUHK	+62	+1.3%	+5	+0.1%
EdUHK	+17	+1.4%	+19	+1.5%
PolyU	+2	+0.1%	-27	-0.9%
HKUST	+37	+1.5%	+4	+0.2%
HKU	-1	-0.02%	-1	-0.02%

University	Changes between 2017/18 and 2018/19		Changes between 2018/19 and 2019/20	
	No.	% change	No.	% change
CityU	+17	+0.6%	+47	+1.6%
HKBU	+27	+1.7%	+2	+0.1%
LU	+7	+1.3%	-1	-0.2%
CUHK	+31	+0.7%	+71	+1.5%
EdUHK	+27	+2.1%	+15	+1.2%
PolyU	-44	-1.4%	-26	-0.9%
HKUST	-4	-0.2%	-8	-0.3%
HKU	+100	+2.0%	+133	+2.6%

Notes:

1. The staff numbers of The Hong Kong Polytechnic University only include those whose salaries are wholly funded by general funds 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

**Numbers of Senior Staff in UGC-funded Universities
2015/16 to 2019/20 Academic Years**

University	2015/16	2016/17	2017/18	2018/19	2019/20 (Provisional)
CityU	394 (+15)	414 (+20)	445 (+31)	478 (+33)	528 (+50)
HKBU	127 (-2)	123 (-4)	129 (+6)	134 (+5)	136 (+2)
LU	52 (-4)	54 (+2)	51 (-3)	50 (-1)	51 (+1)
CUHK	309 (-14)	307 (-2)	293 (-14)	290 (-3)	304 (+14)
EdUHK	118 (+3)	117 (-1)	119 (+2)	123 (+4)	133 (+10)
PolyU	481 (+35)	480 (-1)	484 (+4)	506 (+22)	494 (-12)
HKUST	327 (-6)	322 (-5)	333 (+11)	317 (-16)	326 (+9)
HKU	371 (0)	382 (+11)	372 (-10)	380 (+8)	376 (-4)

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 general 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

Expenditure on Salaries and Benefits and Income of UGC-funded universities ^{Note 1}
2015/16 to 2018/19 Academic Years

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.

2018/19 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	2,965	2,923	2,254	5,177
HKBU	2,051	1,438	1,747	3,185
LU	602	502	434	936
CUHK	5,492	5,121	4,503	9,624
EdUHK	1,215	1,064	707	1,771
PolyU	3,821	3,839	2,587	6,426
HKUST	2,716	2,819	2,132	4,951
HKU	5,992	5,246	4,418	9,664
Total	24,854	22,953	18,781	41,734

Source: Financial reports of UGC-funded universities.

Figures may not add up due to rounding.

Notes:

1. The financial information set out in this annex only covered those activities at university level (i.e. excluding subsidiaries).
2. Government funding includes UGC funding (mainly comprises block grants, Earmarked Research Grants administered by the Research Grants Council, other earmarked grants and matching grants, etc) and other funding provisions 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.

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**EDB249****(Question Serial No. 0015)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not specifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Prof James TANG)Director of Bureau: Secretary for EducationQuestion:

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 (2015/16 to 2019/20):

Sources of income	Institutions (\$m) (as a % of total income)							
	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								

Sources of income	Institutions (\$m) (as a % of total income)							
	CityU	HKBU	LU	CUHK	EUHK	PolyU	HKUST	HKU
Interest 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.: 45)

Reply:

1. Total income by source of the eight University Grants Committee (UGC)-funded universities for the 2015/16 to 2018/19 academic years, based on universities' annual financial reports, is provided at **Annex A**, while the relevant reports are also available on their websites. The universities are currently unable to provide information for the 2019/20 academic year.
2. A list of subsidiaries / principal subsidiaries of UGC-funded universities as disclosed in their 2018/19 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.

Total income by source of the University Grants Committee (UGC)-funded universities for the 2015/16 to 2018/19 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)	%
	(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)		
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%
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%

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)		
2016/17																		
Government Subventions																		
Subventions from UGC <small>Note 1</small>	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 <small>Note 2</small>	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 <small>Note 1</small>	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 <small>Note 2</small>	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%

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)		
2018/19																		
Government Subventions																		
Subventions from UGC <small>Note 1</small>	2,756	53.2%	1,373	43.1%	492	52.5%	4,791	49.8%	983	55.5%	3,600	56.0%	2,664	53.8%	4,981	51.5%	21,639	51.8%
Subventions from Gov't Agencies <small>Note 2</small>	167	3.2%	65	2.0%	11	1.1%	331	3.4%	81	4.6%	239	3.7%	155	3.1%	266	2.7%	1,314	3.1%
Sub-total	2,923	56.5%	1,438	45.1%	502	53.6%	5,121	53.2%	1,064	60.1%	3,839	59.7%	2,819	56.9%	5,246	54.3%	22,953	55.0%
Tuition and other sources of income																		
Tuition and other fees	1,775	34.3%	1,211	38.0%	312	33.3%	2,305	23.9%	541	30.6%	1,559	24.3%	1,383	27.9%	2,145	22.2%	11,231	26.9%
Interest and investment income	215	4.2%	182	5.7%	54	5.8%	474	4.9%	52	2.9%	281	4.4%	347	7.0%	511	5.3%	2,117	5.1%
Donations and benefactions	48	0.9%	81	2.6%	26	2.8%	764	7.9%	52	2.9%	235	3.7%	62	1.3%	439	4.5%	1,707	4.1%
Auxiliary services and other incomes	215	4.1%	273	8.6%	42	4.4%	960	10.0%	62	3.5%	513	8.0%	340	6.9%	1,323	13.7%	3,726	8.9%
Total Income	5,177	100.0%	3,185	100.0%	936	100.0%	9,624	100.0%	1,771	100.0%	6,426	100.0%	4,951	100.0%	9,664	100.0%	41,734	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.

List of subsidiaries / principal subsidiaries of UGC-funded universities

University	Subsidiaries / Principal subsidiaries* as disclosed in financial reports
CityU	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The EdUHK Schools Limited • The EdUHK School of Continuing and Professional Education Limited
PolyU	<ul style="list-style-type: none"> • 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 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	<ul style="list-style-type: none"> • HKUST College of Lifelong Learning Limited • HKUST Properties Limited • Hong Kong University of Science and Technology R and D Corporation Limited

University	Subsidiaries / Principal subsidiaries* as disclosed in financial reports
	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

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

EDB250

(Question Serial No. 0166)

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 2015/16 academic year to the 2019/20 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.
3. Please provide, by year, the names of the programmes and the numbers of places reduced by each institution as a result of the increase in places in healthcare disciplines by 150 without increasing the number of first-year first-degree places.

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 from 2015/16 academic year to 2019/20 academic year are set out at **Annex**.
2. Regarding the programmes related to healthcare professions, the details on the annual approved 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 approved 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

3. All of the UGC-funded universities are autonomous statutory bodies. The universities enjoy substantial autonomy in the offering of academic programmes and the internal allocation of resources.

Before the UGC-funded universities propose to the UGC and the Government the allocation of student places and resources, they would make reference to the Government's manpower advice to help address the rising need for talents with specific skills. The UGC-funded universities may also propose to establish or remove specific academic disciplines and allocate student places into different programmes by taking into account social developments, market demand and their own development goals. The UGC would consider the actual situation of different universities and ensure, as far as practicable, that the UGC-funded sector could nurture the required manpower resources. When conducting the planning exercise for the 2019-22 triennium, the Government recommended the UGC-funded sector to increase the number of intake places for programmes of healthcare-related professions with manpower shortage (including doctors, dentists, nurses and allied health professionals) and received positive responses from the UGC-funded universities. The intake places per annum for healthcare-related programmes was increased by 153. The Government and the UGC respect the autonomy of the universities, and they may reconsider and determine the course combination and establishment in each planning cycle in light of their visions, strategies and developments. Since the academic planning for programmes involves various factors, the UGC is unable to identify the changes in intake places of other programmes that are directly due to the increase in intake places of the manpower-planned healthcare-related programmes.

**Approved Numbers of Intake Places of the UGC-funded FYFD Programmes
related to Manpower Planning Disciplines
from the 2015/16 to 2019/20 Academic Years**

University	Programme Name	2015/16	2016/17	2017/18	2018/19	2019/20
Doctors						
The Chinese University of Hong Kong	Bachelor of Medicine and Bachelor of Surgery	210	235	235	235	265
The University of Hong Kong	Bachelor of Medicine and Bachelor of Surgery	210	235	235	235	265
Nurses						
The Chinese University of Hong Kong	Bachelor of Nursing	197	197	197	197	217
The Hong Kong Polytechnic University	Bachelor of Science (Honours) in Nursing	173	173	173	173	193
	Bachelor of Science (Honours) in Mental Health Nursing	70	70	70	70	70
The University of Hong Kong	Bachelor of Nursing	190	190	190	190	210
Medical Laboratory Technologists						
The Hong Kong Polytechnic University	Bachelor of Science (Honours) in Medical Laboratory Science	44	54	54	54	54
Radiographers						
The Hong Kong Polytechnic University	Bachelor of Science (Honours) in Radiography	98	110	110	110	110

Physiotherapists						
The Hong Kong Polytechnic University	Bachelor of Science (Honours) in Physiotherapy	110	130	130	130	150
Occupational Therapists						
The Hong Kong Polytechnic University	Bachelor of Science (Honours) in Occupational Therapy	90	100	100	100	100
Dentists						
The University of Hong Kong	Bachelor of Dental Surgery	53	73	73	73	80
Chinese Medicine Practitioners						
Hong Kong Baptist University	Bachelor of Chinese Medicine and Bachelor of Science (Honours) in Biomedical Science	30	30	30	30	30
The Chinese University of Hong Kong	Bachelor of Chinese Medicine	25	25	25	25	25
The University of Hong Kong	Bachelor of Chinese Medicine	24	24	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	35	37	37	37	40
	Bachelor of Arts/Bachelor of Social Sciences (Honours) and Bachelor of Education (Honours)	12	24	24	24	-
	Bachelor of Social Sciences (Honours) in Geography and Bachelor of Education (Honours) in Liberal Studies Teaching	-	-	-	-	6

	Bachelor of Arts (Honours) in History and Bachelor of Education (Honours) in Liberal Studies Teaching	-	-	-	-	6
	Bachelor of Social Sciences (Honours) in Sociology and Bachelor of Education (Honours) in Liberal Studies Teaching	-	-	-	-	6
The Chinese University of Hong Kong	Bachelor of Arts (English Studies) and Bachelor of Education (Honours) (English Language Education)	25	19	19	19	14
	Bachelor of Arts (Chinese Language Studies) and Bachelor of Education (Chinese Language Education)	26	22	22	22	20
	Bachelor of Education in Early Childhood Education	-	-	-	-	21
	Bachelor of Education in Liberal Studies	18	10	10	10	-
	Bachelor of Education in Mathematics and Mathematics Education	22	22	22	22	18
	Bachelor of Education in Physical Education, Exercise Science and Health	20	20	20	20	24
The Education University of Hong Kong	Bachelor of Education (Honours) (Music) (Five-year Full-time)	37	-	-	-	-
	Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Music) (Five-year Full-time)	-	22	22	22	40
	Bachelor of Education (Honours) (Visual Arts) (Five-year Full-time)	38	-	-	-	-

Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Visual Arts) (Five-year Full-time)	-	23	23	23	40
Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language) (Five-year Full-time)	-	20	20	20	20
Bachelor of Education (Honours) (Business, Accounting and Financial Studies) (Five-year Full-time)	20	35	35	35	20
Bachelor of Education (Honours) (Chinese History) (Five-year Full-time)	-	23	23	23	10
Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	135	64	64	64	82
Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	18	18	18	18	49
Bachelor of Education (Honours) (English Language) (Five-year Full-time)	85	32	32	32	20
Bachelor of Education (Honours) (Geography) (Five-year Full-time)	-	20	20	20	10
Bachelor of Education (Honours) (History) (Five-year Full-time)	20	31	31	31	-
Bachelor of Education (Honours) (Physical Education) (Five-year Full-time)	28	29	29	29	31
Bachelor of Education (Honours) (Primary) (Five-year Full-time)	80	35	35	35	115
Bachelor of Education (Honours) (Science) (Five-year Full-time)	-	41	41	41	14

	Bachelor of Education (Honours) (Secondary) in Mathematics (Five-year Full-time)	15	34	34	34	18
	Bachelor of Education (Honours) (Secondary) - Information and Communication Technology (Five-year Full-time)	25	35	35	35	-
	Bachelor of Education (Honours) (Secondary) (Five-year Full-time)	-	-	-	-	20
The University of Hong Kong	Bachelor of Arts and Bachelor of Education in Language Education - Chinese	30	26	26	26	23
	Bachelor of Arts and Bachelor of Education in Language Education - English	40	31	31	31	26
	Bachelor of Education and Bachelor of Science	25	50	50	50	16
	Bachelor of Education and Bachelor of Social Sciences	16	10	10	10	6
	Bachelor of Education in Early Childhood Education and Special Education	-	-	-	-	18
Total		2 294	2 379	2 379	2 379	2 526

Note:

“-” denotes “nil”

- End -

CONTROLLING OFFICER'S REPLY

EDB251

(Question Serial No. 0167)

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 (2015/16 to 2019/20).
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 (2015/16 to 2019/20).
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 (2015/16 to 2019/20).

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 10)

Reply:

1. We do not have 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 2015/16 to 2019/20 academic years.
2. Based on annual financial reports of the eight UGC-funded universities, the surpluses / deficits, donations received, total funds and liabilities of each university for the 2015/16 to 2018/19 academic years are at **Annex A**, while the relevant reports are also available on their websites. The universities are currently unable to provide information for the 2019/20 academic year.
3. Based on information provided by the universities, the surpluses / deficits of self-financing programmes for the 2015/16 to 2018/19 academic years are at **Annex B**. Information for the 2019/20 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 2015/16 to 2019/20 academic years.

Surplus / Deficit, donations received, total funds and liabilities of UGC-funded universities ^{Note 1}
(2015/16 - 2018/19 academic years)

	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU
Surplus / (Deficit) for the year (\$ million)								
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
2018/19	231	94	4	1,094	2	376	327	427
Donations received for the year (\$ million)								
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
2018/19	48	81	26	764	52	235	62	439
Total funds ^{Note 2} (\$ million)								
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
2018/19	8,933	6,364	2,361	24,724	3,016	9,831	12,648	27,723
Total liabilities ^{Note 3} (\$ million)								
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
2018/19	4,856	2,699	425	4,625	664	6,924	2,637	5,928

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.

**Surplus / Deficit from self-financing programmes offered by UGC-funded universities^{Note}
(2015/16 - 2018/19 academic years)**

Universities	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
2018/19	250	79	36	456	17	142	217	579

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.

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 0168)

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 (2015/16 to 2019/20):

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; and
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 are the major source of local students for University Grants Committee (UGC)-funded undergraduate programmes. The local

students admitted to the UGC-funded undergraduate programmes outside of the Joint University Programmes Admissions System (JUPAS) (non-JUPAS route) include students with local sub-degree qualifications, non-local qualifications or other qualifications (e.g. students who already have 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 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 qualifications and non-academic achievements.

The information on 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 2018/19 and 2019/20 academic years is at [Annex A](#), and the information on the top 10 programmes with the largest number of local students with non-local qualifications is at [Annex B](#).

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). Since the 2016/17 academic year, all newly-admitted non-local undergraduate students are admitted by way of over-enrolment on top of the approved student number. The applications submitted by non-local candidates are handled separately in the admission procedures, and they will not compete directly with local students. As with the applications from local candidates, those from non-local candidates are considered by the universities in accordance with the principles of fairness and merit-based selection. Besides, 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.

The information on 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 2018/19 and 2019/20 academic years is at [Annex C](#), and the information on the top 10 programmes with the largest number of non-local students, with a breakdown by their place of origin, is at [Annex D](#).

All the aforementioned annexes are prepared based on information provided by the universities. As for the relevant figures in the 2015/16 to 2017/18 academic years, please refer to our replies (Reply Serial Nos. EDB739, EDB248 and EDB233) to the relevant questions (Question Serial Nos. 3626, 0133 and 0072) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2017-18, 2018-19 and 2019-20 respectively.

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 2019/20 academic year, the Fellowship provides each awardee with a monthly stipend of HK\$25,800 and a conference and research-related transport allowance of HK\$12,900 per year for up to 3 years. The number of postgraduate students applying for the Fellowship from the 2015/16 to 2019/20 academic years is tabulated below:

Academic year	Number of applicants
2015/16	4 114
2016/17	4 303
2017/18	4 968
2018/19	5 955
2019/20	7 011

The breakdown of the awardees by place of origin from the 2015/16 to 2019/20 academic years is tabulated at **Annex E**.

UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Local Students with Overseas Qualifications to Total Number of Students Admitted in the 2018/19 and 2019/20 Academic Years

University: City University of Hong Kong

2018/19 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⁾	
			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	-	-

2019/20 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 Veterinary Medicine	10	6	-	3	4	23	26.1%	21.5	-	-
2	Bachelor of Engineering in Data and Systems Engineering	10	3	2	1	3	19	15.8%	14.7	-	31.7
3	Bachelor of Laws	39	9	3	1	10	62	14.5%	19.2	93.7	-
4	Bachelor of Arts in Creative Media	15	3	1	1	1	21	14.3%	16.9	*	-
5	Bachelor of Arts and Science in New Media	16	2	3	-	1	22	9.1%	16.1	-	*
6	Bachelor of Business Administration in Global Business	7	1	1	1	10	20	5.0%	18.6	-	*
7	Department of Media and Communication (options: BA Digital Television and Broadcasting, BA Media and Communication)	42	4	5	2	28	81	4.9%	16.6	-	33.0
8	Department of Management Sciences (options: BBA Business Analysis, BBA Business Operations Management)	60	4	14	4	9	91	4.4%	15.9	-	31.0
9	Bachelor of Science in Chemistry	40	2	3	-	8	53	3.8%	14.9	-	-
10	Bachelor of Science in Data Science	27	1	2	1	4	35	2.9%	15.3	-	*

Notes:

1. The above tables cover primarily major admission qualifications in which standardised grading schemes are adopted. Though sub-degree qualifications are major admission qualifications, relevant scores are not collected by the UGC as these qualifications are awarded by individual universities.
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 and higher diploma.
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 institutions, or situations where students are admitted with multiple qualifications.

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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 calculated 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
 With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the above tables for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 mechanism 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 in the 2018/19 and 2019/20 Academic Years

University: Hong Kong Baptist University

2018/19 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⁾	
			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
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	-	-

2019/20 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	19	8	4	13	15	59	13.6%	15.9	65.0	*
2	BBA - Finance	17	3	-	1	9	30	10.0%	15.7	*	-
3	BA Music	13	3	4	13	3	36	8.3%	16.7	*	*
4	Bachelor of Music - Creative Industries	7	1	1	3	-	12	8.3%	16.4	-	-
5	Bachelor of Science	164	14	12	6	50	246	5.7%	15.5	*	*
6	BBA - Accounting	27	4	5	18	18	72	5.6%	15.6	*	-
7	BBA - Marketing	29	2	-	2	5	38	5.3%	15.7	-	-
8	BA- English Language & Literature and BEd - English Language Teaching	33	2	-	4	-	39	5.1%	16.8	-	*
9	BBA - Entrepreneurship	16	1	1	2	4	24	4.2%	15.3	-	-
10	BA - Visual Arts	44	2	-	6	6	58	3.4%	14.8	-	*

Notes:

- The above tables cover primarily major admission qualifications in which standardised grading schemes are adopted. Though sub-degree qualifications are major admission qualifications, relevant scores are not collected by the UGC as these qualifications are awarded by individual universities.
- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- Include major non-local qualifications, such as the International Baccalaureate (IB), and the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications such as associate degree and higher diploma.
- “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 institutions, or situations where students are admitted with multiple qualifications.
- 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 calculated as follows:

Before September 2017: A-Level : A* = 140; A = 120; B = 100; C = 80; D = 60; E = 40

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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

With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 2017/18 academic year or before.

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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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 mechanism 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 in the 2018/19 and 2019/20 Academic Years

University: Lingnan University

2018/19 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⁾	
			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	-	-

2019/20 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 Arts (Hons) in History	19	2	4	-	4	29	6.9%	15.2	-	*
2	Bachelor of Science (Hons) in Data Science	15	1	-	1	9	26	3.8%	14.6	-	-
3	Bachelor of Arts (Hons) in Visual Studies	26	1	-	-	3	30	3.3%	14.2	*	-
4	Bachelor of Arts (Hons)	22	1	5	-	4	32	3.1%	15.7	-	*
5	Bachelor of Social Sciences (Hons)	93	3	-	-	17	113	2.7%	15.3	-	28
6	Bachelor of Business Administration (Hons)	127	4	5	1	20	157	2.5%	14.8	*	-

Notes:

- The above tables cover primarily major admission qualifications in which standardised grading schemes are adopted. Though sub-degree qualifications are major admission qualifications, relevant scores are not collected by the UGC as these qualifications are awarded by individual universities.
- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- Include major non-local qualifications, such as the International Baccalaureate (IB), and the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications such as associate degree and higher diploma.
- “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 institutions, or situations where students are admitted with multiple qualifications.
- 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
- 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 calculated 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

With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the above tables for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 mechanism 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 in the 2018/19 and 2019/20 Academic Years

University: The Chinese University of Hong Kong

2018/19 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	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
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	*	*

2019/20 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	LL.B. Laws	24	33	-	-	10	67	49.3%	21.7	100.4	38.7
2	B.Pharm. Pharmacy	25	22	7	7	-	61	36.1%	21.7	97	*
3	B.B.A. in International Business and Chinese Enterprise	5	3	-	-	1	9	33.3%	23.0	*	*
4	B.A. (English Studies) and B.Ed. (English Language Education)	10	3	-	-	-	13	23.1%	20.5	*	-
5	B.S.Sc Global Communication	11	4	-	-	3	18	22.2%	22.1	-	*
6	B.S.Sc. Psychology	39	10	-	-	2	51	19.6%	20.6	*	40
7	B.S.Sc. Global Studies	15	5	-	-	6	26	19.2%	19.0	-	*
8	M.B.,Ch.B. Medicine	237	52	-	-	1	290	17.9%	24.0	112	43.9
9	B.Sc. Interdisciplinary Major Programme in Global Economics & Finance	19	5	-	-	5	29	17.2%	21.6	*	*
10	B.B.A. in Global Business Studies	10	2	-	-	-	12	16.7%	25.7	*	*

Notes:

- The above tables cover primarily major admission qualifications in which standardised grading schemes are adopted. Though sub-degree qualifications are major admission qualifications, relevant scores are not collected by the UGC as these qualifications are awarded by individual universities.
- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- Include major non-local qualifications, such as the International Baccalaureate (IB), and the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications such as associate degree and higher diploma.
- “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 institutions, or situations where students are admitted with multiple qualifications.
- 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 calculated 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

With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the above tables for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 mechanism 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 in the 2018/19 and 2019/20 Academic Years

University: The Education University of Hong Kong

2018/19 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 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	*	-

2018/19 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)						
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	-	*

2019/20 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 Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language) (Five-year Full-time)	19	2	-	2	8	31	6.5%	15.7	*	-
2	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	16	2	3	1	11	33	6.1%	15.3	-	-
3	Bachelor of Education (Honours) (Secondary) in Mathematics (Five-year Full-time)	14	1	4	-	4	23	4.3%	16.1	*	-
4	Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Music) (Five-year Full-time)	19	1	14	2	1	37	2.7%	14.4	*	-

Notes:

- The above tables cover primarily major admission qualifications in which standardised grading schemes are adopted. Though sub-degree qualifications are major admission qualifications, relevant scores are not collected by the UGC as these qualifications are awarded by individual universities.
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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 calculated as follows:

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AS-Level : A = 20; B = 16; C = 12; D = 10; E = 6

With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the above tables for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 mechanism 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 in the 2018/19 and 2019/20 Academic Years

University: Hong Kong Polytechnic University

2018/19 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⁾	
			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	-	*

2019/20 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) MANAGEMENT	38	9	-	-	17	64	14.1%	16.2	-	30.9
2	BBA (HONS) MARKETING	44	8	5	-	16	73	11.0%	16.3	*	32.2
3	BSc (HONS) OPTOMETRY	43	3	1	-	1	48	6.3%	18.6	*	*
4	BSc (HONS) PHYSIOTHERAPY	142	9	-	-	-	151	6.0%	21.1	108	40.0
5	BEng (HONS) ENVIRONMENTAL ENGINEERING & SUSTAINABLE DEVELOPMENT	20	2	5	1	8	36	5.6%	15.3	-	*
6	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	95	6	2	-	13	116	5.2%	16.6	90.0	-
7	BBA (HONS) FINANCIAL SERVICES	24	3	3	-	29	59	5.1%	16.0	-	*
8	BSc (HONS) OCCUPATIONAL THERAPY	90	5	4	-	-	99	5.1%	20.8	-	40.3
9	BEng (HONS) SUSTAINABLE STRUCTURAL & FIRE ENGINEERING	16	1	3	-	-	20	5.0%	14.8	-	*
10	BROAD DISCIPLINE OF LANGUAGE, CULTURE & COMMUNICATION	57	5	17	-	23	102	4.9%	16.2	-	*

Notes:

- The above tables cover primarily major admission qualifications in which standardised grading schemes are adopted. Though sub-degree qualifications are major admission qualifications, relevant scores are not collected by the UGC as these qualifications are awarded by individual universities.
- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- Include major non-local qualifications, such as the International Baccalaureate (IB), and the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications such as associate degree and higher diploma.
- “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 institutions, or situations where students are admitted with multiple qualifications.
- 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 calculated 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

With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the above tables for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 mechanism 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 in the 2018/19 and 2019/20 Academic Years

University: The Hong Kong University of Science and Technology

2018/19 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 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
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%	*	-	-

2019/20 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 Global Business	17	12	-	-	6	35	34.3%	24.5	-	42.3
2	BSc Mathematics and Economics	11	6	-	-	3	20	30.0%	19.0	112.0	*
3	BBA Management	14	5	-	-	7	26	19.2%	17.8	-	*
4	BSc Risk Management and Business Intelligence	18	6	-	-	8	32	18.8%	20.2	*	39.0
5	BBA Economics	13	4	-	-	11	28	14.3%	18.3	-	38
6	BBA (School of Business and Management)	284	59	7	-	95	445	13.3%	17.8	106.7	36.7
7	BBA Operations Management	5	1	-	-	3	9	11.1%	17.8	-	*
8	BSc Environmental Management and Technology	13	2	-	-	4	19	10.5%	19.9	-	*
9	BEng (School of Engineering)	523	73	-	10	152	758	9.6%	16.6	104.9	37.9
10	BBA Marketing	29	3	-	-	2	34	8.8%	18.6	-	37.0

Notes:

- The above tables cover primarily major admission qualifications in which standardised grading schemes are adopted. Though sub-degree qualifications are major admission qualifications, relevant scores are not collected by the UGC as these qualifications are awarded by individual universities.
- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- Include major non-local qualifications, such as the International Baccalaureate (IB), and the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications such as associate degree and higher diploma.
- “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 institutions, or situations where students are admitted with multiple qualifications.
- 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 calculated 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

With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the above tables for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 mechanism 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 in the 2018/19 and 2019/20 Academic Years

University: The University of Hong Kong

2018/19 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 Medicine and Bachelor of Surgery	112	99	-	26	5	242	40.9%	24.5	112.0	43.7
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

2019/20 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 Arts and Sciences in Design+	2	8	-	-	3	13	61.5%	*	*	33.3
2	Bachelor of Biomedical Sciences	21	27	-	-	17	65	41.5%	21.3	112.0	38.8
3	Bachelor of Medicine and Bachelor of Surgery	138	111	-	19	7	275	40.4%	23.9	112.0	43.3
4	Bachelor of Business Administration in International Business and Global Management	11	12	-	-	11	34	35.3%	25.0	112.0	41.3
5	Bachelor of Laws	60	35	-	1	15	111	31.5%	21.9	112.0	41.6
6	Bachelor of Finance in Asset Management and Private Banking	15	8	-	-	4	27	29.6%	21.0	112.0	40.0
7	Bachelor of Dental Surgery	56	21	-	1	-	78	26.9%	23.4	110.7	40.8
8	Bachelor of Arts in Architectural Studies	38	17	1	-	14	70	24.3%	20.3	*	37.1
9	Bachelor of Business Administration (Law)	56	16	-	-	5	77	20.8%	23.9	112.0	42.4
10	Bachelor of Arts and Sciences in Global Health and Development	14	5	-	-	8	27	18.5%	20.2	*	34.0

Notes:

- The above tables cover primarily major admission qualifications in which standardised grading schemes are adopted. Though sub-degree qualifications are major admission qualifications, relevant scores are not collected by the UGC as these qualifications are awarded by individual universities.
- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- Include major non-local qualifications, such as the International Baccalaureate (IB), and the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications such as associate degree and higher diploma.
- “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 institutions, or situations where students are admitted with multiple qualifications.
- 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 calculated 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

With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the above tables for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 mechanism 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
in the 2018/19 and 2019/20 Academic Years**

University: City University of Hong Kong

2018/19 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	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	*	*
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	*	-

2019/20 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	9	3	1	10	62	14.5%	19.2	93.7	-
2	Bachelor of Veterinary Medicine	10	6	-	3	4	23	26.1%	21.5	-	-
3	Department of Media and Communication (options: BA Digital Television and Broadcasting, BA Media and Communication)	42	4	5	2	28	81	4.9%	16.6	-	33.0
4	Department of Management Sciences (options: BBA Business Analysis, BBA Business Operations Management)	60	4	14	4	9	91	4.4%	15.9	-	31.0
5	Department of Electrical Engineering (options: BEng Computer and Data Engineering, BEng Electronic and Communication Engineering, BEng Information Engineering)	137	4	20	2	43	206	1.9%	14.3	-	*
6	Bachelor of Engineering in Data and Systems Engineering	10	3	2	1	3	19	15.8%	14.7	-	31.7
7	Bachelor of Arts in Creative Media	15	3	1	1	1	21	14.3%	16.9	*	-
8	Department of Architecture and Civil Engineering (options: BEng Architectural Engineering, BEng Civil Engineering, BSc Surveying)	106	3	-	-	14	123	2.4%	15.2	-	-
9	Department of Mechanical Engineering (options: BEng Mechanical Engineering, BEng Nuclear and Risk Engineering)	69	3	16	1	43	132	2.3%	14.3	*	*
10	Bachelor of Arts and Science in New Media	16	2	3	-	1	22	9.1%	16.1	-	*

Notes:

1. The above tables cover primarily major admission qualifications in which standardised grading schemes are adopted. Though sub-degree qualifications are major admission qualifications, relevant scores are not collected by the UGC as these qualifications are awarded by individual universities.
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 and higher diploma.
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 institutions, or situations where students are admitted with multiple qualifications.
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:
 $5^{**}=7, 5^*=6, 5=5, 4=4, 3=3, 2=2, 1=1, \text{'unclassified'}=0$
 "-" denotes that the students concerned are not HKDSE qualification holders. "**" denotes that the number of students holding HKDSE qualification is smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 calculated 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 : $A = 20; B = 16; C = 12; D = 10; E = 6$
 With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the above tables for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 mechanism 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
in the 2018/19 and 2019/20 Academic Years**

University: Hong Kong Baptist University

2018/19 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⁾	
			Major non-local qualifications ⁽²⁾⁽³⁾	Sub-degree qualifications ⁽²⁾⁽⁴⁾	Others ⁽⁵⁾						
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	*	*
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	-	-

2019/20 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 Science	164	14	12	6	50	246	5.7%	15.5	*	*
2	Bachelor of Business Administration	19	8	4	13	15	59	13.6%	15.9	65.0	*
3	BBA - Accounting	27	4	5	18	18	72	5.6%	15.6	*	-
4	BBA - Finance	17	3	-	1	9	30	10.0%	15.7	*	-
5	BA Music	13	3	4	13	3	36	8.3%	16.7	*	*
6	Bachelor of Arts/Bachelor of Social Sciences	73	3	-	31	11	118	2.5%	16.1	*	*
7	BBA - Marketing	29	2	-	2	5	38	5.3%	15.7	-	-
8	BA- English Language & Literature and BEd - English Language Teaching	33	2	-	4	-	39	5.1%	16.8	-	*
9	BA - Visual Arts	44	2	-	6	6	58	3.4%	14.8	-	*
10	Bachelor of Arts	125	2	7	4	8	146	1.4%	17.1	-	*

Notes:

- The above tables cover primarily major admission qualifications in which standardised grading schemes are adopted. Though sub-degree qualifications are major admission qualifications, relevant scores are not collected by the UGC as these qualifications are awarded by individual universities.
- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- Include major non-local qualifications, such as the International Baccalaureate (IB), and the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications such as associate degree and higher diploma.
- “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 institutions, or situations where students are admitted with multiple qualifications.
- 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 calculated 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

With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the above tables for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 mechanism 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
in the 2018/19 and 2019/20 Academic Years**

University: Lingnan University

2018/19 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	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	-	-

2019/20 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 Business Administration (Hons)	127	4	5	1	20	157	2.5%	14.8	*	-
2	Bachelor of Social Sciences (Hons)	93	3	-	-	17	113	2.7%	15.3	-	28
3	Bachelor of Arts (Hons) in History	19	2	4	-	4	29	6.9%	15.2	-	*
4	Bachelor of Science (Hons) in Data Science	15	1	-	1	9	26	3.8%	14.6	-	-
5	Bachelor of Arts (Hons) in Visual Studies	26	1	-	-	3	30	3.3%	14.2	*	-
6	Bachelor of Arts (Hons)	22	1	5	-	4	32	3.1%	15.7	-	*

Notes:

- The above tables cover primarily major admission qualifications in which standardised grading schemes are adopted. Though sub-degree qualifications are major admission qualifications, relevant scores are not collected by the UGC as these qualifications are awarded by individual universities.
- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- Include major non-local qualifications, such as the International Baccalaureate (IB), and the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications such as associate degree and higher diploma.
- “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 institutions, or situations where students are admitted with multiple qualifications.
- 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
- 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 calculated 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

With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the above tables for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 mechanism 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
in the 2018/19 and 2019/20 Academic Years**

University: The Chinese University of Hong Kong

2018/19 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⁾	
			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
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

2019/20 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	237	52	-	-	1	290	17.9%	24.0	112	43.9
2	LL.B. Laws	24	33	-	-	10	67	49.3%	21.7	100.4	38.7
3	B.B.A. Integrated BBA	209	30	3	-	118	360	8.3%	18.1	95.2	35.7
4	B.Pharm. Pharmacy	25	22	7	7	-	61	36.1%	21.7	97	*
5	Science (broad-based)	369	21	4	1	92	487	4.3%	17.0	108.6	*
6	B.S.Sc. Economics	59	13	-	-	24	96	13.5%	17.0	96	34.2
7	B.S.Sc. Psychology	39	10	-	-	2	51	19.6%	20.6	*	40
8	B.B.A. Professional Accountancy	80	10	-	-	37	127	7.9%	18.7	104	-
9	B.Sc. Quantitative Finance	32	8	-	-	11	51	15.7%	21.2	*	38.3
10	Social Science (broad-based)	68	7	-	-	72	147	4.8%	19.7	-	37

Notes:

- The above tables cover primarily major admission qualifications in which standardised grading schemes are adopted. Though sub-degree qualifications are major admission qualifications, relevant scores are not collected by the UGC as these qualifications are awarded by individual universities.
- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- Include major non-local qualifications, such as the International Baccalaureate (IB), and the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications such as associate degree and higher diploma.
- “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 institutions, or situations where students are admitted with multiple qualifications.
- 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 calculated 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

With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the above tables for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 mechanism 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
in the 2018/19 and 2019/20 Academic Years**

University: The Education University of Hong Kong

2018/19 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	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 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⁾						
10	Bachelor of Education (Honours) (Science) (Five-year Full-time)	21	1	20	1	2	45	2.2%	14.6	-	*

2019/20 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 Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language) (Five-year Full-time)	19	2	-	2	8	31	6.5%	15.7	*	-
2	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	16	2	3	1	11	33	6.1%	15.3	-	-
3	Bachelor of Education (Honours) (Secondary) in Mathematics (Five-year Full-time)	14	1	4	-	4	23	4.3%	16.1	*	-
4	Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Music) (Five-year Full-time)	19	1	14	2	1	37	2.7%	14.4	*	-

Notes:

- The above tables cover primarily major admission qualifications in which standardised grading schemes are adopted. Though sub-degree qualifications are major admission qualifications, relevant scores are not collected by the UGC as these qualifications are awarded by individual universities.
- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- Include major non-local qualifications, such as the International Baccalaureate (IB), and the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications such as associate degree and higher diploma.
- “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 institutions, or situations where students are admitted with multiple qualifications.
- 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 calculated 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

With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the above tables for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 mechanism 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
in the 2018/19 and 2019/20 Academic Years**

University: The Hong Kong Polytechnic University

2018/19 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⁾	
			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
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

2019/20 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	BBA (HONS) MANAGEMENT	38	9	-	-	17	64	14.1%	16.2	-	30.9
2	BSc (HONS) PHYSIOTHERAPY	142	9	-	-	-	151	6.0%	21.1	108.0	40.0
3	BBA (HONS) MARKETING	44	8	5	-	16	73	11.0%	16.3	*	32.2
4	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	95	6	2	-	13	116	5.2%	16.6	90.0	-
5	BSc (HONS) OCCUPATIONAL THERAPY	90	5	4	-	-	99	5.1%	20.8	-	40.3
6	BROAD DISCIPLINE OF LANGUAGE, CULTURE & COMMUNICATION	57	5	17	-	23	102	4.9%	16.2	-	*
7	BA (HONS) SCHEME IN DESIGN	67	4	8	-	15	94	4.3%	15.9	-	32.5
8	BBA (HONS) ACCOUNTANCY	76	4	27	-	26	133	3.0%	15.9	*	*
9	BSc (HONS) OPTOMETRY	43	3	1	-	1	48	6.3%	18.6	*	*
10	BBA (HONS) FINANCIAL SERVICES	24	3	3	-	29	59	5.1%	16.0	-	*

Notes:

- The above tables cover primarily major admission qualifications in which standardised grading schemes are adopted. Though sub-degree qualifications are major admission qualifications, relevant scores are not collected by the UGC as these qualifications are awarded by individual universities.
- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- Include major non-local qualifications, such as the International Baccalaureate (IB), and the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications such as associate degree and higher diploma.
- “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 institutions, or situations where students are admitted with multiple qualifications.
- 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 calculated 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

With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the above tables for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 mechanism 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
in the 2018/19 and 2019/20 Academic Years**

University: The Hong Kong University of Science and Technology

2018/19 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	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	
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	-	*	

2019/20 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	BEng (School of Engineering)	523	73	-	10	152	758	9.6%	16.6	104.9	37.9
2	BBA (School of Business and Management)	284	59	7	-	95	445	13.3%	17.8	106.7	36.7
3	BSc (School of Science)	433	22	-	5	102	562	3.9%	16.1	108.0	36.5
4	BBA Global Business	17	12	-	-	6	35	34.3%	24.5	-	42.3
5	BSc Mathematics and Economics	11	6	-	-	3	20	30.0%	19.0	112.0	*
6	BSc Risk Management and Business Intelligence	18	6	-	-	8	32	18.8%	20.2	*	39.0
7	BBA Management	14	5	-	-	7	26	19.2%	17.8	-	*
8	BBA Economics	13	4	-	-	11	28	14.3%	18.3	-	38.0
9	BBA Marketing	29	3	-	-	2	34	8.8%	18.6	-	37.0
10	BSc Environmental Management and Technology	13	2	-	-	4	19	10.5%	19.9	-	*

Notes:

- The above tables cover primarily major admission qualifications in which standardised grading schemes are adopted. Though sub-degree qualifications are major admission qualifications, relevant scores are not collected by the UGC as these qualifications are awarded by individual universities.
- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- Include major non-local qualifications, such as the International Baccalaureate (IB), and the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications such as associate degree and higher diploma.
- “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 institutions, or situations where students are admitted with multiple qualifications.
- 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 calculated 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

With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the above tables for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 mechanism 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
in the 2018/19 and 2019/20 Academic Years**

University: The University of Hong Kong

2018/19 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⁾	
			Major non-local qualifications ⁽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
2	Bachelor of Social Sciences	135	48	5	-	64	252	19.0%	19.5	101.3	37.5
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

2019/20 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 Medicine and Bachelor of Surgery	138	111	-	19	7	275	40.4%	23.9	112.0	43.3
2	Bachelor of Science	275	36	36	-	124	471	7.6%	17.3	*	36.5
3	Bachelor of Laws	60	35	-	1	15	111	31.5%	21.9	112.0	41.6
4	Bachelor of Business Administration / Bachelor of Economics and Finance	226	33	10	-	215	484	6.8%	19.3	108.4	38.0
5	Bachelor of Biomedical Sciences	21	27	-	-	17	65	41.5%	21.3	112.0	38.8
6	Bachelor of Arts	297	26	20	-	37	380	6.8%	18.3	-	35.9
7	Bachelor of Social Sciences	146	23	7	-	60	236	9.7%	19.6	104.0	38.2
8	Bachelor of Dental Surgery	56	21	-	1	-	78	26.9%	23.4	110.7	40.8
9	Bachelor of Arts in Architectural Studies	38	17	1	-	14	70	24.3%	20.3	*	37.1
10	Bachelor of Business Administration (Law)	56	16	-	-	5	77	20.8%	23.9	112.0	42.4

Notes:

- The above tables cover primarily major admission qualifications in which standardised grading schemes are adopted. Though sub-degree qualifications are major admission qualifications, relevant scores are not collected by the UGC as these qualifications are awarded by individual universities.
- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- Include major non-local qualifications, such as the International Baccalaureate (IB), and the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications such as associate degree and higher diploma.
- “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 institutions, or situations where students are admitted with multiple qualifications.
- 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 calculated 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
- With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the above tables for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 mechanism 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 Non-local Students to Total Number of Students Admitted
in the 2018/19 and 2019/20 Academic Years**

University: City University of Hong Kong

2018/19 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)		Mainland China	Other places in Asia	Rest of the world	Local students via JUPAS route		Non-local students via Non-JUPAS route	
		JUPAS	Non- JUPAS							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
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

2019/20 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 and Financial Technology	4	4	29	37	78.4%	15	13	1	18.0	*	-	152.0
2	School of Data Science (options: BSc Data Science, BEng Data and Systems Engineering)	12	7	21	40	52.5%	10	11	-	15.2	-	-	108.3
3	Bachelor of Business Administration in Global Business	7	3	10	20	50.0%	3	6	1	18.6	*	*	80.0
4	Bachelor of Social Sciences in Asian and International Studies	11	7	13	31	41.9%	2	6	5	16.8	-	*	*
5	Bachelor of Science in Computing Mathematics	32	5	25	62	40.3%	18	7	-	14.8	-	*	127.2
6	Bachelor of Science in Computer Science	82	18	62	162	38.3%	31	26	5	15.5	110.9	*	117.0
7	Bachelor of Engineering in Biomedical Engineering	48	1	26	75	34.7%	11	13	2	14.7	*	*	119.9
8	Department of Media and Communication (options: BA Digital Television and Broadcasting, BA Media and Communication)	42	11	28	81	34.6%	13	15	-	16.6	*	31.0	89.4
9	Department of Mechanical Engineering (options: BEng Mechanical Engineering, BEng Nuclear and Risk Engineering)	69	20	43	132	32.6%	12	31	-	14.3	99.6	34.8	143.0
10	School of Creative Media (options: BA Creative Media, BSc Creative Media, BAS New Media)	25	4	13	42	31.0%	10	2	1	16.4	-	-	64.6

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 calculated 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

With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Scores 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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.
8. Under the new academic structure, universities adopt broad-based admission mechanism 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 Non-local Students to Total Number of Students Admitted
in the 2018/19 and 2019/20 Academic Years**

University: Hong Kong Baptist University

2018/19 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)		Mainland China	Other places in Asia	Rest of the world	Local students via JUPAS route		Non-local students via Non-JUPAS route	
		JUPAS	Non- JUPAS							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
4	Bachelor of Business Administration	27	23	15	65	23.1%	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

2019/20 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	16	3	10	29	34.5%	7	2	1	15.5	*	-	118.3
2	BBA – Finance	17	4	9	30	30.0%	7	2	-	15.7	-	-	121.2
3	BBA - Information Systems and e-Business Management	13	5	7	25	28.0%	3	4	-	15.1	-	-	*
4	Bachelor of Communication	84	2	33	119	27.7%	21	11	1	17.7	*	*	118.5
5	Bachelor of Business Administration	19	25	15	59	25.4%	10	3	2	15.9	*	31.3	120.0
6	BBA - Accounting	27	27	18	72	25.0%	10	8	-	15.6	*	*	125.6
7	Bachelor of Science	164	32	50	246	20.3%	41	8	1	15.5	109.3	-	105.5
8	Bachelor of Pharmacy in Chinese Medicine	13	-	3	16	18.8%	3	-	-	16.2	-	-	100.3
9	Bachelor of Chinese Medicine & BSc Biomedical Science	24	3	6	33	18.2%	4	2	-	19.2	-	-	96.5
10	BBA - Entrepreneurship	16	4	4	20	16.7%	3	1	-	15.3	-	-	*
	BSocSc - China Studies	20	-	4	20	16.7%	4	-	-	15.6	-	-	*

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
- 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 calculated 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

With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Scores 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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.
8. Under the new academic structure, universities adopt broad-based admission mechanism 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 Non-local Students to Total Number of Students Admitted
in the 2018/19 and 2019/20 Academic Years**

University: Lingnan University

2018/19 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)		Mainland China	Other places in Asia	Rest of the world	Local students via JUPAS route		Non-local students via Non-JUPAS route	
		JUPAS	Non- JUPAS							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	-	*	*

2019/20 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 Arts (Hons) in Global Liberal Arts	15	1	12	28	42.9%	10	2	-	14.9	-	-	54.2
2	Bachelor of Science (Hons) in Data Science	15	2	9	26	34.6%	7	2	-	14.6	*	-	69.8
3	Bachelor of Business Administration (Hons) - Risk and Insurance Management	22	1	9	32	28.1%	8	-	1	15.1	-	-	52.4
4	Bachelor of Arts (Hons) in Cultural Studies	20	1	6	27	22.2%	6	-	-	15.5	*	-	7
5	Bachelor of Social Sciences (Hons)	93	3	17	113	15.0%	13	4	-	15.3	-	*	52.6
6	Bachelor of Arts (Hons) in Chinese	39	2	7	48	14.6%	7	-	-	15.5	-	-	22.4
7	Bachelor of Arts (Hons) in Contemporary English Studies	18	7	4	29	13.8%	4	-	-	15.1	-	-	*
8	Bachelor of Arts (Hons) in History	19	6	4	29	13.8%	4	-	-	15.2	-	-	11.8
9	Bachelor of Business Administration (Hons)	127	10	20	157	12.7%	18	2	-	14.8	*	*	85.3
10	Bachelor of Arts (Hons)	22	6	4	32	12.5%	4	-	-	15.7	-	*	51.5

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
- 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 calculated 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

With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Scores 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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.
8. Under the new academic structure, universities adopt broad-based admission mechanism 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 Non-local Students to Total Number of Students Admitted
in the 2018/19 and 2019/20 Academic Years**

University: The Chinese University of Hong Kong

2018/19 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)		Mainland China	Other places in Asia	Rest of the world	Local students via JUPAS route		Non-local students via Non-JUPAS route	
		JUPAS	Non- JUPAS							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

2019/20 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⁾
1	B.A. Chinese Studies	11	4	16	31	51.6%	3	10	3	16.4	*	33	-
2	Social Science (broad-based)	68	7	72	147	49.0%	66	6	-	19.7	*	38	120.9
3	Double Degree Programme of B.B.A. (Integrated BBA Programme) and Juris Doctor	11	3	9	23	39.1%	3	6	-	22.0	-	-	*
4	B.B.A. Integrated BBA	209	33	118	360	32.8%	60	55	3	18.1	94	35.8	136.5
5	B.Eng. Financial Technology	26	4	13	43	30.2%	10	3	-	18.7	*	-	161.6
6	B.Eng. AI: Systems & Tech	24	-	10	34	29.4%	7	3	-	18.8	*	*	163.4
7	B.Eng. Biomedical Engineering	27	14	17	58	29.3%	5	12	-	18.5	110	*	179.8
8	B.B.A. Professional Accountancy	80	10	37	127	29.1%	27	10	-	18.7	105.6	*	145.5
9	B.S.Sc. Economics	59	13	24	96	25.0%	4	19	1	17.0	*	38.2	-
10	Engineering (broad-based)	217	67	89	373	23.9%	49	37	3	15.7	106	*	166

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
- 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 calculated 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

With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Scores 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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.
8. Under the new academic structure, universities adopt broad-based admission mechanism 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 Non-local Students to Total Number of Students Admitted
in the 2018/19 and 2019/20 Academic Years**

University: The Education University of Hong Kong

2018/19 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)	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
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

2018/19 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							HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾	JEE of Mainland China ⁽⁵⁾
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

2019/20 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)	18	8	13	39	33.3%	12	1	-	15.1	-	-	44
2	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	16	6	11	33	33.3%	11	-	-	15.3	-	-	64.2
3	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time)	25	1	12	38	31.6%	8	3	1	15.4	-	-	90.1
4	Bachelor of Education (Honours) (Chinese History) (Five-year Full-time)	10	3	5	18	27.8%	5	-	-	15.2	-	-	50.8
5	Bachelor of Education (Honours) (Science) (Five-year Full-time)	13	-	5	18	27.8%	1	4	-	14.8	*	*	-
6	Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language) (Five-year Full-time)	19	4	8	31	25.8%	6	2	-	15.7	-	-	82.2
7	Bachelor of Education (Honours) (Secondary) (Five-year Full-time)	17	6	5	28	17.9%	4	1	-	14.4	-	-	65.3
8	Bachelor of Education (Honours) (Secondary) in Mathematics (Five-year Full-time)	14	5	4	23	17.4%	3	1	-	16.1	*	-	98
9	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	28	7	7	42	16.7%	7	-	-	15.9	-	-	42
10	Bachelor of Education (Honours) (Geography) (Five-year Full-time)	7	4	2	13	15.4%	2	-	-	16	-	-	25.5

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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 calculated 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 : $A = 20$; $B = 16$; $C = 12$; $D = 10$; $E = 6$
 With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Scores 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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.
8. Under the new academic structure, universities adopt broad-based admission mechanism 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 Non-local Students to Total Number of Students Admitted
in the 2018/19 and 2019/20 Academic Years**

University: The Hong Kong Polytechnic University

2018/19 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)		Mainland China	Other places in Asia	Rest of the world	Local students via JUPAS route		Non-local students via Non-JUPAS route	
		JUPAS	Non- JUPAS							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

2019/20 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 (HONS) INVESTMENT SCIENCE & FINANCE ANALYTICS	16	2	21	39	53.8%	17	4	-	15.6	*	-	133.1
2	BBA (HONS) ACCOUNTING AND FINANCE	33	6	38	77	49.4%	26	12	-	16.5	*	*	134.6
3	BBA (HONS) FINANCIAL SERVICES	24	6	29	59	49.2%	21	8	-	16.0	-	-	125.0
4	BEng (HONS) ELECTRONIC & INFORMATION ENGINEERING	28	10	32	70	45.7%	25	7	-	14.6	-	*	126.4
5	BSc (HONS) INTERNET & MULTIMEDIA TECHNOLOGIES	19	8	21	48	43.8%	20	1	-	15.1	-	-	131.9
6	BSc (HONS) APPLIED BIOLOGY WITH BIOTECHNOLOGY	20	6	20	46	43.5%	12	7	1	15.4	*	32.6	139.0
7	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	75	3	51	129	39.5%	10	38	3	16.9	-	31.3	105.9
8	BROAD DISCIPLINE OF COMPUTING	84	26	59	169	34.9%	35	22	2	14.8	101.3	31.6	138.9
9	BBA (HONS) GLOBAL SUPPLY CHAIN MANAGEMENT	22	8	13	43	30.2%	8	5	-	15.6	-	-	115.0
10	BSc (HONS) BIOMEDICAL ENGINEERING	22	1	9	32	28.1%	7	1	1	16.7	-	-	117.7

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 calculated 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

With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Scores 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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.
8. Under the new academic structure, universities adopt broad-based admission mechanism 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 Non-local Students to Total Number of Students Admitted
in the 2018/19 and 2019/20 Academic Years**

University: The Hong Kong University of Science and Technology

2018/19 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 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	*
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

2019/20 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	10	1	11	22	50.0%	8	3	-	18.4	-	37.0	*
2	BBA Economics	13	4	11	28	39.3%	6	3	2	18.3	-	39.8	*
3	BBA Operations Management	5	1	3	9	33.3%	1	2	-	17.8	-	-	*
4	BBA Management	14	5	7	26	26.9%	1	6	-	17.8	-	40.3	*
5	BSc Risk Management and Business Intelligence	18	6	8	32	25.0%	4	4	-	20.2	*	*	-
6	BSc Quantitative Social Analysis	29	4	10	43	23.3%	4	6	-	16.8	-	-	*
7	BBA (School of Business and Management)	284	66	95	445	21.3%	43	45	7	17.8	104.0	38.6	136.0
8	BSc Environmental Management and Technology	13	2	4	19	21.1%	2	2	-	19.9	*	*	*
9	BEng (School of Engineering)	523	83	152	758	20.1%	61	81	10	16.6	109.2	39.4	159.0
10	BSc Global China Studies	47	2	11	60	18.3%	8	3	-	17.0	*	*	82.3

- Notes:
- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
 - 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
 - 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 calculated 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

With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Scores 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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.
8. Under the new academic structure, universities adopt broad-based admission mechanism 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 Non-local Students to Total Number of Students Admitted
in the 2018/19 and 2019/20 Academic Years**

University: The University of Hong Kong

2018/19 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)		Mainland China	Other places in Asia	Rest of the world	Local students via JUPAS route		Non-local students via Non-JUPAS route	
		JUPAS	Non- JUPAS							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
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

2019/20 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	17	-	15	32	46.9%	9	6	-	20.8	*	*	136.8
2	Bachelor of Business Administration / Bachelor of Economics and Finance	226	43	215	484	44.4%	130	81	4	19.3	109.7	39.6	128.0
3	Bachelor of Arts and Sciences in Financial Technology	10	2	9	21	42.9%	4	5	-	19.8	*	-	130.5
4	Bachelor of Arts and Sciences in Applied Artificial Intelligence	12	-	7	19	36.8%	3	4	-	20.0	*	*	*
5	Bachelor of Business Administration (Information Systems)	15	3	10	28	35.7%	3	6	1	18.9	112.0	38.8	*
6	Bachelor of Business Administration in International Business and Global Management	11	12	11	34	32.4%	1	10	-	25.0	-	42.5	-
7	Bachelor of Engineering in Biomedical Engineering	21	1	10	32	31.3%	1	9	-	18.8	109.3	-	*
8	Bachelor of Science in Actuarial Science	61	1	28	90	31.1%	17	11	-	19.4	112.0	*	132.6
9	Bachelor of Arts and Sciences in Global Health and Development	14	5	8	27	29.6%	1	7	-	20.2	-	33.5	*
10	Bachelor of Engineering (Engineering Science)	16	-	6	22	27.3%	2	4	-	17.2	*	-	*

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 calculated 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

With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Scores 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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.
8. Under the new academic structure, universities adopt broad-based admission mechanism 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 Non-local Students
in the 2018/19 and 2019/20 Academic Years**

University: City University of Hong Kong

2018/19 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)	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
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

2018/19 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⁾
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	*	*	*

2019/20 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							HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾	JEE of Mainland China ⁽⁵⁾
1	Bachelor of Science in Computer Science	82	18	62	162	38.3%	31	26	5	15.5	110.9	*	117.0
2	Department of Economics and Finance (options: BBA Business Economics, BBA Finance)	139	33	48	220	21.8%	23	20	5	16.0	82.7	*	87.1
3	Department of Mechanical Engineering (options: BEng Mechanical Engineering, BEng Nuclear and Risk Engineering)	69	20	43	132	32.6%	12	31	-	14.3	99.6	34.8	143.0
4	Department of Electrical Engineering (options: BEng Computer and Data Engineering, BEng Electronic and Communication Engineering, BEng Information Engineering)	137	26	43	206	20.9%	19	23	1	14.3	*	34.3	127.4
5	Bachelor of Science in Computational Finance and Financial Technology	4	4	29	37	78.4%	15	13	1	18.0	*	-	152.0
6	Department of Media and Communication (options: BA Digital Television and Broadcasting, BA Media and Communication)	42	11	28	81	34.6%	13	15	-	16.6	*	31.0	89.4
7	Bachelor of Engineering in Biomedical Engineering	48	1	26	75	34.7%	11	13	2	14.7	*	*	119.9
8	Bachelor of Science in Computing Mathematics	32	5	25	62	40.3%	18	7	-	14.8	-	*	127.2
9	School of Data Science (options: BSc Data Science, BEng Data and Systems Engineering)	12	7	21	40	52.5%	10	11	-	15.2	-	-	108.3
10	Department of Social and Behavioural Sciences (options: BSocSc Criminology and Sociology, BSocSc Psychology, BSocSc Social Work)	94	14	20	128	15.6%	7	11	2	16.8	*	*	90.6

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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 calculated 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
With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Scores 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 mechanism 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
in the 2018/19 and 2019/20 Academic Years**

University: Hong Kong Baptist University

2018/19 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	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
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

2019/20 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	164	32	50	246	20.3%	41	8	1	15.5	109.3	-	105.5
2	Bachelor of Communication	84	2	33	119	27.7%	21	11	1	17.7	*	*	118.5
3	BBA - Accounting	27	27	18	72	25.0%	10	8	-	15.6	*	*	125.6
4	Bachelor of Business Administration	19	25	15	59	25.4%	10	3	2	15.9	*	31.3	120.0
5	Bachelor of Arts/Bachelor of Social Sciences	73	34	11	118	9.3%	10	1	-	16.1	-	-	92.1
6	BBA - Applied Economics	16	3	10	29	34.5%	7	2	1	15.5	*	-	118.3
7	BBA - Finance	17	4	9	30	30.0%	7	2	-	15.7	-	-	121.2
8	Bachelor of Arts	125	13	8	146	5.5%	7	1	-	17.1	*	-	110.7
9	BBA - Information Systems and e-Business Management	13	5	7	25	28.0%	3	4	-	15.1	-	-	*
10	Bachelor of Chinese Medicine & BSc Biomedical Science	24	3	6	33	18.2%	4	2	-	19.2	-	-	96.5

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
- 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 calculated 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

With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Scores 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 mechanism 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
in the 2018/19 and 2019/20 Academic Years**

University: Lingnan University

2018/19 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 (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
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	-	-	*

2019/20 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							HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾	JEE of Mainland China ⁽⁵⁾
1	Bachelor of Business Administration (Hons)	127	10	20	157	12.7%	18	2	-	14.8	*	*	85.3
2	Bachelor of Social Sciences (Hons)	93	3	17	113	15.0%	13	4	-	15.3	-	*	52.6
3	Bachelor of Arts (Hons) in Global Liberal Arts	15	1	12	28	42.9%	10	2	-	14.9	-	-	54.2
4	Bachelor of Science (Hons) in Data Science	15	2	9	26	34.6%	7	2	-	14.6	*	-	69.8
5	Bachelor of Business Administration (Hons) - Risk and Insurance Management	22	1	9	32	28.1%	8	-	1	15.1	-	-	52.4
6	Bachelor of Arts (Hons) in Chinese	39	2	7	48	14.6%	7	-	-	15.5	-	-	22.4
7	Bachelor of Arts (Hons) in Cultural Studies	20	1	6	27	22.2%	6	-	-	15.5	*	-	7
8	Bachelor of Arts (Hons) in Translation	32	7	5	44	11.4%	5	-	-	15.3	-	-	36
9	Bachelor of Arts (Hons) in Contemporary English Studies	18	7	4	29	13.8%	4	-	-	15.1	-	-	*
10	Bachelor of Arts (Hons) in History	19	6	4	29	13.8%	4	-	-	15.2	-	-	11.8

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
- 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 calculated 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

With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Scores 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 mechanism 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
in the 2018/19 and 2019/20 Academic Years**

University: The Chinese University of Hong Kong

2018/19 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	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
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	*	*	-

2019/20 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	209	33	118	360	32.8%	60	55	3	18.1	94	35.8	136.5
2	Science (broad-based)	369	26	92	487	18.9%	71	18	3	17.0	100.4	*	173.1
3	Engineering (broad-based)	217	67	89	373	23.9%	49	37	3	15.7	106	*	166
4	Social Science (broad-based)	68	7	72	147	49.0%	66	6	-	19.7	*	38	120.9
5	B.B.A. Professional Accountancy	80	10	37	127	29.1%	27	10	-	18.7	105.6	*	145.5
6	B.S.Sc. Economics	59	13	24	96	25.0%	4	19	1	17.0	*	38.2	-
7	B.Eng. Biomedical Engineering	27	14	17	58	29.3%	5	12	-	18.5	110	*	179.8
8	B.A. Chinese Studies	11	4	16	31	51.6%	3	10	3	16.4	*	33	-
9	B.Eng. Financial Technology	26	4	13	43	30.2%	10	3	-	18.7	*	-	161.6
10	B.Sc. Quantitative Finance	32	8	11	51	21.6%	-	11	-	21.2	*	-	-

Notes:

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- 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:
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“-” denotes that the students concerned are not HKDSE qualification holders. “*” denotes that the number of students holding HKDSE qualification is smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
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With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot

be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
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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 mechanism 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
in the 2018/19 and 2019/20 Academic Years**

University: The Education University of Hong Kong

2018/19 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)		Mainland China	Other places in Asia	Rest of the world	Local students via JUPAS route		Non-local students via Non-JUPAS route	
		JUPAS	Non- JUPAS							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
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

2018/19 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 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

2019/20 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							HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾	JEE of Mainland China ⁽⁵⁾
1	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	53	33	15	101	14.9%	15	-	-	16.2	-	-	71.4
2	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	18	8	13	39	33.3%	12	1	-	15.1	-	-	44
3	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time)	25	1	12	38	31.6%	8	3	1	15.4	-	-	90.1
4	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	16	6	11	33	33.3%	11	-	-	15.3	-	-	64.2
5	Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language) (Five-year Full-time)	19	4	8	31	25.8%	6	2	-	15.7	-	-	82.2
6	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	28	7	7	42	16.7%	7	-	-	15.9	-	-	42
7	Bachelor of Education (Honours) (Primary) (Five-year Full-time)	66	53	6	125	4.8%	6	-	-	15.7	-	-	40.7
8	Bachelor of Education (Honours) (Chinese History) (Five-year Full-time)	10	3	5	18	27.8%	5	-	-	15.2	-	-	50.8
9	Bachelor of Education (Honours) (Science) (Five-year Full-time)	13	-	5	18	27.8%	1	4	-	14.8	*	*	-
10	Bachelor of Education (Honours) (Secondary) (Five-year Full-time)	17	6	5	28	17.9%	4	1	-	14.4	-	-	65.3

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 calculated 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

With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Scores 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 mechanism 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
in the 2018/19 and 2019/20 Academic Years**

University: The Hong Kong Polytechnic University

2018/19 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	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

2019/20 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				HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾	JEE of Mainland China ⁽⁵⁾			
1	BROAD DISCIPLINE OF COMPUTING	84	26	59	169	34.9%	35	22	2	14.8	101.3	31.6	138.9
2	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	75	3	51	129	39.5%	10	38	3	16.9	-	31.3	105.9
3	BBA (HONS) ACCOUNTING AND FINANCE	33	6	38	77	49.4%	26	12	-	16.5	*	*	134.6
4	BEng (HONS) ELECTRONIC & INFORMATION ENGINEERING	28	10	32	70	45.7%	25	7	-	14.6	-	*	126.4
5	BBA (HONS) FINANCIAL SERVICES	24	6	29	59	49.2%	21	8	-	16.0	-	-	125.0
6	BBA (HONS) ACCOUNTANCY	76	31	26	133	19.5%	25	1	-	15.9	-	*	134.8
7	BEng (HONS) CIVIL ENGINEERING	53	15	24	92	26.1%	14	10	-	15.8	112	*	129.1
8	BROAD DISCIPLINE OF LANGUAGE, CULTURE & COMMUNICATION	57	22	23	102	22.5%	12	11	-	16.2	-	*	102.0
9	BSc (HONS) INVESTMENT SCIENCE & FINANCE ANALYTICS	16	2	21	39	53.8%	17	4	-	15.6	*	-	133.1
10	BSc (HONS) INTERNET & MULTIMEDIA TECHNOLOGIES	19	8	21	48	43.8%	20	1	-	15.1	-	-	131.9

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
- 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 calculated 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

With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Scores 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 mechanism 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
in the 2018/19 and 2019/20 Academic Years**

University: The Hong Kong University of Science and Technology

2018/19 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)	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
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

2019/20 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							HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾	JEE of Mainland China ⁽⁵⁾
1	BEng (School of Engineering)	523	83	152	758	20.1%	61	81	10	16.6	109.2	39.4	159.0
2	BSc (School of Science)	433	27	102	562	18.1%	51	50	1	16.1	108.8	39.2	147.7
3	BBA (School of Business and Management)	284	66	95	445	21.3%	43	45	7	17.8	104.0	38.6	136.0
4	BSc Integrative Systems and Design	10	1	11	22	50.0%	8	3	-	18.4	-	37.0	*
5	BBA Economics	13	4	11	28	39.3%	6	3	2	18.3	-	39.8	*
6	BSc Global China Studies	47	2	11	60	18.3%	8	3	-	17.0	*	*	82.3
7	BSc Quantitative Social Analysis	29	4	10	43	23.3%	4	6	-	16.8	-	-	*
8	BSc Risk Management and Business Intelligence	18	6	8	32	25.0%	4	4	-	20.2	*	*	-
9	BBA Management	14	5	7	26	26.9%	1	6	-	17.8	-	40.3	*
10	BBA Global Business	17	12	6	35	17.1%	1	5	-	24.5	-	*	*

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
- 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 calculated as follows:
Before September 2017: A-Level : A* = 140; A = 120; B = 100; C = 80; D = 60; E = 40
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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

With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
5. National Joint College Entrance Examination (JEE) of Mainland China. Scores 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 smaller than 3, and the average scores are not disclosed in the tables above for the purpose of protecting the privacy of the students concerned.
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7. Under the new academic structure, universities adopt broad-based admission mechanism 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
in the 2018/19 and 2019/20 Academic Years**

University: The University of Hong Kong

2018/19 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	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
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

2019/20 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							HKDSE ⁽²⁾	GCE ⁽³⁾	IB ⁽⁴⁾	JEE of Mainland China ⁽⁵⁾
1	Bachelor of Business Administration / Bachelor of Economics and Finance	226	43	215	484	44.4%	130	81	4	19.3	109.7	39.6	128.0
2	Bachelor of Science	275	72	124	471	26.3%	63	60	1	17.3	111.1	37.4	159.2
3	Bachelor of Engineering	341	72	118	531	22.2%	35	81	2	17.2	109.5	38.1	147.5
4	Bachelor of Social Sciences	146	30	60	236	25.4%	23	28	9	19.6	*	38.7	108.7
5	Bachelor of Arts	297	46	37	380	9.7%	23	12	2	18.3	*	35.8	106.8
6	Bachelor of Science in Actuarial Science	61	1	28	90	31.1%	17	11	-	19.4	112.0	*	132.6
7	Bachelor of Biomedical Sciences	21	27	17	65	26.2%	3	14	-	21.3	109.3	39.0	-
8	Bachelor of Science in Quantitative Finance	17	-	15	32	46.9%	9	6	-	20.8	*	*	136.8
9	Bachelor of Laws	60	36	15	111	13.5%	12	-	3	21.9	110.4	*	122.9
10	Bachelor of Arts in Architectural Studies	38	18	14	70	20.0%	6	8	-	20.3	109.3	38.3	142.2

Notes:

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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

With the implementation of the new scoring system for the GCE since September 2017, the GCE scores obtained in the 2018/19 academic year and thereafter cannot be compared with those obtained in the 2017/18 academic year or before.

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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 mechanism 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.

**Place of Origin of Awardees of the Hong Kong PhD Fellowship Scheme
from 2015/16 to 2019/20 Academic Years**

Country/ Region	Number of Awardees 2015/16	Number of Awardees 2016/17	Number of Awardees 2017/18	Number of Awardees 2018/19	Number of Awardees 2019/20
Argentina	-	-	-	1	1
Armenia	-	-	-	1	1
Australia	3	3	1	1	2
Austria	-	1	-	1	1
Bangladesh	2	7	4	8	4
Belarus	-	1	-	-	-
Belgium	1	-	1	-	-
Brazil	1	-	-	-	1
Canada	-	3	7	1	1
Chile	1	-	-	1	-
Colombia	-	1	1	-	-
Czech Republic	-	1	-	-	1
Denmark	-	-	-	1	1
Egypt	1	-	1	2	-
Ethiopia	2	2	3	3	1
Fiji	-	-	-	-	1
Finland	-	-	2	-	-
France	1	-	3	-	2
Germany	1	1	1	4	2
Ghana	4	6	5	3	5
Greece	-	1	1	1	-
Hong Kong	14	15	16	22	29
Hungary	-	-	1	-	1
Iceland	-	1	-	-	-
India	5	5	4	6	8
Indonesia	-	1	2	4	6
Iran	-	3	1	-	2
Ireland	-	-	2	-	-
Italy	2	5	8	5	4
Jamaica	-	-	-	1	-
Japan	-	-	-	-	2
Jordan	-	-	-	1	-
Kazakhstan	-	-	3	-	3
Kenya	1	1	2	-	-
Kyrgyzstan	-	-	1	-	-
Latvia	-	-	-	1	-
Macao	-	-	-	1	-
Mainland China	133	120	107	91	100
Malawi	-	-	1	-	-
Malaysia	2	4	3	5	8

Country/ Region	Number of Awardees 2015/16	Number of Awardees 2016/17	Number of Awardees 2017/18	Number of Awardees 2018/19	Number of Awardees 2019/20
Malta	-	1	-	-	-
Mexico	-	2	1	1	2
Mozambique	-	-	1	-	-
Nepal	-	1	-	1	1
Netherlands	-	1	3	2	1
New Zealand	-	1	-	2	-
Nigeria	2	6	5	5	7
Norway	-	-	-	-	1
Pakistan	8	8	6	10	6
Palestine	-	-	-	1	-
Peru	-	-	-	1	2
Philippines	3	2	1	1	2
Poland	2	-	1	1	1
Republic of Serbia	1	-	1	-	1
Romania	-	-	-	-	5
Russia	1	1	2	3	-
Rwanda	-	-	1	-	3
Singapore	1	4	3	3	-
Slovenia	-	-	1	-	-
South Africa	1	-	-	-	4
South Korea	3	4	7	4	1
Spain	1	-	-	-	1
Sri Lanka	2	-	2	2	-
Saint Kitts and Nevis	-	-	-	1	-
Sweden	2	1	1	1	1
Switzerland	1	1	-	-	-
Syria	-	-	1	-	-
Taiwan	1	-	1	1	1
Tanzania	-	-	1	-	-
Thailand	1	2	1	2	2
Trinidad and Tobago	-	-	1	-	-
Turkey	2	-	-	1	-
Uganda	-	-	-	1	-
Ukraine	-	1	1	1	1
United Kingdom	3	1	3	9	5
United States of America	6	9	5	9	8
Uruguay	-	1	-	-	-
Vietnam	1	-	-	2	5
Zambia	-	-	-	1	1
Zimbabwe	-	2	-	-	1
Total	216	231	231	231	250

- End -

CONTROLLING OFFICER'S REPLY

EDB253

(Question Serial No. 0169)

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 (2015/16 to 2019/20):
 - a. the numbers of local, Mainland and other non-local students, as well as their respective percentages against the total; and
 - b. the numbers of part-time students and full-time students;
2. Please provide, by institution, the numbers 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 qualifications and percentages against the total for the past 5 years (2015/16 to 2019/20); 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 2015/16 to 2019/20 (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 numbers of local and non-local students of UGC-funded programmes by university, place of origin and level of study for the 2018/19 and 2019/20 academic years are set out at **Annex A**. The numbers of students of UGC-funded programmes by university, level of study and mode of study for the same period are set out at **Annex B**, whereas the 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 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 2018/19 academic year are at **Annexes E and F**. The numbers of these students for the 2019/20 academic year are not yet available.

As for the relevant figures for the 2015/16 to 2017/18 academic years, please refer to our reply (Serial No. EDB234) to the relevant question (Serial No. 0073) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2019-20.

2. The number of candidates (including private candidates) sitting for 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, and numbers of local students admitted through the non-JUPAS route for the 2018/19 to 2019/20 academic years are set out at **Annex G**.

As for the relevant figures for the 2015/16 to 2017/18 academic years, please refer to our reply (Serial No. EDB234) to the relevant question (Serial No. 0073) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2019-20.

2018/19 and 2019/20 Academic Years

Number of Local and Non-local Students of UGC-funded Programmes by University, Place of Origin and Level of Study

2018/19 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		674	100.0%	11 215	87.9%	53	100.0%	2	100.0%	79	6.9%
	Non-local students	Mainland China	-	-	893	7.0%	-	-	-	-	826	72.2%
		Others	-	-	656	5.1%	-	-	-	-	239	20.9%
Total			674	100.0%	12 764	100.0%	53	100.0%	2	100.0%	1 144	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%

2018/19 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.	%
EdUHK	Local students		2 252	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			2 252	100.0%	5 239	100.0%	955	100.0%	8	100.0%	86	100.0%
PolyU	Local students		1 060	100.0%	12 966	87.8%	15	100.0%	48	49.0%	119	15.9%
	Non-local students	Mainland China	-	-	1 078	7.3%	-	-	46	46.9%	490	65.3%
		Others	-	-	719	4.9%	-	-	4	4.1%	141	18.8%
Total			1 060	100.0%	14 763	100.0%	15	100.0%	98	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%	741	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%

2019/20 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		496	100.0%	11 133	86.5%	53	100.0%	-	-	76	5.7%
	Non-local students	Mainland China	-	-	927	7.2%	-	-	-	-	1 011	76.2%
		Others	-	-	810	6.3%	-	-	-	-	240	18.1%
Total			496	100.0%	12 870	100.0%	53	100.0%	-	-	1 326	100.0%
HKBU	Local students		-	-	6 141	88.4%	243	100.0%	18	40.9%	35	15.8%
	Non-local students	Mainland China	-	-	662	9.5%	-	-	24	54.5%	152	68.8%
		Others	-	-	146	2.1%	-	-	2	4.5%	34	15.4%
Total			-	-	6 949	100.0%	243	100.0%	44	100.0%	221	100.0%
LU	Local students		-	-	2 325	90.0%	-	-	16	43.2%	2	4.1%
	Non-local students	Mainland China	-	-	229	8.9%	-	-	15	40.5%	18	36.7%
		Others	-	-	29	1.1%	-	-	6	16.2%	29	59.2%
Total			-	-	2 583	100.0%	-	-	37	100.0%	49	100.0%
CUHK	Local students		-	-	15 048	86.2%	871	100.0%	193	60.3%	283	15.6%
	Non-local students	Mainland China	-	-	1 467	8.4%	-	-	117	36.6%	1 408	77.8%
		Others	-	-	949	5.4%	-	-	10	3.1%	118	6.5%
Total			-	-	17 464	100.0%	871	100.0%	320	100.0%	1 809	100.0%
EdUHK	Local students		1 983	100.0%	4 855	91.5%	763	97.2%	3	100.0%	16	16.8%
	Non-local students	Mainland China	-	-	407	7.7%	19	2.4%	-	-	49	51.3%
		Others	-	-	42	0.8%	3	@	-	-	31	31.9%
Total			1 983	100.0%	5 304	100.0%	785	100.0%	3	100.0%	96	100.0%

2019/20 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		915	100.0%	13 082	87.6%	20	100.0%	46	47.9%	112	13.9%
	Non-local students	Mainland China	-	-	1 065	7.1%	-	-	45	46.9%	540	67.2%
		Others	-	-	794	5.3%	-	-	5	5.2%	152	18.9%
Total			915	100.0%	14 941	100.0%	20	100.0%	96	100.0%	804	100.0%
HKUST	Local students		-	-	8 206	82.6%	-	-	116	36.1%	124	12.1%
	Non-local students	Mainland China	-	-	766	7.7%	-	-	134	41.7%	696	68.0%
		Others	-	-	961	9.7%	-	-	72	22.3%	204	19.9%
Total			-	-	9 933	100.0%	-	-	322	100.0%	1 024	100.0%
HKU	Local students		-	-	13 828	82.2%	823	91.3%	147	49.5%	328	17.0%
	Non-local students	Mainland China	-	-	1 573	9.4%	62	6.9%	128	43.1%	1 399	72.4%
		Others	-	-	1 422	8.5%	16	1.8%	22	7.4%	204	10.6%
Total			-	-	16 823	100.0%	901	100.0%	296	100.0%	1 931	100.0%

Notes:

1. UGC-funded TPg programmes cover only MPhil programmes. No funding is provided for PhD programmes by the UGC.
2. Figures of UGC-funded RPg students refer to students funded by UGC within their normative 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

**2018/19 and 2019/20 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	
2018/19	Sub-degree Programmes	CityU	674	-	674	
		EdUHK	747	1 505	2 252	
		PolyU	1 060	-	1 060	
	Total			2 481	1 505	3 986
	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		98	-	98		
HKUST		367	-	367		
HKU		330	-	330		
Total			1 225	-	1 225	
RPg Programmes -- PhD	CityU	1 144	-	1 144		
	HKBU	199	-	199		
	LU	48	-	48		
	CUHK	1 664	-	1 664		
	EdUHK	86	-	86		
	PolyU	750	-	750		

Academic Year	Level of Study	University	Mode of Study			
			Full-time	Part-time	Total	
		HKUST	1 035	-	1 035	
		HKU	1 760	-	1 760	
	Total		6 686	-	6 686	
2019/20 (provisional)	Sub-degree Programmes	CityU	496	-	496	
		EdUHK	735	1 248	1 983	
		PolyU	915	-	915	
		Total		2 146	1 248	3 394
	Undergraduate Programmes	CityU	12 870	-	12 870	
		HKBU	6 949	-	6 949	
		LU	2 583	-	2 583	
		CUHK	17 464	-	17 464	
		EdUHK	3 764	1 540	5 304	
		PolyU	14 941	-	14 941	
		HKUST	9 933	-	9 933	
		HKU	16 823	-	16 823	
		Total		85 327	1 540	86 867
	TPg Programmes	CityU	53	-	53	
		HKBU	19	224	243	
		CUHK	358	513	871	
		EdUHK	161	624	785	
		PolyU	20	-	20	
		HKU	525	376	901	
		Total		1 136	1 737	2 873
	RPg Programmes -- MPhil	CityU	-	-	-	
		HKBU	44	-	44	
		LU	37	-	37	
CUHK		320	-	320		
EdUHK		3	-	3		
PolyU		96	-	96		
HKUST		322	-	322		
HKU		296	-	296		
	Total		1 118	-	1 118	
RPg Programmes -- PhD	CityU	1 326	-	1 326		
	HKBU	221	-	221		
	LU	49	-	49		
	CUHK	1 809	-	1 809		
	EdUHK	96	-	96		
	PolyU	804	-	804		
	HKUST	1 024	-	1 024		
	HKU	1 931	-	1 931		
	Total		7 259	-	7 259	

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 normative 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

**2018/19 and 2019/20 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.	%	
2018/19	Caritas Bianchi College of Careers	232	85.3%	40	14.7%	-	-	272
	Caritas Institute of Community Education	105	100.0%	-	-	-	-	105
	Caritas Institute of Higher Education	283	99.6%	1	0.4%	-	-	284
	City University of Hong Kong	4 844	89.7%	549	10.2%	5	0.1%	5 398
	Gratia Christian College	18	94.7%	1	5.3%	-	-	19
	HKCT Institute of Higher Education	37	100.0%	-	-	-	-	37
	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	63	96.9%	2	3.1%	-	-	65
	Hong Kong Baptist University	2 864	86.3%	448	13.5%	6	0.2%	3 318
	Hong Kong College of Technology	338	90.1%	37	9.9%	-	-	375
	Hong Kong Institute of Technology	259	83.5%	51	16.5%	-	-	310
	Lingnan University	935	96.1%	38	3.9%	-	-	973
	School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 561	97.7%	36	2.3%	1	0.1%	1 598
	The Hong Kong Polytechnic University	9 383	99.5%	48	0.5%	2	@	9 433
	The Open University of Hong Kong	1 533	95.2%	38	2.4%	40	2.5%	1 611

Academic Year	Institution	Place of Origin						Total
		Local		Mainland China		Others		
		No.	%	No.	%	No.	%	
	The University of Hong Kong	5 354	93.0%	398	6.9%	6	0.1%	5 758
	Tung Wah College	475	100.0%	-	-	-	-	475
	Vocational Training Council	3 738	99.7%	5	0.1%	5	0.1%	3 748
	Yew Chung College of Early Childhood Education	166	98.2%	1	0.6%	2	1.2%	169
	YMCA College of Careers	26	100.0%	-	-	-	-	26
	Total	33 946	94.8%	1 767	4.9%	79	0.2%	35 792
2019/20 (provisional)	Caritas Bianchi College of Careers	237	91.9%	21	8.1%	-	-	258
	Caritas Institute of Community Education	74	97.4%	2	2.6%	-	-	76
	Caritas Institute of Higher Education	321	100.0%	-	-	-	-	321
	Community College of City University / UOW College Hong Kong	4 104	89.5%	478	10.4%	5	0.1%	4 587
	Gratia Christian College	42	95.5%	2	4.5%	-	-	44
	HKCT Institute of Higher Education	71	100.0%	-	-	-	-	71
	HKU SPACE Po Leung Kuk Stanley Ho Community College	1 971	91.8%	169	7.9%	7	0.3%	2 147
	Hong Kong Art School	67	94.4%	4	5.6%	-	-	71
	Hong Kong Baptist University	3 053	86.2%	486	13.7%	3	0.1%	3 542
	Hong Kong College of Technology	355	92.4%	29	7.6%	-	-	384
	Hong Kong Institute of Technology	263	83.0%	52	16.4%	2	0.6%	317
	Lingnan University	873	93.7%	59	6.3%	-	-	932
	School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 632	95.8%	70	4.1%	1	0.1%	1 703

Academic Year	Institution	Place of Origin						Total
		Local		Mainland China		Others		
		No.	%	No.	%	No.	%	
	The Hong Kong Polytechnic University	9 156	99.2%	69	0.7%	3	@	9 228
	The Open University of Hong Kong	1 662	91.8%	104	5.7%	45	2.5%	1 811
	The University of Hong Kong	6 049	91.6%	551	8.3%	4	0.1%	6 604
	Tung Wah College	419	99.1%	4	0.9%	-	-	423
	Vocational Training Council	3 299	99.5%	10	0.3%	7	0.2%	3 316
	Yew Chung College of Early Childhood Education	190	98.4%	2	1.0%	1	0.5%	193
	YMCA College of Careers	12	100.0%	-	-	-	-	12
	Total	33 850	93.9%	2 112	5.9%	78	0.2%	36 040

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 0.05%.
3. “-” denotes nil.

Number of Students of Full-time Locally-accredited Self-financing Undergraduate Programmes by Institution and Place of Origin in the 2018/19 and 2019/20 Academic Years

(Headcount)

Academic Year	Institution	Place of Origin						Total
		Local		Mainland China		Others		
		No.	%	No.	%	No.	%	
2018/19	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	434	70.9%	170	27.8%	8	1.3%	612
	City University of Hong Kong	1 369	99.4%	1	0.1%	7	0.5%	1 377
	Gratia Christian College	99	99.0%	-	-	1	1.0%	100
	The Hang Seng University of Hong Kong	4 703	99.3%	33	0.7%	1	@	4 737
	HKCT Institute of Higher Education	15	100.0%	-	-	-	-	15
	Hong Kong Art School	109	100.0%	-	-	-	-	109
	Hong Kong Baptist University	2 158	94.1%	136	5.9%	-	-	2 294
	Hong Kong College of Technology	406	99.5%	-	-	2	0.5%	408
	Hong Kong Nang Yan College of Higher Education	75	96.2%	3	3.8%	-	-	78
	Hong Kong Shue Yan University	3 776	91.6%	348	8.4%	-	-	4 124
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	220	35.0%	71	11.3%	338	53.7%	629
	The Chinese University of Hong Kong	85	100.0%	-	-	-	-	85
	The Education University of Hong Kong	1 180	95.9%	47	3.8%	4	0.3%	1 231

Academic Year	Institution	Place of Origin						Total
		Local		Mainland China		Others		
		No.	%	No.	%	No.	%	
	The Hong Kong Polytechnic University	2 540	96.1%	102	3.9%	2	0.1%	2 644
	The Open University of Hong Kong	8 616	91.8%	758	8.1%	8	0.1%	9 382
	The University of Hong Kong	376	95.9%	-	-	16	4.1%	392
	The Hong Kong University of Science and Technology	23	16.0%	15	10.4%	106	73.6%	144
	Tung Wah College	2 044	99.6%	6	0.3%	3	0.1%	2 053
	Vocational Training Council	5 268	99.6%	12	0.2%	9	0.2%	5 289
	Yew Chung College of Early Childhood Education	28	93.3%	-	-	2	6.7%	30
	Total	34 927	93.8%	1 804	4.8%	512	1.4%	37 243
2019/20 (provisional)	Caritas Institute of Higher Education	1 498	96.8%	48	3.1%	2	0.1%	1 548
	Centennial College	65	95.6%	1	1.5%	2	2.9%	68
	Chu Hai College of Higher Education	355	62.7%	200	35.3%	11	1.9%	566
	City University of Hong Kong	1 026	99.2%	1	0.1%	7	0.7%	1 034
	Community College of City University / UOW College Hong Kong	235	97.1%	-	-	7	2.9%	242
	Gratia Christian College	108	100.0%	-	-	-	-	108
	The Hang Seng University of Hong Kong	5 406	96.6%	186	3.3%	3	0.1%	5 595
	HKCT Institute of Higher Education	41	100.0%	-	-	-	-	41
	Hong Kong Art School	103	100.0%	-	-	-	-	103
	Hong Kong	2 253	92.9%	171	7.1%	-	-	2 424

Academic Year	Institution	Place of Origin						Total
		Local		Mainland China		Others		
		No.	%	No.	%	No.	%	
	Baptist University							
	Hong Kong College of Technology	338	99.4%	-	-	2	0.6%	340
	Hong Kong Nang Yan College of Higher Education	86	96.6%	3	3.4%	-	-	89
	Hong Kong Shue Yan University	3 479	89.3%	418	10.7%	-	-	3 897
	Lingnan University	2	6.9%	27	93.1%	-	-	29
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	257	39.7%	48	7.4%	342	52.9%	647
	The Chinese University of Hong Kong	18	100.0%	-	-	-	-	18
	The Education University of Hong Kong	854	93.7%	55	6.0%	2	0.2%	911
	The Hong Kong Polytechnic University	2 155	92.8%	166	7.1%	2	0.1%	2 323
	The Open University of Hong Kong	7 998	86.3%	1 258	13.6%	13	0.1%	9 269
	The University of Hong Kong	323	92.0%	-	-	28	8.0%	351
	The Hong Kong University of Science and Technology	7	4.2%	14	8.5%	144	87.3%	165
	Tung Wah College	2 221	99.5%	10	0.4%	1	@	2 232
	Vocational Training Council	4 786	99.1%	32	0.7%	11	0.2%	4 829
	Yew Chung College of Early Childhood Education	62	96.9%	-	-	2	3.1%	64
	Total	33 676	91.3%	2 638	7.2%	579	1.6%	36 893

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 0.05%.
4. “-” denotes nil.
5. “#” denotes no figure is provided by the institution.

Number of Students of Locally-accredited Self-financing Taught Postgraduate Programmes by Institution and Place of Origin in the 2018/19 Academic Year

(Headcount)

Academic Year	Institution	Place of Origin						Total
		Local		Mainland China		Others		
		No.	%	No.	%	No.	%	
2018/19	CityU	2 254	41.6%	3 094	57.1%	74	1.4%	5 422
	HKBU	1 228	38.6%	1 914	60.2%	37	1.2%	3 179
	LU	117	16.2%	577	79.7%	30	4.1%	724
	CUHK	5 713	63.9%	3 066	34.3%	155	1.7%	8 934
	EdUHK	795	48.5%	833	50.8%	11	0.7%	1 639
	PolyU	5 133	69.1%	2 165	29.2%	126	1.7%	7 424
	HKUST	1 026	30.8%	2 005	60.2%	297	8.9%	3 328
	HKU	6 792	73.3%	2 161	23.3%	311	3.4%	9 264
	CHCHE	53	33.5%	105	66.5%	-	-	158
	HKAPA	78	57.4%	53	39.0%	5	3.7%	136
	HSUHK	13	92.9%	-	-	1	7.1%	14
	HKSJU	90	82.6%	19	17.4%	-	-	109
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	9	34.6%	6	23.1%	11	42.3%	26
	OpenU	434	55.2%	346	44.0%	6	0.8%	786
Total	23 735	57.7%	16 344	39.7%	1 064	2.6%	41 143	

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.

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
HKSJU	Hong Kong Shue Yan University
OpenU	The Open University of Hong Kong

Number of Students of Locally-accredited Self-financing Research Postgraduate Programmes by University and Place of Origin in the 2018/19 Academic Year

(Headcount)

Academic Year	University	Place of Origin						Total
		Local		Mainland China		Others		
		No.	%	No.	%	No.	%	
2018/19	CityU	103	19.2%	419	78.0%	15	2.8%	537
	HKBU	56	26.5%	129	61.1%	26	12.3%	211
	LU	3	50.0%	3	50.0%	-	-	6
	CUHK	335	38.6%	492	56.7%	41	4.7%	868
	EdUHK	6	37.5%	8	50.0%	2	12.5%	16
	PolyU	164	18.6%	591	67.2%	125	14.2%	880
	HKUST	120	16.8%	513	71.5%	84	11.7%	718
	HKU	309	50.0%	270	43.6%	40	6.5%	619
	HKSJU	4	100.0%	-	-	-	-	4
	OpenU	10	100.0%	-	-	-	-	10
	Total	1 111	28.7%	2 425	62.7%	333	8.6%	3 869

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.

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
HKSJU	Hong Kong Shue Yan University
OpenU	The Open University of Hong Kong

Admission of Local Students to UGC-funded FYFD Programmes through JUPAS and Non-JUPAS Routes for the 2018/19 to 2019/20 Academic Years

Year	Approved student number targets of UGC-funded FYFD places	Number of DSE candidates in the relevant year (1)	JUPAS				Non-JUPAS	
			Candidates meeting the general entrance requirements of undergraduate 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⁾		
2018/19	15 000	57 649 (6 274)	21 603 (252)	37.5% (4.0%)	9 386	16.3%	39 872	2 846
2019/20	15 000	54 642 (6 745)	20 280 (377)	37.1% (5.6%)	7 991	14.6%	40 287	2 797 ⁽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 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. 0170)

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 (2015/16 to 2019/20) and the projected data for 2020/21:
 - (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 of the UGC-funded universities and additional requirements for publicly-funded hostel places above the level of supply at the time, with a breakdowns by university, for the 2015/16 to 2018/19 academic years are at Annex A. The above data were prepared for reference by the UGC in considering whether support should be given to universities with regard to construction of new student hostels. Subsequently, the Government set up the Hostel Development Fund (HDF) in 2018 to provide one-off capital grants of \$10.337 billion in total for 6 UGC-funded universities with hostel shortfalls for provision of a total of 13 473 student hostel places based on the shortfall¹ projected at the time under the prevailing student hostel

policy, with a view to fully meeting the shortfall of hostel places. Considering that there has been no change in student hostel policy and no substantive variations in overall student intake since establishment of the HDF, the information in respect of universities' requirement and shortfall of student hostel places are not further updated.

Regarding self-financing post-secondary institutions, they 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.

(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 5 academic years (2015/16 to 2019/20) 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. The UGC-funded universities will carry out 15 student hostel projects under HDF. According to the Master Hostel Development Plans submitted to the Government by the universities in February 2018, all relevant projects are expected to be completed within 10 years upon establishment of the HDF (i.e. by 2028) to meet the projected shortfall of student hostel places. In 2019, a total of 4 student hostel projects subsidised by the HDF commenced gradually and they will provide a total of 3 500 hostel places upon completion. Details of the projects are at **Annex C**. 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.

¹ On the assumption of full use of the 20% non-local students quota for undergraduates and taught postgraduates.

(A) Requirements for publicly-funded hostel places by UGC-funded universities under prevailing hostel policy

University	Academic year			
	2015/16	2016/17	2017/18	2018/19
City University of Hong Kong	5 496	5 703	5 745	5 963
Hong Kong Baptist University	2 839	2 869	2 959	3 015
Lingnan University	1 300	1 300	1 300	1 300
The Chinese University of Hong Kong	7 486	7 761	7 859	7 948
The Education University of Hong Kong	2 000	2 000	2 000	2 000
The Hong Kong Polytechnic University	6 060	6 444	6 551	6 791
The Hong Kong University of Science and Technology	5 094	5 478	5 498	5 546
The University of Hong Kong	7 586	7 851	7 999	8 203
Total	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			
	2015/16	2016/17	2017/18	2018/19
City University of Hong Kong	2 011	2 218	2 260	2 478
Hong Kong Baptist University	1 128	1 158	1 248	1 304
Lingnan University	-	-	-	-
The Chinese University of Hong Kong	1 304	1 579	1 677	1 090
The Education University of Hong Kong	-	-	-	-
The Hong Kong Polytechnic University	1 406	1 790	1 897	2 137
The Hong Kong University of Science and Technology	953	1 337	1 357	1 405
The University of Hong Kong	1 858	2 121	2 269	2 473
Total	8 660	10 203	10 708	10 887

**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
2015/16	943
2016/17	931
2017/18	603
2018/19	486
2019/20	684

Commenced hostel projects under the Hostel Development Fund

University	Hostel project	Number of hostel places to be provided	Commencement date	Projected completion date	Amount of one-off capital grant provided under the Hostel Development Fund (\$)
Hong Kong Baptist University	Hostel Complex at 30 Renfrew Road, Kowloon Tong	1 726	15/2/2019	31/10/2023	1,161,598,000
The Chinese University of Hong Kong	300-place Student Hostel at New Asia Campus	300	17/6/2019	30/6/2022	196,425,000*
The University of Hong Kong	Student Residence at Mui Fong Street	250	30/5/2019	30/4/2022	164,580,000*
	Student Residence at Wong Chuk Hang Site	1 224	28/8/2019	30/11/2023	817,552,000*

*The amount used for pre-construction works funded by block vote has been deducted.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0177)

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 (2015/16 to 2019/20 academic years);
2. the number of publicly-funded senior year undergraduate places offered by each university in the past 5 years (2015/16 to 2019/20 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 2019/20 academic years and their distribution by university and discipline.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 23)

Reply:

Since the 2015/16 academic year, the number of senior year undergraduate intake places in the University Grants Committee (UGC)-funded universities increased progressively by a total of 1 000 places, to 5 000 intake places per annum in the 2018/19 academic year for meritorious sub-degree graduates to articulate to subsidised degree programmes. In the 2019/20 academic year, the senior year undergraduate intake places of the UGC-funded universities maintained at the same level.

The approved senior year undergraduate intake places allocated to each of the UGC-funded universities by programme from the 2018/19 to 2019/20 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 each of the UGC-funded universities for the corresponding period are at **Annex B**, while 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**.

The relevant figures for the 2015/16 to 2017/18 academic years were set out in our reply (EDB240) to the relevant question (Serial No. 2962) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2019-20.

2018/19 to 2019/20 Academic Years
Approved UGC-funded Senior Year Undergraduate Intake Places
(in full-time equivalent term)

University	Programme	2018/19	2019/20
CityU	Bachelor of Arts	338	335
	Bachelor of Business Administration	367	393
	Bachelor of Engineering	147	161
	Bachelor of Science	205	168
	Bachelor of Social Science	338	338
	Sub-total	1 395	1 395
HKBU	Bachelor of Arts	189	205
	Bachelor of Business Administration	161	153
	Bachelor of Science	104	100
	Bachelor of Social Science	192	188
	Sub-total	646	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	93	108
	Bachelor of Business Administration	15	16
	Bachelor of Engineering	18	14
	Bachelor of Nursing	60	60
	Bachelor of Science	157	146
	Bachelor of Social Science	61	60
	Sub-total	404	404
EdUHK	Bachelor of Arts	96	81
	Bachelor of Social Science	88	103
	Sub-total	184	184
PolyU	Bachelor of Arts	577	523
	Bachelor of Business Administration	270	270

University	Programme	2018/19	2019/20
PolyU	Bachelor of Engineering	297	309
	Bachelor of Nursing	40	40
	Bachelor of Science	521	583
	Broad Discipline of Computing ^	45	25
	Sub-total	1 750	1 750
HKUST	Bachelor of Business Administration	30	35
	Bachelor of Engineering	86	86
	Bachelor of Science	35	30
	Sub-total	151	151
HKU	Bachelor of Arts	54	74
	Bachelor of Business Administration	20	10
	Bachelor of Engineering	34	34
	Bachelor of Nursing	25	25
	Bachelor of Science	165	155
	Bachelor of Social Science	42	42
	Sub-total	340	340
Total		5 000	5 000

Notes:

1. “-” denotes nil.
2. ^ The Broad Discipline of Computing comprises 3 academic degree awards. It aims to give students the flexibility to decide on the final academic 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 3 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

**Full-time Locally-accredited Self-financing Top-up Degree Programmes
Offered by UGC-funded Universities from the 2018/19 to 2019/20 Academic Years**

Academic Year	University	Programme / Discipline	Places at Intake Level	Average Annual Tuition Fee (\$)
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 Administration	170	127,800
	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	
2019/20	CityU	Bachelor of Arts	300	88,000 – 115,200
		Bachelor of Science	100	115,200
	HKBU	Bachelor of Arts	172	82,500
		Bachelor of Business Administration	239	108,000 – 109,980
		Bachelor of Commerce	80	82,500
		Bachelor of Science	20	105,333
		Bachelor of Social Science	456	82,500
	EdUHK	Bachelor of Arts	30	98,000 – 107,800
		Bachelor of Education	60	98,000
		Bachelor of Science	35	107,800
Bachelor of Social Science		30	98,000	

Academic Year	University	Programme / Discipline	Places at Intake Level	Average Annual Tuition Fee (\$)
2019/20	HKU	Bachelor of Arts	80	54,900 – 110,700
		Bachelor of Business Administration	25	70,000
		Bachelor of Science	82	65,980 – 110,700
	PolyU	Bachelor of Arts	925	74,250
		Bachelor of Business Administration	70	92,813
		Bachelor of Engineering	110	88,838 – 91,613
		Bachelor of Science	215	74,250 – 98,550
		Bachelor of Social Science	110	74,250

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
3. The figures include both the self-financing programmes offered within the UGC-funded university proper and those provided by its affiliated self-financing operations.

**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 2018/19 to 2019/20 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	2018/19	562 (44.0%)	614 (48.0%)	101 (7.9%)	1 (0.1%)	1 278 (100.0%)
	2019/20*	421 (34.0%)	726 (58.6%)	92 (7.4%)	-	1 239 (100.0%)
HKBU	2018/19	193 (33.8%)	271 (47.5%)	106 (18.6%)	1 (0.2%)	571 (100.0%)
	2019/20*	164 (27.6%)	332 (55.8%)	99 (16.6%)	-	595 (100.0%)
LU	2018/19	19 (14.4%)	93 (70.5%)	20 (15.2%)	-	132 (100.0%)
	2019/20*	10 (7.0%)	118 (82.5%)	15 (10.5%)	-	143 (100.0%)
CUHK	2018/19	32 (7.9%)	303 (75.2%)	68 (16.9%)	-	403 (100.0%)
	2019/20*	38 (9.7%)	291 (74.0%)	64 (16.3%)	-	393 (100.0%)
EdUHK	2018/19	7 (3.8%)	166 (90.2%)	11 (6.0%)	-	184 (100.0%)
	2019/20*	8 (4.5%)	150 (83.8%)	21 (11.7%)	-	179 (100.0%)
PolyU	2018/19	986 (60.6%)	392 (24.1%)	246 (15.1%)	2 (0.1%)	1 626 (100.0%)
	2019/20*	1 181 (67.6%)	349 (20.0%)	218 (12.5%)	-	1 748 (100.0%)
HKUST	2018/19	-	143 (93.5%)	10 (6.5%)	-	153 (100.0%)
	2019/20*	-	148 (94.9%)	8 (5.1%)	-	156 (100.0%)
HKU	2018/19	145 (43.7%)	121 (36.4%)	66 (19.9%)	-	332 (100.0%)
	2019/20*	144 (43.0%)	139 (41.5%)	52 (15.5%)	-	335 (100.0%)
All universities	2018/19	1 944 (41.5%)	2 103 (44.9%)	628 (13.4%)	4 (0.1%)	4 679 (100.0%)
	2019/20*	1 966 (41.1%)	2 253 (47.1%)	569 (11.9%)	-	4 788 (100.0%)

Notes:

- The figures refer to students admitted to approved UGC-funded senior year undergraduate places and with sub-degree qualification as the highest qualification achieved.
- Figures in brackets denote percentage share of respective total number of intakes.
- Figures may not add up to the corresponding totals owing to rounding.
- “-” denotes nil.
- “*” provisional figures.
- 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

EDB256

(Question Serial No. 0178)

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.

Please provide details of the outcome of the competitive allocation mechanism in the previous 4 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, a list of their original programmes, and the percentage of these places against 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; and
- (e) the number of places offered by each university and the total number of places offered in Hong Kong.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 24)

Reply:

The University Grants Committee (UGC) usually conducts the recurrent grants assessment and planning with its 8 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. 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. 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 competitive allocation for the 2012/13 to 2014/15 triennium, 2016/17 to 2018/19 triennium and 2019/20 to 2021/22 triennium were set out respectively in our reply (EDB275) to the relevant question (Serial No. 3012) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2014-15, our reply (EDB735) to the relevant question (Serial No. 3621) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2017-18 and our reply (EDB236) to the relevant question (Serial No. 0076) raised at the special meetings of the Finance Committee to examine the Estimates of Expenditure 2019-20. Regarding the details of competitive allocation for the 2015/16 academic year, as this was a roll-over year extending the approved financial arrangements for the 2012/13 to 2014/15 triennium, the student number targets at the level for the previous year (i.e. 2014/15 academic year) were also broadly adopted for the 2015/16 academic year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0179)

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 (2015-16 to 2019-20):

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.: 25)

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 4 academic years (2015/16 to 2018/19) is listed at **Annex A**. Information in respect of the 2019/20 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 5 academic years (2015/16 to 2019/20), with a 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 5 academic years (2015/16 to 2019/20) 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 in UGC-funded universities, with a breakdown by university in the past 5 academic years (2015/16 to 2019/20), 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 (REF) for 2015/16 to 2018/19 academic years are tabulated at **Annex E**. Information for the 2019/20 academic year is not yet available.
- (5) The amount of funding secured through the competitive research funding schemes for the local self-financing degree sector from the 2015/16 to 2019/20 academic years, with a breakdown by local self-financing degree-awarding institution and broad subject category, is listed at **Annex F**.

**Funding Received by UGC-funded Universities from the Government
Utilised for Research Purposes
(2015/16 to 2018/19)**

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

University	From UGC/ RGC (\$ million)	From Other Government Sources (\$ million)	Total (\$ million)
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

2018/19

University	From UGC/ RGC (\$ million)	From Other Government Sources (\$ million)	Total (\$ million)
City University of Hong Kong	1,094.8	99.4	1,194.2
Hong Kong Baptist University	522.5	35.2	557.7
Lingnan University	170.1	4.2	174.3
The Chinese University of Hong Kong	1,580.1	264.8	1,844.8

University	From UGC/ RGC (\$ million)	From Other Government Sources (\$ million)	Total (\$ million)
The Education University of Hong Kong	283	9.1	292.1
The Hong Kong Polytechnic University	1,446.2	164.7	1611
The Hong Kong University of Science and Technology	1,044.7	126.7	1,171.4
The University of Hong Kong	2,361.8	260.4	2,622.2
Total	8,503.1	964.5	9,467.6

Notes:

1. Figures are provided by UGC-funded universities.
2. Figures may not add up to the total due to rounding.

**Funding Secured by UGC-funded Universities through
UGC/RGC Competitive Research Funding Schemes
(2015/16 to 2019/20)**

Breakdown by University ^(Note 1)

University	2015/16 (\$ million)	2016/17 (\$ million)	2017/18 (\$ million)	2018/19 (\$ million)	2019/20 (\$ million) <small>(Note 2)</small>
City University of Hong Kong	172.2	139.9	108.8	135.5	125.1
Hong Kong Baptist University	49.5	45.3	43.1	56.0	52.2
Lingnan University	7.6	4.6	7.4	5.2	7.6
The Chinese University of Hong Kong	212.6	301.3	232.0	325.6	271.5
The Education University of Hong Kong	27.3	13.7	18.6	21.5	26.9
The Hong Kong Polytechnic University	118.4	113.4	141.5	234.5	189.9
The Hong Kong University of Science and Technology	196.8	265.5	197.4	301.4	187.1
The University of Hong Kong	255.0	421.6	269.4	375.5	327.6
Total ^(Note 3)	1,039.4	1,305.2	1,018.2	1,455.2	1,187.7

Breakdown by Broad Subject Category ^(Note 1)

Broad Subject Category	2015/16 (\$ million)	2016/17 (\$ million)	2017/18 (\$ million)	2018/19 (\$ million)	2019/20 (\$ million) <small>(Note 2)</small>
Biology and Medicine	327.1	518.5	312.6	451.7	393.7
Business Studies	93.2	60.4	62.4	77.3	73.6
Engineering	313.9	313.1	337.2	462.6	335.6
Humanities and Social Sciences	144.5	159.7	142.2	184.3	165.8
Physical Sciences	160.7	253.4	163.8	279.4	219.0
Total ^(Note 3)	1,039.4	1,305.2	1,018.2	1,455.2	1,187.7

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 Position up to 29 February 2020.

Note 3 Figures may not add up to the total due to rounding.

**Total Number of Research Projects in UGC-funded Universities Monitored by the
UGC/RGC and Number of Terminated Projects
(2015/16 to 2019/20)**

Academic Year	No. of projects monitored by UGC/RGC	No. of terminated projects (% to total)	Funds involved (\$ million)	Funds returned to UGC/RGC (\$ million)
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	6 354	20 (0.31%)	12.0	2.8
2019/20 (Note)	6 462	18 (0.28%)	7.1	1.0

Note Position up to 29 February 2020.

**Reasons for Project Termination
(2015/16 to 2019/20)**

Reason	Number
Principal Investigators no longer teaching at UGC-sector universities	111
Principal Investigators retired	9
Principal Investigators passed away	4
Withdrawal from research projects by Principal Investigators	2
Not meeting eligibility requirements due to Principal Investigator's prolonged leave or change of staff grade	5
Failure to submit reports by Principal Investigators	1

**Staff Establishment, Minimum Salary Point, Mode of Employment and Turnover Rate
of Research Assistants and Senior Research Assistants in UGC-funded Universities
(2015/16 to 2019/20)**

2015/16

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 1 year	Number of part-time staff with contracts of longer than 1 year	Number of staff on short-term contract (Note 2)			Number of full-time staff with contracts of longer than 1 year	Number of part-time staff with contracts of longer than 1 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 1 year	Number of part-time staff with contracts of longer than 1 year	Number of staff on short-term contract (Note 2)			Number of full-time staff with contracts of longer than 1 year	Number of part-time staff with contracts of longer than 1 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 1 year	Number of part-time staff with contracts of longer than 1 year	Number of staff on short-term contract (Note 2)			Number of full-time staff with contracts of longer than 1 year	Number of part-time staff with contracts of longer than 1 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

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 1 year	Number of part-time staff with contracts of longer than 1 year	Number of staff on short-term contract (Note 2)			Number of full-time staff with contracts of longer than 1 year	Number of part-time staff with contracts of longer than 1 year	Number of staff on short-term contract (Note 2)
CityU	18.01%	10,790	219	73	341	19.25%	19,650	67	38	108
HKBU	10.03%	11,100	34	11	274	7.22%	24,700	46	2	146
LU	0%	19,030	2	0	1	25.0%	27,000	4	0	0
CUHK	7.5%	19,885	190	22	106	N/A	N/A	0	0	0
EdUHK	9.5%	12,000	62	18	246	5.6%	24,800	24	3	44
PolyU	7.6%	13,050	40	21	465	7.8%	20,560	20	14	185
HKUST	15.22%	12,445	19	0	279	N/A	N/A	0	0	0
HKU	8.4%	17,330	111	8	941	7.1%	26,460	55	0	143

2019/20 (Provisional figures)

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 1 year	Number of part-time staff with contracts of longer than 1 year	Number of staff on short-term contract (Note 2)			Number of full-time staff with contracts of longer than 1 year	Number of part-time staff with contracts of longer than 1 year	Number of staff on short-term contract (Note 2)
CityU	11.09%	11,170	166	51	423	10.14%	20,000	44	29	134
HKBU	10.29%	11,100	27	6	210	5.47%	24,700	26	2	100
LU	80%	18,445	1	0	1	0%	30,545	3	0	0
CUHK	6.3%	20,785	140	11	131	N/A	N/A	0	0	0
EdUHK	7.6%	12,700	60	15	254	8.5%	26,200	23	6	42
PolyU	10.1%	13,050	37	19	400	8.6%	20,560	21	16	125
HKUST	7.7%	13,390	34	0	268	N/A	N/A	0	0	0
HKU	7.8%	18,240	140	10	949	8.9%	27,850	66	2	135

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 1 year or less.

Note 3 CUHK and HKUST have not employed any Senior Research Assistant in the past 5 academic years. Hence, the turnover rate and minimum monthly pay in respect of Senior Research Assistant are not applicable to these 2 universities.

**Annual Interest Income, Research Grants, Administrative Expenses and Balance
of the Research Endowment Fund
(2015/16 to 2018/19)** ^(Note 1)

	For the year ended ^(Note 2)			
	31 August 2016 (\$ million)	31 August 2017 (\$ million)	31 August 2018 (\$ million)	31 August 2019 (\$ million)
Interest income	1,038	772	1,063	995
Research grants ^(Note 3)	588	1,011	1,425	948
Administrative expenses	0	0	0	0
Fund balance	26,811	26,572	29,210 ^(Note 4)	49,257 ^(Note 5)

Note 1 Information for 2019/20 is not yet available.

Note 2 The accounting period for the Research Endowment Fund (REF) runs from 1 September to 31 August of the following year.

Note 3 The RGC has adopted the new disbursement arrangement since 2015/16. Under the arrangement, the second instalment of research funding will be disbursed upon submission of the annual/mid-term progress report by researchers. Hence, the time for disbursed research grants to be recognised is different every year. As a matter of fact, the amount of research grants approved by the RGC annually was relatively stable over the past few years.

Note 4 The Government injected \$3 billion into the REF in June 2018.

Note 5 In June 2019, the Finance Committee of the Legislative Council approved the injection of \$20 billion into the REF. The injection has been regarded as receivables and included in the year-end balance for 2018/19.

**Funding Secured by Local Self-financing Degree-awarding Institutions
through the UGC/GC Competitive Research Funding Schemes
(2015/16 to 2019/20)**

Breakdown by Institution ^(Note 1)

Institution	2015/16 (\$ million)	2016/17 (\$ million)	2017/18 (\$ million)	2018/19 (\$ million)	2019/20 (\$ million)
Caritas Institute of Higher Education	13.7	5.0	0.9	2.9	5.2
Centennial College	6.8	0.8	0.7	0.7	-
Chu Hai College of Higher Education	0.5	8.8	1.3	2.7	1.0
The Hang Seng University of Hong Kong	20.0	19.8	21.9	8.5	16.3
Hong Kong Shue Yan University	2.8	8.4	5.7	2.7	10.0
The Open University of Hong Kong	17.1	8.1	9.0	13.0	21.1
Tung Wah College	2.0	3.9	-	0.7	2.8
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	-	0.9
School of Professional Education and Executive Development, The Hong Kong Polytechnic University ^(Note 2)	1.2	2.4	1.6	3.2	3.6
Technological and Higher Education Institute of Hong Kong ^(Note 2)	12.9	23.5	11.6	3.2	11.2
Gratia Christian College ^(Note 3)	-	1.5	-	-	-
Yew Chung College of Early Childhood Education ^(Note 4)	-	-	-	-	2.0
Total ^(Note 5)	86.3	82.9	53.8	37.7	74.1

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 Institution is eligible for the research funding schemes starting from the 2019/20 academic year.

Note 5 Figures may not add up to the total due to rounding.

Breakdown by Broad Subject Category ^(Note 6)

Broad Subject Category	2015/16 (\$ million)	2016/17 (\$ million)	2017/18 (\$ million)	2018/19 (\$ million)	2019/20 (\$ million)
Biology and Medicine	7.0	10.5	2.1	6.2	11.5
Business Studies	5.6	11.6	5.9	6.6	8.9
Engineering	7.4	9.0	12.5	5.9	18.3
Humanities and Social Sciences	11.3	7.5	15.1	8.7	17.0
Physical Sciences	2.3	4.2	3.9	2.0	2.4
Research Infrastructure Grant (RIG) under Institutional Development Scheme (IDS) ^(Note 7)	52.8	40.1	14.3	8.2	16.0
Total ^(Note 8)	86.3	82.9	53.8	37.7	74.1

Note 6 The competitive research funding secured in an academic year does not need to be fully spent within the same academic year.

Note 7 RIG under IDS is provided for the whole institution to develop its research capacity, which cannot be categorised by subject.

Note 8 Figures may not add up to the total due to rounding.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0183)

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 (2015/16 to 2019/20):

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.: 30)

Reply:

1. The numbers of students with special educational needs (SEN) pursuing University Grants Committee (UGC)-funded full-time sub-degree and undergraduate programmes, by university and type of disability from 2015/16 to 2019/20 academic years, are at **Annex A**.

Under existing mechanism, the UGC-funded universities are provided with a block grant annually for internal resource allocation which may be flexibly deployed to support SEN students and students with disabilities. We do not have figures on the actual expenditure incurred by the universities in this regard. On the other hand, to facilitate SEN students to pursue UGC-funded programmes and adapt to campus life, as well as to promote an inclusive culture, UGC provided a one-off special grant of

\$20 million in total for the 8 UGC-funded universities in 2015 so as to enhance their supports for SEN students, such as purchasing necessary aids and equipment, strengthening training for academic and administrative staff, supporting student bodies to organise activities to encourage integration of SEN students into campus life. UGC later launched phase two of the funding scheme in July 2018, 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. As of June 2019, the actual expenditure incurred by the universities under the 2 phases of the funding scheme amounted to \$25 million.

2. Some 33 000 student hostel places in UGC-funded universities are provided with barrier-free facilities, such as ramps, special toilets, braille lift buttons and guided paths. Most of the facilities were installed during construction of the student hostel buildings, and we do not have breakdown on the expenditure concerned.
3. The numbers of local non-Chinese speaking (NCS) students (i.e. local students whose spoken language at home is not Chinese) admitted to UGC-funded full-time sub-degree and undergraduate programmes from 2015/16 to 2019/20 academic years are at **Annex B**. UGC does not collect information on the Chinese language qualification of these students.

**Numbers of SEN Students Pursuing UGC-funded
Full-time Sub-degree and Undergraduate Programmes
by University and Type of Disability from 2015/16 to 2019/20 Academic Years**

(Headcount)

		University								
		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
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
	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

		University								Total
		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	
	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										
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
2019/20 academic year (provisional)										
Type of disability	Specific learning difficulties	10	4	1	10	8	-	11	11	55
	Autism spectrum disorders	8	3	1	9	2	9	17	10	59
	Attention deficit / hyperactivity disorder	12	8	-	18	2	-	20	23	83
	Physical disability	5	7	2	8	3	4	7	12	48
	Visual impairment	3	1	2	4	-	2	7	16	35
	Hearing impairment	4	8	9	9	6	13	20	23	92
	Speech and language impairment	1	2	-	4	1	2	3	1	14
	Mental illness	7	8	2	23	5	9	25	13	92
	Others ^(Note 2)	24	19	5	35	7	80	24	34	228
Total		74	60	22	120	34	119	134	143	706

Notes:

1. The above figures are compiled from data based on the information reported by individual students in common data collection format provided by UGC-funded universities.
2. Including multiple types of disability.
3. “-” denotes nil.

4. 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

**Numbers of Local NCS Students ^(Note 2) Admitted to UGC-funded
Full-time Sub-degree and Undergraduate Programmes
from 2015/16 to 2019/20 Academic Years**

(Headcount)

Academic year	University								
	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
2015/16	51	4	1	21	8	11	86	20	202
2016/17	77	5	1	24	4	6	77	37	231
2017/18	79	14	10	31	12	31	92	42	311
2018/19	77	11	7	36	34	21	91	58	335
2019/20 (provisional)	80	20	10	36	22	24	83	36	311

Notes:

- The above figures are compiled from data based on the information reported by individual students in common data collection format provided by UGC-funded universities.
- Referring to local students whose spoken language at home is not Chinese.
- 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. 3285)

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 (2015/16 to 2019/20), 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 (2015/16 to 2019/20), 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 (2015/16 to 2019/20);
- (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 (2015/16 to 2019/20);
- (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 (2015/16 to 2019/20);

- (6) among the academic staff employed by the 8 universities in the past 5 years (2015/16 to 2019/20), 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 (2015/16 to 2019/20), 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.: 55)

Reply:

The University Grants Committee (UGC)-funded universities, which are autonomous bodies established pursuant to their respective ordinances, enjoy autonomy in human resource management. The universities provides the UGC with their corresponding staff numbers in the academic departments according to the classification of staff ranks and employment modes adopted in the UGC's Common Data Collection Format. However, information on staff promotion and a breakdown by detailed terms of employment (e.g. duration of contract, salaries and allowances) are not included in their returns. As provided by the universities, the numbers and percentages of academic staff (including academic support staff) in the academic departments of UGC-funded universities with salaries wholly funded by general funds with a breakdown by university, rank and employment mode from the 2015/16 to 2019/20 academic years are at **Annex A**. The numbers of academic staff (excluding academic support staff) who departed from the academic departments of UGC-funded universities with salaries wholly funded by general funds with a breakdown by university and rank from the 2015/16 to 2019/20 academic years are at **Annex B**.

**Numbers and Percentages of Academic Staff (including Academic Supporting Staff) in Academic Departments of UGC-funded Universities
with Salaries Wholly Funded by General Funds by University, Rank and Mode of Employment
from the 2015/16 to 2019/20 Academic Years ⁽¹⁾**

(Headcount)

2015/16 Academic Year

Rank ⁽²⁾	Mode of Employment ⁽³⁾	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
Senior academic staff	Full-time	342	110	43	247	106	435	278	311	1 872
	Part-time / Short-term contract	8	-	7	3	5	8	5	2	38
	Sub-total	350	110	50	250	111	443	283	313	1 910
	Part-time / Short-term contract (Percentage share)	2.3%	-	14.0%	1.2%	4.5%	1.8%	1.8%	0.6%	2.0%
Junior academic staff	Full-time	425	247	90	618	239	325	212	721	2 877
	Part-time / Short-term contract	9	-	18	194	1	171	13	5	411
	Sub-total	434	247	108	812	240	496	225	726	3 288
	Part-time / Short-term contract (Percentage share)	2.1%	-	16.7%	23.9%	0.4%	34.5%	5.8%	0.7%	12.5%
Academic supporting staff	Full-time	163	120	41	394	100	388	285	370	1 861
	Part-time / Short-term contract	221	94	16	128	121	29	54	81	744
	Sub-total	384	214	57	522	221	417	339	451	2 605
	Part-time / Short-term contract (Percentage share)	57.6%	43.9%	28.1%	24.5%	54.8%	7.0%	15.9%	18.0%	28.6%
Total	Full-time	930	477	174	1 259	445	1 148	775	1 402	6 609
	Part-time / Short-term contract	238	94	41	325	127	208	72	88	1 193
	Sub-total	1 168	571	215	1 584	572	1 356	847	1 490	7 802
	Part-time / Short-term contract (Percentage share)	20.4%	16.5%	19.1%	20.5%	22.2%	15.3%	8.5%	5.9%	15.3%

2016/17 Academic Year

Rank ⁽²⁾	Mode of Employment ⁽³⁾	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
Senior academic staff	Full-time	350	102	38	240	104	463	274	325	1 896
	Part-time / Short-term contract	5	-	3	4	5	9	9	2	37
	Sub-total	355	102	41	244	109	472	283	327	1 933
	Part-time / Short-term contract (Percentage share)	1.4%	-	7.3%	1.6%	4.6%	1.9%	3.2%	0.6%	1.9%
Junior academic staff	Full-time	391	257	92	623	230	355	228	721	2 897
	Part-time / Short-term contract	10	-	16	124	1	171	13	8	343
	Sub-total	401	257	108	748	231	526	241	729	3 241
	Part-time / Short-term contract (Percentage share)	2.5%	-	14.8%	16.6%	0.4%	32.5%	5.4%	1.1%	10.6%
Academic supporting staff	Full-time	162	119	44	384	103	381	288	355	1 836
	Part-time / Short-term contract	221	129	21	117	146	65	45	72	816
	Sub-total	383	248	65	501	249	446	333	427	2 652
	Part-time / Short-term contract (Percentage share)	57.7%	52.0%	32.3%	23.3%	58.6%	14.6%	13.5%	16.9%	30.8%
Total	Full-time	903	478	174	1 247	437	1 199	790	1 401	6 630
	Part-time / Short-term contract	236	129	40	245	152	245	67	82	1 196
	Sub-total	1 139	607	214	1 492	589	1 444	857	1 483	7 825
	Part-time / Short-term contract (Percentage share)	20.7%	21.3%	18.7%	16.4%	25.8%	17.0%	7.8%	5.5%	15.3%

2017/18 Academic Year

Rank ⁽²⁾	Mode of Employment ⁽³⁾	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
Senior academic staff	Full-time	377	104	40	238	104	459	279	312	1 913
	Part-time / Short-term contract	5	-	3	2	7	35	11	2	65
	Sub-total	382	104	43	240	111	494	290	314	1 978
	Part-time / Short-term contract (Percentage share)	1.3%	-	7.0%	0.8%	6.3%	7.1%	3.8%	0.6%	3.3%
Junior academic staff	Full-time	344	261	101	616	210	357	234	701	2 824
	Part-time / Short-term contract	5	-	16	122	1	134	16	7	301
	Sub-total	349	261	117	738	211	491	250	708	3 125
	Part-time / Short-term contract (Percentage share)	1.4%	-	13.7%	16.5%	0.5%	27.3%	6.4%	1.0%	9.6%
Academic supporting staff	Full-time	154	131	45	398	133	359	292	361	1 873
	Part-time / Short-term contract	238	138	27	93	152	62	35	93	838
	Sub-total	392	269	72	491	285	421	327	454	2 711
	Part-time / Short-term contract (Percentage share)	60.7%	51.3%	37.5%	18.9%	53.3%	14.7%	10.7%	20.5%	30.9%
Total	Full-time	875	496	186	1 252	447	1 175	805	1 374	6 610
	Part-time / Short-term contract	248	138	46	216	160	231	62	102	1 203
	Sub-total	1 123	634	232	1 469	607	1 406	867	1 476	7 813
	Part-time / Short-term contract (Percentage share)	22.1%	21.8%	19.9%	14.7%	26.4%	16.4%	7.2%	6.9%	15.4%

2018/19 Academic Year

Rank ⁽²⁾	Mode of Employment ⁽³⁾	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
Senior academic staff	Full-time	404	117	37	231	109	429	266	321	1 914
	Part-time / Short-term contract	10	-	1	2	7	41	15	3	79
	Sub-total	414	117	38	233	116	470	281	324	1 992
	Part-time / Short-term contract (Percentage share)	2.4%	-	2.6%	0.9%	5.6%	8.7%	5.3%	0.9%	3.9%
Junior academic staff	Full-time	345	251	101	621	196	336	250	683	2 783
	Part-time / Short-term contract	2	1	-	117	-	131	18	9	278
	Sub-total	347	252	101	739	196	467	268	692	3 061
	Part-time / Short-term contract (Percentage share)	0.6%	0.4%	-	15.9%	0.0%	28.1%	6.7%	1.3%	9.1%
Academic supporting staff	Full-time	153	126	45	406	147	344	296	392	1 909
	Part-time / Short-term contract	269	174	43	67	198	73	38	78	940
	Sub-total	422	300	88	473	345	417	334	470	2 849
	Part-time / Short-term contract (Percentage share)	63.7%	58.0%	48.9%	14.3%	57.4%	17.4%	11.4%	16.6%	33.0%
Total	Full-time	902	494	183	1 258	452	1 109	812	1 396	6 606
	Part-time / Short-term contract	281	175	44	187	205	245	71	90	1 297
	Sub-total	1 183	669	227	1 445	657	1 354	883	1 486	7 903
	Part-time / Short-term contract (Percentage share)	23.8%	26.2%	19.4%	12.9%	31.2%	18.1%	8.0%	6.1%	16.4%

2019/20 Academic Year (provisional figures)

Rank ⁽²⁾	Mode of Employment ⁽³⁾	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
Senior academic staff	Full-time	456	116	36	232	117	444	274	319	1 994
	Part-time / Short-term contract	3	1	2	3	4	49	14	2	78
	Sub-total	459	117	38	235	121	493	288	321	2 072
	Part-time / Short-term contract (Percentage share)	0.7%	0.9%	5.3%	1.3%	3.3%	9.9%	4.9%	0.6%	3.8%
Junior academic staff	Full-time	341	243	101	627	173	270	254	705	2 714
	Part-time / Short-term contract	7	-	-	138	1	139	13	1	299
	Sub-total	348	243	101	765	174	409	267	706	3 013
	Part-time / Short-term contract (Percentage share)	2.0%	-	-	18.1%	0.6%	34.0%	4.9%	0.1%	9.9%
Academic supporting staff	Full-time	153	131	49	395	155	355	269	425	1 932
	Part-time / Short-term contract	150	152	36	67	203	97	38	73	815
	Sub-total	303	283	85	462	358	451	307	498	2 747
	Part-time / Short-term contract (Percentage share)	49.5%	53.7%	42.4%	14.4%	56.7%	21.4%	12.4%	14.7%	29.7%
Total	Full-time	950	490	186	1 254	445	1 068	797	1 449	6 639
	Part-time / Short-term contract	160	153	38	208	208	285	65	76	1 192
	Sub-total	1 110	643	224	1 462	653	1 353	862	1 525	7 832
	Part-time / Short-term contract (Percentage share)	14.4%	23.8%	17.0%	14.2%	31.8%	21.0%	7.5%	5.0%	15.2%

Notes:

1. The percentages refer to the share of part-time academic staff or those on short-term contract among the academic staff in the academic departments of the universities concerned with salaries wholly funded by general funds.
2. Examples of senior academic staff include Chair Professor, Professor and Assistant Professor. Examples of junior academic staff include Lecturer and Assistant Lecturer. Examples of academic supporting staff include Instructor and Teaching Assistant.

3. Full-time refers to full-time academic staff employed on contract terms for 1 year or above. Part-time employment refers to part-time academic staff employed on contract terms for 1 year or above. Short-term contact refers to academic staff employed on short-term contact for less than 1 year.
4. “- ” denotes nil.

Numbers of Academic Staff (excluding Academic Supporting Staff) Who Departed from Academic Departments of UGC-funded Universities with Salaries Wholly Funded by General Funds by University and Rank from the 2015/16 to 2018/19 Academic Years

(Headcount)

Academic Year	Rank ⁽²⁾	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
2015/16	Senior academic staff	26	5	9	15	6	20	27	1	109
	Junior academic staff	51	19	10	35	12	16	11	18	172
	Sub-total	77	24	19	50	18	36	38	19	281
2016/17	Senior academic staff	25	7	5	3	5	29	16	2	92
	Junior academic staff	46	14	13	35	13	25	12	15	173
	Sub-total	71	21	18	38	18	54	28	17	265
2017/18	Senior academic staff	18	8	5	6	6	36	14	5	98
	Junior academic staff	30	24	9	29	18	23	21	17	171
	Sub-total	48	32	14	35	24	59	35	22	269
2018/19	Senior academic staff	18	5	1	10	6	21	13	9	83
	Junior academic staff	24	22	10	23	17	46	21	23	186
	Sub-total	42	27	11	33	23	67	34	32	269

Notes:

1. The UGC does not maintain any information on the numbers of academic staff who departed from the universities and were employed on short-term contract for less than 1 year.
2. Examples of senior academic staff include Chair Professor, Professor and Assistant professor. Examples of junior academic staff include Lecturer and Assistant Lecturer. The UGC does not maintain any information on the numbers of academic supporting staff who departed from the universities.
3. Figures for the 2019/20 academic year are not 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

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CONTROLLING OFFICER'S REPLY

(Question Serial No. 2770)

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 an undergraduate and sub-degree programme funded by the University Grants Committee (UGC), will the Government inform this Committee of the following:

- (a) the number of students who pursued an undergraduate and sub-degree programme funded by the UGC, the average unit cost of UGC-funded undergraduate and sub-degree places and the total amount of subventions involved from the 2014/15 to 2019/20 academic years, with a breakdown by year of study, area of study and faculty in table form;
- (b) the number of non-local students who pursued a UGC-funded undergraduate and sub-degree programme from the 2014/15 to 2019/20 academic years, with a breakdown by institution, level of study, place of origin and mode of study; and
- (c) 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.: 43)

Reply:

- (a) The student enrolments of UGC-funded sub-degree and undergraduate programmes by university, broad academic programme category and level of study from the 2015/16 to 2019/20 academic years are at Annex A. The UGC derives the average student unit costs of UGC-funded programmes by level of study, academic programme category and teaching/research cost based on the actual costs reported by universities. Such information is available on the UGC website for public reference.

Under the existing mechanism, the recurrent grants to the 8 UGC-funded universities are in the form of a block grant which provides for a one-line allocation of resources

for a funding period (usually a triennium). Universities enjoy autonomy in the allocation of the block grant to programmes of various disciplines at different levels as they see fit. In addition to UGC funding, universities have other sources of income such as donations and other research funding. In this regard, the actual costs reported by universities are not solely covered by UGC funding, while the UGC is also unable to estimate the actual subvention or expenditure on specific programmes by level of study and academic programme category.

The average student unit costs of UGC-funded undergraduate places and the total subvention from the 2015/16 to 2019/20 academic years are set out below:

	2015/16 Actual	2016/17 Actual	2017/18 Actual	2018/19 Actual	2019/20 Revised estimate
Average student unit cost for undergraduate programmes (\$'000)	237	242	251	265 ^{Note}	Not available
Average student unit cost for sub-degree programmes (\$'000)	172	176	190	199 ^{Note}	Not available
Total subvention for UGC-funded universities (\$ billion)	17.9	18.6	19.1	19.9	21.0

Note: Provisional figure

- (b) At present, UGC-funded universities can admit non-local students to UGC-funded undergraduate 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 level of study. UGC will not provide extra resources for this purpose. To ensure no cross-subsidisation of non-local students by public funds, 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 on UGC-funded sub-degree and undergraduate programmes by university, level of study, mode of study and place of origin from the 2015/16 to 2019/20 academic years are at **Annex B**.

- (c) The respective numbers of non-local students on non-UGC-funded undergraduate programmes by institution, mode of study and place of origin from the 2015/16 to 2019/20 academic years are at **Annex C**.

**Student enrolments of UGC-funded sub-degree programmes
by university and broad academic programme category
from the 2015/16 to 2019/20 academic years**

(Full-time equivalent)

University	Broad academic programme category	Academic year				
		2015/16	2016/17	2017/18	2018/19	2019/20 (Provisional figures)
CityU	Engineering and Technology	913	903	782	674	496
	Total	913	903	782	674	496
EdUHK	Sciences	55	36	36	36	27
	Social Sciences	8	11	16	14	18
	Arts and Humanities	73	95	69	60	61
	Education	792	877	950	981	911
	Total	928	1 019	1 071	1 091	1 017
PolyU	Medicine, Dentistry and Health	6	-	-	-	-
	Sciences	293	313	197	132	131
	Engineering and Technology	1 356	1 337	1 092	830	783
	Business and Management	374	322	170	53	-
	Social Sciences	1	-	-	-	-
	Arts and Humanities	202	161	111	45	1
	Total	2 231	2 133	1 570	1 060	915

Note :

1. Since the content of some UGC-funded programmes are relevant 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. The table above shows all decimal figures rounded to the nearest whole number, hence the figures may not add up to the corresponding totals.
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

**Student enrolments of UGC-funded undergraduate programmes
by university and broad academic programme category
from the 2015/16 to 2019/20 academic years**

(Full-time equivalent)

University	Broad academic programme category	Academic year				
		2015/16	2016/17	2017/18	2018/19	2019/20 (Provisional figures)
CityU	Medicine, Dentistry and Health	47	102	132	146	177
	Sciences	1 943	2 035	2 158	2 340	2 477
	Engineering and Technology	2 591	2 463	2 417	2 377	2 330
	Business and Management	4 011	3 982	3 925	4 005	4 036
	Social Sciences	2 272	2 259	2 291	2 280	2 288
	Arts and Humanities	1 558	1 582	1 616	1 615	1 562
	Total	12 423	12 424	12 539	12 764	12 870
HKBU	Medicine, Dentistry and Health	278	282	275	271	267
	Sciences	1 067	1 095	1 100	1 096	1 140
	Business and Management	1 183	1 186	1 267	1 354	1 377
	Social Sciences	1 928	1 884	1 889	1 911	1 838
	Arts and Humanities	1 596	1 658	1 698	1 688	1 653
	Education	457	477	487	502	505
	Total	6 509	6 582	6 716	6 823	6 781
LU	Sciences	-	-	-	-	21
	Business and Management	841	874	847	844	838
	Social Sciences	577	583	575	573	627
	Arts and Humanities	1 114	1 138	1 116	1 118	1 097
	Total	2 532	2 595	2 538	2 535	2 583
CUHK	Medicine, Dentistry and Health	3 049	3 166	3 201	3 220	3 324
	Sciences	3 013	3 065	3 235	3 284	3 258
	Engineering and Technology	2 014	1 953	2 015	2 141	2 206
	Business and Management	3 057	3 044	3 111	3 120	3 067
	Social Sciences	2 738	2 787	2 846	2 967	3 050
	Arts and Humanities	2 166	2 177	2 168	2 160	2 173
	Education	370	378	388	390	386
	Total	16 408	16 571	16 964	17 281	17 464
EdUHK	Sciences	464	438	455	452	455
	Business and	29	37	46	56	67

University	Broad academic programme category	Academic year				
		2015/16	2016/17	2017/18	2018/19	2019/20 (Provisional figures)
	Management					
	Social Sciences	380	378	370	404	469
	Arts and Humanities	1 727	1 769	1 799	1 764	1 634
	Education	2 044	2 104	2 056	2 058	2 165
	Total	4 644	4 726	4 726	4 735	4 791
PolyU	Medicine, Dentistry and Health	2 810	2 881	2 945	3 031	3 133
	Sciences	1 680	1 720	1 635	1 653	1 689
	Engineering and Technology	4 021	4 295	4 873	4 818	4 872
	Business and Management	3 967	3 959	3 470	3 463	3 429
	Social Sciences	448	460	400	375	374
	Arts and Humanities	1 451	1 487	1 450	1 424	1 444
	Total	14 377	14 802	14 773	14 763	14 941
HKUST	Sciences	2 549	2 634	2 715	2 906	2 937
	Engineering and Technology	2 965	3 030	3 118	3 189	3 217
	Business and Management	2 824	2 892	3 057	2 996	3 032
	Social Sciences	560	537	546	595	623
	Arts and Humanities	107	111	117	117	124
	Education	0	-	-	-	-
	Total	9 005	9 204	9 552	9 803	9 933
HKU	Medicine, Dentistry and Health	3 166	3 270	3 330	3 372	3 506
	Sciences	2 399	2 497	2 704	2 768	2 865
	Engineering and Technology	2 888	2 998	3 044	3 068	3 046
	Business and Management	1 671	1 712	1 684	1 730	1 735
	Social Sciences	3 336	3 303	3 269	3 265	3 255
	Arts and Humanities	1 869	1 873	1 918	1 929	1 905
	Education	488	493	528	533	511
	Total	15 817	16 145	16 477	16 665	16 823

Note :

1. Since the content of some UGC-funded programmes are relevant 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. The table above shows all decimal figures rounded to the nearest whole number, hence the figures may not add up to the corresponding totals. The figure zero denotes a figure 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

**Number of non-local students of UGC-funded sub-degree programmes
by university, mode of study and place of origin
from the 2015/16 to 2019/20 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
2015/16	The Hong Kong Polytechnic University	Full-time	1	-	-	1
Total			1	-	-	1
2016/17	The Hong Kong Polytechnic University	Full-time	-	1	-	1
Total			-	1	-	1

Note :

1. There was no non-local student pursuing UGC-funded sub-degree programmes from the 2017/18 to 2019/20 academic years.
2. There was no non-local student pursuing UGC-funded part-time sub-degree programmes from the 2015/16 to 2019/20 academic years.
3. “-” denotes nil.

**Number of non-local students of UGC-funded undergraduate programmes
by university, mode of study and place of origin
from the 2015/16 to 2019/20 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
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	1 153	316	53	1 522
	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			6 657	2 683	304	9 644
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	1 195	433	56	1 684

Academic year	University	Mode of study	Place of origin			
			Mainland China	Other parts of Asia	Rest of the World	Total
	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			6 795	3 173	315	10 283
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
2018/19	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	Full-time	1 078	660	59	1 797

Academic year	University	Mode of study	Place of origin			
			Mainland China	Other parts of Asia	Rest of the World	Total
	University					
	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
2019/20 (Provisional figures)	City University of Hong Kong	Full-time	927	726	84	1 737
	Hong Kong Baptist University	Full-time	662	133	13	808
	Lingnan University	Full-time	229	21	8	258
	The Chinese University of Hong Kong	Full-time	1 467	881	68	2 416
	The Education University of Hong Kong	Full-time	407	40	2	449
	The Hong Kong Polytechnic University	Full-time	1 065	739	55	1 859
	The Hong Kong University of Science and Technology	Full-time	766	879	82	1 727
	The University of Hong Kong	Full-time	1 573	1 341	81	2 995
Total			7 096	4 760	393	12 249

Note :

1. There was no non-local student pursuing UGC-funded part-time undergraduate programmes from the 2015/16 to 2019/20 academic years.
2. “-” denotes nil.

Number of non-local students of locally-accredited non-UGC-funded full-time undergraduate programmes by institution and place of origin from the 2015/16 to 2019/20 academic years

Academic year	Institution	Place of origin		
		Mainland China	Others	Total
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	-	-	-
	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	-	-	-

Academic year	Institution	Place of origin		
		Mainland China	Others	Total
	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
	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

Academic year	Institution	Place of origin		
		Mainland China	Others	Total
	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	170	8	178
	City University of Hong Kong	1	7	8
	Gratia Christian College	-	1	1
	The Hang Seng University of Hong Kong	33	1	34
	HKCT Institute of Higher Education	-	-	-
	Hong Kong Art School	-	-	-
	Hong Kong Baptist University	136	-	136
	Hong Kong Institute of Technology	-	2	2
	Hong Kong Nang Yan College of Higher Education	3	-	3
	Hong Kong Shue Yan University	348	-	348
	SCAD Foundation (Hong Kong) Limited/Savannah College of Art and Design, Inc.	71	338	409
	The Chinese University of Hong Kong	-	-	-
	The Education University of Hong Kong	47	4	51
	The Hong Kong Academy for Performing Arts	39	38	77
	The Hong Kong Polytechnic University	102	2	104
	The Open University of Hong Kong	758	8	766
	The University of Hong Kong	-	16	16
	The Hong Kong University of Science and Technology	15	106	121
Tung Wah College	6	3	9	
Vocational Training Council	12	9	21	

Academic year	Institution	Place of origin		
		Mainland China	Others	Total
	Yew Chung College of Early Childhood Education	-	2	2
	All institutions	1 843	550	2 393
2019/20#	Caritas Institute of Higher Education	48	2	50
	Centennial College	1	2	3
	Chu Hai College of Higher Education	200	11	211
	City University of Hong Kong	1	7	8
	Community College of City University/ UOW College Hong Kong	-	7	7
	Gratia Christian College	-	-	-
	The Hang Seng University of Hong Kong	186	3	189
	HKCT Institute of Higher Education	-	-	-
	Hong Kong Art School	-	-	-
	Hong Kong Baptist University	171	-	171
	Hong Kong Institute of Technology	-	2	2
	Hong Kong Nang Yan College of Higher Education	3	-	3
	Hong Kong Shue Yan University	418	-	418
	Lingnan University	27	-	27
	SCAD Foundation (Hong Kong) Limited/Savannah College of Art and Design, Inc.	48	342	390
	The Chinese University of Hong Kong	-	-	-
	The Education University of Hong Kong	55	2	57
	The Hong Kong Academy for Performing Arts	46	32	78
	The Hong Kong Polytechnic University	166	2	168
	The Open University of Hong Kong	1 258	13	1 271
	The University of Hong Kong	-	28	28
	The Hong Kong University of Science and Technology	14	144	158
	Tung Wah College	10	1	11
	Vocational Training Council	32	11	43
Yew Chung College of Early Childhood Education	-	2	2	
	All institutions	2 684	611	3 295

Note :

1. Figures include students pursuing first-year-first-degree and top-up degree programmes, as well as those receiving subsidies under the Study Subsidy Scheme for Designated Professions/Sectors.
2. “-” denotes nil.
3. “#” denotes provisional figures.

- End -

EDB261

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1169)

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:

During the anti-extradition bill protests, intense clashes between protesters and police officers broke out at several tertiary institutions, resulting in varying degrees of damage to buildings and facilities on the campuses. Please provide a breakdown by institution of the details of damage done to the buildings and facilities, the estimated cost of restoration works, and the party/parties liable for the relevant payments.

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 41)

Reply:

According to information provided by the universities, except for the Education University of Hong Kong which remained largely unaffected, all other university campuses have suffered damages of varying degrees during the social events. These include the posting of bills, painting of graffiti and damaging of certain fire safety/closed-circuit television systems at various locations within the campuses. The glasses and furniture of some buildings were also damaged or lost. Certain facilities in a few campuses suffered more serious damages. For example, some of the lifts and escalators could no longer function properly, whereas some floors and external walls were damaged by flooding/fire. The universities concerned had promptly assessed the damages done to the campuses and commenced the necessary restoration works so as to ensure that the campuses would be safe and suitable for conducting teaching and research activities. Quite a few restoration works have been completed in time before commencement of the second semester of the 2019/20 academic year. Details of the major damages suffered by the campuses and the restoration progress are at the Annex.

Under the prevailing arrangements, universities will carry out their routine repair and maintenance works on campus facilities as necessary and meet the relevant expenditure on restoration works with their existing resources. As such, the Government does not maintain information on the estimated expenditure involved.

**Major Damages to the Campuses and Restoration Progress of the
UGC-funded Universities**
(As at 31 January 2020)

University	Major Damage ^{Note}	Restoration Progress
City University of Hong Kong	<ul style="list-style-type: none"> • Many places on campus were spray-painted, and there were slabs missing from the pavements. • Some building facilities were damaged, including closed-circuit television (CCTV) systems, walls, signboards, escalators, fire and building services systems, access control systems, teaching apparatus and communication installations. • Some of the landscape amenities were damaged. 	<ul style="list-style-type: none"> • Most of the restoration works has been completed. • The restoration works of some damaged major installations (such as glass panels on external walls and escalators) is expected to be completed in March. • The replanting works for the landscape amenities is expected to be completed in June.
Hong Kong Baptist University	<ul style="list-style-type: none"> • Many places on campus were spray-painted, and there were slabs missing from the pavements. • Some building facilities were damaged, including laboratory facilities, cooking equipment in canteens, recreational amenities, CCTV systems and access control systems. 	<ul style="list-style-type: none"> • Most of the restoration works has been completed. • The restoration works of the remaining damaged CCTV units will be completed in mid-February.
Lingnan University	<ul style="list-style-type: none"> • Many places on campus were spray-painted. • The CCTV systems and access control systems in some buildings were damaged. • The in-door facilities, payment system, furniture and cooking equipment of the canteen were more extensively damaged. 	<ul style="list-style-type: none"> • Most of the restoration works has been completed. • The canteen will be re-open for limited services in February, and the remaining restoration works is expected to be completed in June.

University	Major Damage ^{Note}	Restoration Progress
The Chinese University of Hong Kong	<ul style="list-style-type: none"> • Many places on campus were spray-painted, and there were slabs missing from the pavements. • The driveway surfaces in many places were damaged by fire. Some of the road and safety facilities were also damaged. • Some building facilities were damaged, including CCTV systems, power supply and lighting systems, fire and building services systems, as well as access control systems. • Sir Philip Haddon-Cave Sports Field and the University's Vehicle Maintenance Centre were more seriously damaged. • Some of the landscape amenities were damaged. 	<ul style="list-style-type: none"> • Some of the restoration works has been completed. • The restoration works of some of the road and safety facilities is expected to be completed in the second quarter of this year. • The restoration works of Sir Philip Haddon-Cave Sports Field and the University's Vehicle Maintenance Centre is expected to be carried out during the summer holiday. • The replanting works for the landscape amenities is expected to be carried out during the summer holiday.
The Education University of Hong Kong	<ul style="list-style-type: none"> • There was only minor damage to campus facilities. 	(Not applicable)

University	Major Damage ^{Note}	Restoration Progress
The Hong Kong Polytechnic University	<ul style="list-style-type: none"> • Many places on campus were spray-painted, and there were slabs missing from the pavements / driveways. The skylights, walls and floors of some of the campus footbridges as well as some signage and directional signs were damaged. • Some building facilities were damaged, including teaching apparatus, office equipment, laboratory facilities, cooking equipment, CCTV systems, lifts and escalators. • Some buildings and footbridges were more seriously damaged by fire or flooding. • Some of the landscape amenities were damaged or withered. 	<ul style="list-style-type: none"> • Most of the restoration works has been completed. • The restoration works of the remaining damaged facilities (such as some of the CCTV units, building services systems and library facilities) is expected to be completed in the second and third quarters of this year.
The Hong Kong University of Science and Technology	<ul style="list-style-type: none"> • Many places on campus were spray-painted. • The glass doors of some buildings were removed or damaged. 	<ul style="list-style-type: none"> • Most of the restoration works has been completed.
The University of Hong Kong	<ul style="list-style-type: none"> • Many places on campus were spray-painted. • The CCTV systems in some buildings were damaged. • Four escalators in the Centennial Campus and Wong Hak King Building were damaged. 	<ul style="list-style-type: none"> • Most of the restoration works has been completed. • The restoration works of the escalators is expected to be completed in April.

Note: This annex was prepared based on the information provided by the universities. In addition to the items set out in the table, there was also minor damage to the locks, glass, doors, windows, furniture and computers in the buildings on university campuses (including laboratories and dangerous goods stores).

- End -

CONTROLLING OFFICER'S REPLY**EDB262****(Question Serial No. 1209)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not specifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Prof James TANG)Director of Bureau: Secretary for EducationQuestion:

The Matching Grant Scheme (MGS) aims to help the self-financing post-secondary education sector diversify its funding sources, with a view to enhancing the quality of self-financing post-secondary education. The MGS covers 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. Since the launch of the eighth round of MGS on 1 July last year, what is the amount of private donation received by the post-secondary institutions? How does it compare to that received over the same period of the seventh round of MGS?

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 40)Reply:

The eighth round of Matching Grant Scheme (MGS) was launched for a period of 3 years from July 2019 to June 2022 with an allocation of up to \$2.5 billion, so as to help publicly-funded post-secondary institutions tap more funding sources, improve the quality of education and foster a philanthropic culture. It covers all publicly-funded post-secondary institutions, namely the 8 University Grants Committee-funded universities, the Vocational Training Council (VTC) and the Hong Kong Academy for Performing Arts. As at January 2020, the amount of private donation received by the participating institutions in the eighth round of MGS is tabulated below:

Institution	Amount of donation secured (\$ million)
City University of Hong Kong	374
Hong Kong Baptist University	530
Lingnan University	93
The Chinese University of Hong Kong	1,194
The Education University of Hong Kong	106

Institution	Amount of donation secured (\$ million)
The Hong Kong Polytechnic University	267
The Hong Kong University of Science and Technology	1,147
The University of Hong Kong	777
The Hong Kong Academy for Performing Arts	87
Vocational Training Council	35
Total*	4,611

**Figures may not add up to the total due to rounding.*

The seventh round of MGS was launched for a period of 2 years from August 2017 to July 2019 for application by qualified self-financing local degree-awarding institutions (i.e. The Open University of Hong Kong, the Technological and Higher Education Institute of Hong Kong under the VTC and all approved post-secondary colleges registered under the Post Secondary Colleges Ordinance (Cap. 320)). It has provided a total of nearly \$500 million of matching grants for 12 qualified institutions.

As the participating institutions and application periods of the seventh and eighth rounds of MGS are different, it may not be appropriate to make comparison. The amount of private donation received by the participating institutions in the seventh round of MGS is tabulated below for reference:

Institution	Amount of donation secured (\$ million)
Caritas Institute of Higher Education	272
Centennial College	1
Chu Hai College of Higher Education	197
Gratia Christian College	23
HKCT Institute of Higher Education	16
Hong Kong Nang Yan College of Higher Education	7
Hong Kong Shue Yan University	33
The Hang Seng University of Hong Kong	237
The Open University of Hong Kong	173
Technological and Higher Education Institute of Hong Kong under the Vocational Training Council	11
Tung Wah College	7
Yew Chung College of Early Childhood Education	25
Total	1,002

- End -

CONTROLLING OFFICER'S REPLY**EDB263****(Question Serial No. 0631)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not specifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Prof James TANG)Director of Bureau: Secretary for EducationQuestion:

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 2015 and 2019;

Region/year				
Mainland China				
Taiwan				
Japan and Korea				
Russia				
Middle East				
Eastern Europe				
Western Europe				
Africa				
Oceania				
Southeast Asia				
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				
Russia				
Middle East				
Eastern Europe				
Western Europe				
Africa				
Oceania				
Southeast Asia				
South America				
North America				
Others				
Amount of subsidy involved				

Asked by: Hon MO Claudia (LegCo internal reference no.: 12)

Reply:

a and b

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 2015/16 to 2019/20 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.

**Numbers of Non-local Students of UGC-funded Programmes
by Place of Origin from the 2015/16 to 2019/20 Academic Years**

(Headcount)

Place of Origin	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20 [#]
Mainland China	11 877	12 032	12 099	12 322	12 912
Taiwan	548	602	649	731	773
Japan and Korea	960	1 149	1 294	1 510	1 648
Other parts of Asia	1 622	1 953	2 242	2 686	3 014
Russia	38	44	47	48	47
European Union	311	283	277	285	288
Other European countries	46	49	44	46	58
Africa	104	139	181	220	232
Oceania	29	27	29	25	26
Central and South America	27	31	34	40	57
North America	151	159	155	149	156
Total	15 713	16 469	17 050	18 061	19 213

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 normative study periods. Figures may not add up to the corresponding totals due to rounding.

**Numbers of Non-local Students of UGC-funded Undergraduate Programmes
by Place of Origin from the 2015/16 to 2019/20 Academic Years**

(Headcount)

Place of Origin	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20 [#]
Mainland China	6 712	6 847	6 911	6 933	7 096
Taiwan	515	572	622	708	737
Japan and Korea	926	1 115	1 239	1 445	1 571
Other parts of Asia	1 251	1 505	1 738	2 147	2 452
Russia	25	26	28	28	25
European Union	123	122	127	129	128
Other European countries	26	32	27	33	44
Africa	23	28	35	54	62
Oceania	17	14	14	11	11
Central and South America	14	14	15	17	30
North America	77	81	85	96	93
Total	9 709	10 356	10 841	11 601	12 249

Note: [#] Provisional figures.

- End -

CONTROLLING OFFICER'S REPLY**EDB264****(Question Serial No. 2949)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not specifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Prof James TANG)Director of Bureau: Secretary for EducationQuestion:

Regarding the implementation of STEM education in Hong Kong, would the HKSAR Government please set out in table form the information of STEM-related degree programmes funded by the University Grants Committee in the past 2 years:

2018/19			
Curriculum (e.g. chemistry, engineering)	Undergraduate programme	Taught postgraduate programme	Research postgraduate programme

2019/20			
Curriculum (e.g. chemistry, engineering)	Undergraduate programme	Taught postgraduate programme	Research postgraduate programme

Asked by: Hon QUAT Elizabeth (LegCo internal reference no.: 15)Reply:

The approved numbers of intake places of the University Grants Committee (UGC)-funded programmes related to Science, Technology, Engineering and Mathematics (“STEM”) in the 2018/19 and 2019/20 academic years, with a breakdown by level of study and academic programme category, are stated as follows:

**Approved Numbers of Intake Places of the UGC-funded
STEM-related Programmes by Level of Study and Academic Programme Category
in the 2018/19 and 2019/20 Academic Years**

(Equivalent to the numbers of full-time students)

Academic programme category	Sub-degree programme	Undergraduate programme		Taught postgraduate programme	Research postgraduate programme	Total
		Approved no. of intake places for first year students	Approved no. of intake places for senior year students			
2018/19 academic year						
Biological Sciences	0	578	110	2	121	811
Physical Sciences	99	892	257	5	190	1 442
Mathematical Sciences	-	576	74	15	79	744
Computer Science and Information Technology	44	666	203	3	112	1 029
Engineering and Technology	623	2 397	815	-	464	4 298
Architecture and Town Planning	279	294	124	147	36	880
Total	1 045	5 403	1 583	172	1 001	9 204
2019/20 academic year						
Biological Sciences	0	594	119	3	95	810
Physical Sciences	99	843	258	8	233	1 441
Mathematical Sciences	-	586	109	13	80	787
Computer Science and Information Technology	2	673	190	7	92	965
Engineering and Technology	651	2 504	897	-	438	4 491
Architecture and Town Planning	279	268	121	151	29	847
Total	1 031	5 467	1 694	182	967	9 342

Note:

1. Since some UGC-funded programmes are related to more than one academic programme category, their approved numbers of intake places are counted across the academic programme categories concerned on a pro rata basis. Thus, the approved numbers of intake places of some academic programme categories are decimal figures. In the above table, the decimal figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals and “0” represents “less than 0.5”.
2. “-“ denotes “nil”.

- End -

CONTROLLING OFFICER'S REPLY

EDB265

(Question Serial No. 0027)

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 that the Tuition Waiver Scheme for local students enrolled in UGC-funded research postgraduate programmes has been implemented since the 2018/19 academic year and around 2 000 local students have benefited from the Scheme. In this regard, please advise this Committee of the following:

1. broken down by disciplines, the number of local and non-local students enrolled in research programmes in the past 5 years;
2. broken down by disciplines, the number of local students receiving tuition waiver since the 2018/19 academic year;
3. the expected number of local students to be benefited from the Scheme in the next academic year;
4. whether the effectiveness of the Scheme in attracting more local students to pursue further study has been evaluated. If yes, of the details of the review; if no, of the reasons; and
5. whether the Government will consider enhancing the Targeted Taught Postgraduate Programmes Fellowships Scheme, specifically expanding the list of eligible taught postgraduate programmes, so as to encourage more local students to study in different disciplines?

Asked by: Hon SHEK Lai-him, Abraham (LegCo internal reference no.: 12)

Reply:

1. The breakdown of the number of University Grants Committee (UGC)-funded research postgraduate (RPg) students by broad academic programme category (APC) and place of origin from the 2015/16 to 2019/20 academic years is provided at **Annex A**.

2 to 4.

The Tuition Waiver Scheme for Local Research Postgraduate Students has been implemented since 1 July 2018 to provide non-means-tested tuition waiver for local students enrolled in UGC-funded RPg programmes. There is no cap on the number of waiver recipients. The breakdown of the number of local students benefited by the Scheme by APC since the launch of the Scheme is provided at **Annex B**.

There is no cap on the number of students benefited by the Scheme. The number of local students enrolled in RPg programmes is affected by a number of factors, including overseas articulation opportunities, personal career pursuit, economic cycle, etc. Therefore, we cannot estimate the number of students to be benefited by the Scheme in the next academic year. In addition, the UGC-funded universities admit students for RPg programmes 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. Since the launch of the Scheme on 1 July 2018, universities and students benefited by the Scheme have given positive response to the Scheme, considering that it can encourage more local students to enroll in UGC-funded RPg programmes. The UGC will review the effectiveness of the Scheme in due course.

5. Subject to funding approval by the Legislative Council upon the passage of the Appropriation Bill 2020, the Targeted Taught Postgraduate Programmes Fellowships Scheme (the Fellowships Scheme) would be implemented on a pilot basis for 5 cohorts from the 2020/21 academic year, with a view to providing fellowships to meritorious local students to pursue targeted taught postgraduate (TPg) programmes that meet Hong Kong's development needs. The main objectives of the Fellowships Scheme are to attract more meritorious local students to pursue further studies in priority areas conducive to the development of Hong Kong, and to encourage universities to establish more innovative and multi-disciplinary programmes that are beneficial to the society. As announced in February this year, the first cohort (to be admitted in the 2020/21 academic year) of the Fellowships Scheme covers a total of 43 TPg programmes, providing a total of 500 fellowship places.

Starting from the second cohort (to be admitted in the 2021/22 academic year), the number of fellowship places will increase to a maximum of 1 000 per cohort. This should benefit more meritorious local students who wish to pursue further studies in the different TPg programmes. The UGC will consider the list of eligible TPg programmes for the second cohort, and invite the universities to offer suggestions on the implementation arrangements of the Fellowships Scheme in the process.

**Number of UGC-funded research postgraduate students
by broad academic programme category and place of origin
from the 2015/16 to 2019/20 academic years^{Note 1}**

Academic year	Broad academic programme category ^{Note 2}	Number of students by place of origin ^{Note 3}			
		Local	Mainland China	Others	Total
2015/16	Medicine, Dentistry and Health	256	689	74	1 018
	Sciences	474	1 529	134	2 137
	Engineering and Technology	214	1 757	265	2 236
	Business and Management	47	250	43	341
	Social Sciences	177	478	124	779
	Arts and Humanities	225	259	131	614
	Education	49	150	45	244
	Total	1 442	5 112	816	7 370
2016/17	Medicine, Dentistry and Health	277	689	108	1 074
	Sciences	500	1 552	168	2 220
	Engineering and Technology	237	1 755	308	2 300
	Business and Management	48	263	55	366
	Social Sciences	178	449	123	749
	Arts and Humanities	224	276	109	609
	Education	54	147	46	248
	Total	1 519	5 131	917	7 567
2017/18	Medicine, Dentistry and Health	265	656	116	1 036
	Sciences	493	1 531	212	2 236
	Engineering and Technology	232	1 732	346	2 309
	Business and Management	39	327	56	422
	Social Sciences	172	439	125	736
	Arts and Humanities	226	264	112	601
	Education	52	169	43	264
	Total	1 478	5 117	1 008	7 603

Academic year	Broad academic programme category ^{Note 2}	Number of students by place of origin ^{Note 3}			
		Local	Mainland China	Others	Total
2018/19	Medicine, Dentistry and Health	302	692	124	1 118
	Sciences	507	1 622	220	2 348
	Engineering and Technology	262	1 747	363	2 372
	Business and Management	48	332	59	439
	Social Sciences	151	458	138	747
	Arts and Humanities	224	272	116	611
	Education	60	177	39	275
	Total	1 553	5 299	1 059	7 911
2019/20 (Provisional)	Medicine, Dentistry and Health	300	776	143	1 219
	Sciences	482	1 808	233	2 522
	Engineering and Technology	260	1 841	381	2 482
	Business and Management	42	365	61	469
	Social Sciences	159	452	130	741
	Arts and Humanities	218	296	133	646
	Education	52	199	47	298
	Total	1 514	5 735	1 129	8 378

Note 1 Figures of UGC-funded RPg students refer to students funded by UGC within their normal study periods. 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.

Note 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.

Note 3 The place of origin of non-local students is determined having regard to their nationality or place of residence.

**Number of benefited local students by academic programme category
since the launch of the Tuition Waiver Scheme
for Local Research Postgraduate Students**

Academic programme category	Number of benefited local students	
	2018/19^{Note}	2019/20 (as at November 2019)
Medicine, Dentistry and Health	405	334
Sciences	612	455
Engineering and Technology	386	315
Business and Management	60	39
Social Sciences	212	158
Arts and Humanities	315	230
Education	66	62
Total	2 056	1 593

^{Note} 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. 3015)

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 financial provision in 2020-21 is estimated as \$22,791.6 million, which is 49% lower than revised provision in 2019-20. Please inform this Committee of the justification for the decrement, and whether services and supports that have been originally provided to universities will be affected in this regard.

Asked by: Hon SHEK Lai-him, Abraham (LegCo internal reference no.: 77)

Reply:

The estimated financial provision for the University Grants Committee (UGC) for 2020-21 is about \$21.9 billion or 49% lower than the revised estimate for 2019-20. This is mainly due to the one-off injection of \$20 billion to the Research Endowment Fund by the Government and higher provision for the Eighth Matching Grant Scheme in 2019-20, partly offset by higher recurrent grants to the UGC-funded universities in 2020-21 following the annual adjustment.

The level of recurrent grants to the UGC-funded universities is determined in accordance with the established methodology to meet the funding requirements of the universities. Specifically, UGC allocates recurrent grants to the eight UGC-funded universities in the form of a block grant, usually on a triennial basis, to tie in with the academic planning cycle of the UGC-funded sector. In late 2018, the Chief Executive-in-Council approved the provision of recurrent funding totalling \$60,467.1 million for the 2019/20 to 2021/22 triennium. The actual amount of funding for each year is determined on that basis with adjustment having regard to changes in pay levels and other factors. The revised estimate of recurrent grants (including block grants and various earmarked grants for specified purposes) to the eight UGC-funded universities for the 2019/20 academic year is \$21,041.3 million, while the estimate for the 2020/21 academic year will increase to \$21,516.1 million.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0607)

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 UGC-funded education, please provide:

- (a) the number of students in each of the UGC-funded institutions in the academic years 2017/18, 2018/19 and 2019/20;
- (b) the number of ethnic minority students in each of the UGC-funded institutions in the academic years 2017/18, 2018/19 and 2019/20 disaggregated by ethnicity;
- (c) the number of non-Chinese speaking students in each of the UGC-funded institutions in the academic years 2017/18, 2018/19 and 2019/20 disaggregated by their home language; and
- (d) the number of ethnic minority local students admitted to UGC-funded post-secondary programmes using the DSE (Chinese) qualification through JUPAS in 2017/18, 2018/19 and 2019/20;
- (e) the number of non-Chinese speaking local students admitted to UGC-funded post-secondary programmes using the DSE (Chinese) qualification through JUPAS in 2017/18, 2018/19 and 2019/20;
- (f) the number of local students admitted to UGC-funded post-secondary programmes using the DSE (Chinese) qualification through JUPAS in 2017/18, 2018/19 and 2019/20;
- (g) 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 GCE (A-Level), GCE (AS Level), GCSE and IGCSE in 2017/18, 2018/19 and 2019/20;

- (h) 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 GCE (A-Level), GCE (AS Level), GCSE and IGCSE in 2017/18, 2018/19 and 2019/20;
- (i) the total number of students admitted to UGC-funded post-secondary programmes through JUPAS in 2017/18, 2018/19 and 2019/20;
- (j) the number of ethnic minority local students and their respective grades (e.g. S3, S4, S5 or S6) when they sat for DSE (Chinese), Applied Learning (Chinese), GCE (A-Level), GCE (AS Level), GCSE and IGCSE for the first time in 2017/18, 2018/19 and 2019/20;
- (k) the number of non-Chinese speaking local students and their respective grades (e.g. S3, S4, S5 or S6) when they sat for DSE (Chinese), Applied Learning (Chinese), GCE (A-Level), GCE (AS Level), GCSE and IGCSE for the first time in 2017/18, 2018/19 and 2019/20;
- (l) the number of local students sitting for DSE (Chinese) for the first time in 2017/18, 2018/19 and 2016/17; and
- (m) if any of the data in above is not available, the resources which will be granted to the UGC to start collecting this information and to monitor the effect of multiple requirements in Chinese language qualification on ethnic minority students' university education opportunities. If no additional resources will be granted, what are the reasons?

Asked by: Hon TO Kun-sun, James (LegCo internal reference no.: 5)

Reply:

- (a) In the 2017/18, 2018/19 and 2019/20 academic years, the numbers of local students pursuing UGC-funded full-time sub-degree or undergraduate programmes were 75 815, 75 404 and 75 224 (provisional figure in the 2019/20 academic year) respectively, and the numbers of local student intakes were 21 368, 21 133 and 21 170 (provisional figure in the 2019/20 academic year) respectively.
- (b) and (c) In the 2017/18, 2018/19 and 2019/20 academic years, the number of local non-Chinese speaking (NCS) students (i.e. students whose spoken language at home is not Chinese) admitted to UGC-funded full-time sub-degree or undergraduate programmes were 311, 335 and 311 respectively. We do not have information about the number of ethnic minority students.
- (d) to (i) In the 2017/18, 2018/19 and 2019/20 academic years, 13 724, 13 184 and 13 240 (provisional figure in the 2019/20 academic year) local students were admitted to UGC-funded full-time post-secondary programmes through the Joint University Programmes Admission System (JUPAS), including 132, 126 and 117 (provisional figure in the 2019/20 academic year) NCS students.

There were 1 072, 1 206 and 1 117 NCS students 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, 2018 and 2019 respectively. Among them, 106, 103 and 110 sat for the HKDSE (Chinese Language), with 28, 14 and 20 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, 1 206 and 1 117 NCS students sitting for the HKDSE, 350, 385 and 331 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). 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.

In planning of educational support for NCS students, we take into account the language spoken by at home instead of the ethnicity of the students in deciding whether support is required. As such, we do not have information about the number of ethnic minority students.

- (j) to (l) 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 2017, 2018 and 2019 are as follows:

Year	School candidates	Private candidates
2017	50 033	616
2018	49 733	663
2019	46 320	784

There were 106, 103 and 109 NCS students attending Secondary 6 in public sector and Direct Subsidy Scheme schools offering the local curriculum and sitting for the HKDSE (Chinese Language) in 2017, 2018 and 2019 respectively. 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 may take ApL(C). The numbers of candidates taking ApL(C) are as follows:

Year	Number of candidates
2018	142
2019	155
2020	184

We do not have information on the number of NCS students sitting for GCSE (Chinese), IGCSE (Chinese) and the GCE AS-Level (Chinese) and A-Level (Chinese) for the first time. Nevertheless, according to prevailing policy, eligible Secondary 4 to Secondary 6 school candidates sitting for the above four examinations are eligible for subsidy by the Education Bureau (EDB). The numbers of NCS students subsidised to sit for the aforementioned examinations from the 2017/18 to 2019/20 academic years are tabulated at the **Annex**. Since there may be students who have not applied for subsidy from the EDB, the numbers at the **Annex** do not represent the number of NCS students sitting for the examinations for the first time. We do not have information about the number of ethnic minority students.

- (m) Student admission is within institutional autonomy of the universities and the UGC does not oversee the qualifications of their intakes. Hence, information about the Chinese Language qualifications of the NCS students is not available.

**Number of Non-Chinese Speaking Students Subsidised to Sit for
Internationally Recognised Alternative Chinese Language Qualifications Examinations
in 2017/18 to 2019/20 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)											
	2017/18 academic year				2018/19 academic year				2019/20 academic year			
	S4	S5	S6	Total	S4	S5	S6	Total	S4	S5	S6	Total
GCSE (Chinese)	947 (934)	396 (330)	30 (5)	1 373 (1 269)	410 (410)	116 (76)	0 (0)	526 (486)	612 (605)	260 (186)	6 (3)	878 (794)
IGCSE (Chinese)	74 (74)	47 (31)	4 (3)	125 (108)	312 (312)	207 (190)	18 (15)	537 (517)	308 (300)	314 (198)	12 (5)	634 (503)
GCE AS-Level (Chinese)	50 (49)	226 (224)	24 (22)	300 (295)	82 (82)	280 (273)	66 (66)	428 (421)	160 (160)	338 (334)	22 (22)	520 (516)
GCE A-Level (Chinese)	34 (34)	108 (92)	10 (4)	152 (130)	2 (2)	49 (41)	2 (2)	53 (45)	6 (6)	67 (66)	3 (3)	76 (75)
Total	1 105	777	68	1 950	806	652	86	1 544	1 086	979	43	2 108

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 0608)

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 2017/18, 2018/19 and 2019/20, 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) examination for the first time in 2017/18, 2018/19 and 2019/20, 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 2017/18, 2018/19 and 2019/20, the number of them taking the DSE (Chinese) 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;
- (d) the number of non-Chinese speaking students taking the DSE examinations for the first time in 2017/18, 2018/19 and 2019/20, the number of them taking the DSE (Chinese) examinations, the number of them meeting the general entrance requirements of UGC-funded undergraduate programmes and the number of them receiving a JUPAS offer; and
- (e) the number of students using alternative qualifications in Chinese language requirement for the admission of NCS applicants to the 9 JUPAS participating institutions; among them, how many have met the Specified Circumstance 1 (learnt Chinese language for less than 6 years while receiving primary and secondary education) and 2 (learnt Chinese language for 6 years or more in schools, but have been taught an adapted and simpler Chinese language curriculum), and number of

them taking DSE (Chinese) examinations at the same time, in 2017/18, 2018/19 and 2019/20.

Asked by: Hon TO Kun-sun, James (LegCo internal reference no.: 6)

Reply:

- (a) According to the information provided by the Hong Kong Examinations and Assessment Authority (HKEAA), there were 53 167, 53 222 and 50 142 students taking the Hong Kong Diploma of Secondary Education Examination (HKDSE) for the first time in 2017, 2018 and 2019 respectively, of which 20 936, 21 402 and 19 995 met the general entrance requirements of undergraduate programmes. According to the information provided by the Joint University Programmes Admissions System (JUPAS) Office, there were 21 599, 24 241 and 23 389 JUPAS applicants who took the HKDSE for the first time in 2017, 2018 and 2019 and received a JUPAS offer respectively.
- (b) According to the information provided by the HKEAA, there were 51 078, 50 823 and 47 721 students taking HKDSE (Chinese Language) for the first time in 2017, 2018 and 2019 respectively, of which 20 936, 21 402 and 19 995 met the general entrance requirements of undergraduate programmes. According to the information provided by the JUPAS Office, there were 21 355, 23 952 and 23 128 JUPAS applicants who took the HKDSE (Chinese Language) for the first time in 2017, 2018 and 2019 and received a JUPAS offer respectively.
- (c) & (d) In 2017, 2018 and 2019, there were 1 072, 1 206 and 1 117 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 and taking the HKDSE (including 1 068, 1 205 and 1 115 students taking the HKDSE for the first time) respectively, of which 106, 103 and 110 students took the HKDSE (Chinese Language) (including 106, 103 and 109 students taking the HKDSE (Chinese Language) for the first time).

Among the above-mentioned 1 072, 1 206 and 1 117 NCS students who took the HKDSE, 350, 385 and 331 met the general entrance requirements of undergraduate programmes (with the majority of them using alternative Chinese Language qualifications) respectively. Of these, 277, 323 and 292 NCS students received a JUPAS offer.

Regarding the planning of educational support for NCS students, we consider if the language spoken by the student at home is Chinese in determining whether support is required. We do not have information about the breakdown of ethnic minority students.

- (e) The JUPAS participating universities accept alternative qualifications in Chinese Language (including General Certificate of Secondary Education (GCSE), International General Certificate of Secondary Education (IGCSE), General Certificate of Education (GCE) and HKDSE Category B: Applied Learning Chinese (for non-Chinese speaking students)) for NCS students who meet one of the following specified circumstances: (1) students who have learned Chinese

Language for less than 6 years while receiving primary and secondary education; or (2) students who have learned Chinese Language for 6 years or more in schools, but have been taught an adapted and simpler Chinese Language curriculum not normally applicable to the majority of students in our local schools.

According to the information provided by the JUPAS Office, there were 697, 841 and 759 NCS students who met the above-mentioned specified circumstances and applied for admission to the JUPAS participating universities with alternative qualifications in Chinese Language in the 2017/18, 2018/19 and 2019/20 academic years respectively. Of these, 18, 39 and 26 students have taken the HKDSE (Chinese Language). The JUPAS Office does not maintain the breakdown of NCS students by the specified circumstances.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 1929)

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:

In the light of the recommendation to review Radio Television Hong Kong's (RTHK) production of school education television (ETV) programmes given in Report No. 71 of the Director of Audit on RTHK's provision of programmes, the annual financial provision to RTHK for the production of ETV programmes and Programme (3) will cease with effect from 2020-21. And the estimate for ETV programmes will reduce from \$28 million to \$0. Will the Government give an account of the following:

- (1) Regarding the review progress, what are the direction and specific timetable for the review?
- (2) In what forms will RTHK and the Education Bureau collaborate in the future for the production of ETV programmes?
- (3) To what projects will the resources be devoted?
- (4) Concerning the way forward of the 6 staff who were previously responsible for the production of ETV programmes, what posts were they transferred to? Will their salaries be affected by the transfer?

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 2)

Reply:

(1) to (3) In light of the recommendations made in the Director of Audit's Report No. 71, Radio Television Hong Kong (RTHK) and the Education Bureau (EDB) had separately reviewed the production of educational television (ETV) programmes by RTHK and implemented the follow-up actions by stages. RTHK reviewed the manpower deployment of ETV productions and streamlined production workflows. It also outsourced the production of a number of ETV programmes and work processes in 2019-20 to enhance cost-effectiveness.

On the other hand, the EDB reviewed the need, positioning and cost-effectiveness for the continued production of ETV and consulted the Ad Hoc Committee on the Development of School ETV Programmes under Curriculum Development Council (CDC), the CDC Committee on Learning Resources and Support Services and the CDC in 2019. Starting from 2020-21, ETV service will be repositioned. The EDB will redeploy resources previously dedicated to the production of ETV programmes and cease to provide annual funding for RTHK to produce a certain number of ETV programmes. Instead, the EDB will develop diversified multimedia learning and teaching resources with reference to curricular needs, including thematic short videos, micro movies, photos, sound tracks, interactive games, as well as picture books, nursery rhymes and props for storytelling for kindergartens. Moving beyond the confines of television programmes, these educational resources are produced to better meet schools' teaching needs. To produce the diversified learning and teaching resources outlined above, the EDB will increase the scale of commissioning the production of multimedia resources by engaging service providers in the market to tap innovative inputs and enhance production quality. RTHK will be invited to bid for the contracts just like other service providers with production experience. The estimated expenditure for the development of diversified educational multimedia resources for 2020-21 is \$30 million. In view of the above changes, RTHK no longer needs to set targets for the production of ETV programmes.

(4) According to RTHK, the staff concerned will be deployed to take up other posts in RTHK, and continue to work on programme production. Their salaries will not be affected by the deployment.

- End -

CONTROLLING OFFICER'S REPLY

EDB270

(Question Serial No. 1951)

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 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 total no. students in all primary and secondary schools;
- (b) the number of 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;
- (c) if the above information is not provided, how does the EDB evaluate the adequacy of the newly-arrived programmes according to the target no. of students, and plan the related service;
- (d) the list of available 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 the following details under each service:
 - i. the expenditure involved;
 - ii. the NGO or institution commissioned;
 - iii. the duration;
 - iv. the number of NCS children enrolled;
 - v. the number of NCS children completed;
 - vi. the percentage of NCS children engaged among the total number of newly-arrived NCS children; and
 - vii. methods of evaluation;
- (e) the mechanism of deciding which NGO or institution to be commissioned to, and how many tender has the EDB received for the service listed above;
- (f) the promotion method of the above programmes to the target students, and strategies used to reach out to target participants;

- (g) 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:

Type of school	Number of newly arrived NCS children in		
	Kindergarten	Primary	Secondary
Private			
Voucher Scheme			
Free Kindergarten Scheme			
Government			
Aided			
Direct Subsidy Scheme			
English Schools Foundation/ International			
Schools listed in Appendix 3 in POA			

- (h) Does the EDB require schools to record the number of NCS new arrivals? How is the number of NCS new arrivals being recorded now? If it is not recorded, why not?

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 25)

Reply:

As the Education Bureau (EDB) does not require kindergartens, primary and secondary schools to keep a record of whether students being admitted are new arrivals in Hong Kong or not, statistics on the number and percentage of newly-arrived children and newly-arrived non-Chinese speaking (NCS) children attending kindergartens, primary and secondary schools and relevant information on curriculum assessment are not available.

In order to help 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 to schools admitting newly-arrived children for organising school-based support programmes. These measures are applicable to all newly-arrived children, including children from the Mainland and NCS children. With reference to the demand for the said services in the past, we will devise plans for the resources required and flexibly deploy such resources according to actual circumstances. The support services and grant provided for newly-arrived NCS children by the EDB from the 2015/16 to 2018/19 school years are set out at Annex. Upon admission to schools, the newly-arrived NCS children 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.

On commissioning organisations or schools to operate the related programmes, the EDB will, according to the established mechanism, invite and assess tenders in a timely manner. Upon completion of the Induction Programme and Initiation Programme, the non-governmental 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.

Leaflets providing newly-arrived students and their parents with information on the Induction Programme and Initiation Programme are available at the airport, Lo Wu Control Point, Regional Education Offices of the EDB and public enquiry service centres under the Home Affairs Department. Lists of the organisations offering the Initiation Programme and Induction Programme can be accessed on the EDB's webpage.

	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	6.2	Note (3)	1.1
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)	Note (3)	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	Note (3)	Not applicable
No. of NCS children attending these programmes	167	10	Not applicable	171	11	Not applicable	152	Note (3)	Not applicable	118	Note (3)	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 and 2018/19 school years.

- End -

CONTROLLING OFFICER'S REPLY

EDB271

(Question Serial No. 1952)

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 implemented the 'Chinese Language Curriculum Second Language Learning Framework' ('Learning Framework') in 2014/15 school year. Would the government inform this Council of:

- (a) the list of institutions, schools, groups and NGOs consulted when setting up this Framework and the relevant expenditures;
- (b) the number of primary and secondary schools that are adopting school-based adapted Chinese learning curriculum for their non-Chinese speaking ('NCS') students from 2014/15 to 2019/20 school years and the relevant expenditures;
- (c) despite the EDB has described the 'Learning Framework' as a curriculum document with a 'second language perspective', the Equal Opportunities Commission (EOC) reported twice the views of frontline teachers' and language teaching experts that "the Learning Framework is not a curriculum", and "the "small step approach" highlighted does not specifically address the second language learning needs of NCS students. How does the EDB justify the expenditures in the last 6 years on the 'Learning Framework'?"

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 26)

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, with a view to helping non-Chinese speaking (NCS) students in learning Chinese as a second language. In tandem, the EDB has provided diversified support for schools admitting NCS students, including professional development programmes for teachers, learning and teaching resources, and school-based professional support services, etc.

The “Learning Framework”, which is not independent of the mainstream Chinese Language curriculum but designed on the basis of the mainstream Chinese Language curriculum, provides steps and methods for learning and teaching, and assessment for teachers’ reference in teaching and making flexible adaptations according to the learning progress of NCS students. Teachers can make reference to the “Learning Framework” to set learning targets, learning progress and expected learning outcomes on listening, speaking, reading and writing, as well as adapt and develop teaching materials at the school-based level for NCS students with different starting points and abilities, so as to help these second language learners to use a “small-step” learning approach to learn Chinese progressively.

The EDB has consulted teachers and language experts when formulating the “Learning Framework”, including teachers with experience in teaching NCS students, scholars who have conducted research on using Chinese as a second language, and members of the Committee on Chinese Language Education of the Curriculum Development Council. The EDB had further listened to the views of teachers through briefing sessions and seminars before the implementation of 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 to the “Chinese Language Curriculum Second Language Learning Framework Dedicated Homepage”

(<https://www.edb.gov.hk/tc/curriculum-development/kla/chi-edu/second-lang.html>) in January 2019 for teachers’ reference and use. In parallel, the relevant assessment tools and teaching resources have been updated accordingly. As the manpower resources and expenditures incurred in the related work are subsumed under the overall expenditure of the EDB, a breakdown on this specific item is not available.

The EDB has been continuously developing diversified learning and teaching resources such as the “Chinese Language Assessment Tools for NCS Students” and teaching reference materials to provide guidelines and support for teachers with regard to curriculum planning, learning and teaching, and assessment. These resources have been uploaded to the EDB webpage and will be updated on an ongoing basis. With reference to the “Learning Framework”, a series of learning and teaching materials, including student textbooks, workbooks and teaching reference materials for NCS students at the primary level is being developed for teachers’ reference and use. The materials for lower primary levels (i.e. Primary 1 to 3) have been uploaded to the EDB webpage and distributed to schools. The materials for upper primary levels (i.e. Primary 4 to 6) have been uploaded to the EDB webpage by phases starting from December 2019.

Starting from the 2014/15 school year, 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 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. From the 2015/16 to 2019/20 school years, the respective number of schools is 197, 216,

228, 241 and 252. These schools are required to review the learning progress of NCS students at different learning stages with reference to the learning progress so described in the “Learning Framework”, and adjust the learning targets and teaching strategies as appropriate. Many schools have made reference to the “Learning Framework” to adapt/develop school-based Chinese learning and teaching materials of different levels for their NCS students. As regards schools admitting a relatively small number of NCS students (i.e. 1 to 9 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 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. From the 2015/16 to 2019/20 school years, 83, 179, 213, 216 and 212 (provisional) schools were provided with an additional funding to offer after-school Chinese language support programmes respectively. Over the past 5 years, the relevant expenditure on the additional funding disbursed by the EDB to eligible schools to support NCS students’ effective learning of the Chinese language and create an inclusive learning environment in schools is over \$200 million each year. The schools concerned have adopted a holistic approach in resource planning and deployment of staff, including adoption of different intensive learning and teaching modes for NCS students, adaptation/development of school-based Chinese learning and teaching materials, and the creation of an inclusive learning environment in schools. Schools are not able to provide a breakdown of expenditure on adaptation/development of school-based Chinese Language curriculum and learning and teaching materials based on the “Learning Framework”.

Schools provided with the additional funding to support NCS students’ learning will conduct self-evaluation of their school-based support measures each year. Most of the schools consider that with the provision of the additional funding, there have been progress in implementing various school-based measures, inter alia, enhancing the professional capacity of teachers in teaching NCS students Chinese, developing school-based curriculum/instructional resources as well as using and adapting the complementary learning and teaching materials (including making reference to EDB’s teaching resources and making adaptation as appropriate, developing school-based teaching materials based on the “Learning Framework”, and/or adopting teaching materials developed by publishers, universities/post-secondary institutions), setting appropriate learning targets for students with reference to the “Learning Framework” based on the results of the “Chinese Language Assessment Tools for NCS Students”, adopting suitable learning and teaching modes, improving the learning motivation, confidence and learning performance of NCS students, strengthening the communication with parents of NCS students, and the creation of an inclusive learning and a culturally diverse environment in schools. It can be seen that the additional funding is conducive to schools’ implementation of the relevant work.

The EDB will continue to provide diversified support to cater for the learning needs of NCS students. However, we must understand that the existing educational measures to enhance the support for NCS students in learning Chinese is unique to Hong Kong. Experience should be accumulated and refinements be made where necessary. It also takes time for such

measures to take root. The learning effectiveness of NCS students is affected by other factors (such as students' learning attitude, parents' expectation and cooperation, and opportunities provided by society). It is therefore neither appropriate nor possible to assess whether the expenditure of the measure is justified solely based on whether such measures can enhance the Chinese proficiency of NCS students. The EDB will continue to collect information to follow up on the implementation of its support measures and make refinements as necessary. In this regard, 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. In parallel, the EDB is exploring how to assess NCS students' learning progress in Chinese at the system level, with a view to providing feedback to schools and enhancing related support measures.

- End -

CONTROLLING OFFICER'S REPLY

EDB272

(Question Serial No. 1953)

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:

- (a) the number of non-Chinese speaking applicants and students admitted to each institution in SSSDP programmes for 2015/16 to 2019/20 school years;
- (b) the number of non-Chinese speaking local students admitted to SSSDP programmes using the DSE (Chinese) qualification through JUPAS for 2015/16 to 2019/20 school years;
- (c) 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 2015/16 to 2019/20 school years;
- (d) the number of all local students admitted to each institution in SSSDP programmes for 2015/16 to 2019/20 school years.

Asked by: Hon HUI Chi-fung (LegCo internal reference no.: 27)

Reply:

(a)

The Government launched the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) in the 2015/16 academic year and has expanded its coverage to include designated self-financing sub-degree programmes starting from the 2019/20 academic year. Subsidised places of the designated undergraduate programmes are mainly allocated through the Joint University Programmes Admissions System (JUPAS), while those of the designated sub-degree programmes are by direct admission by individual institutions. The Education Bureau (EDB) does not have information about the number of non-Chinese speaking (NCS) applicants and the institutions they applied for.

The number of local NCS students admitted to the first year of designated undergraduate programmes in the 2019/20 academic year is as follows:

Institution	No. of local NCS students
Caritas Institute of Higher Education	1
Chu Hai College of Higher Education	5
The Hang Seng University of Hong Kong	1
The Open University of Hong Kong	5
Tung Wah College	3
Technological and Higher Education Institute of Hong Kong under the Vocational Training Council	7

Note: The EDB has not compiled statistics on the number of local NCS students admitted to the first year of designated undergraduate programmes in various institutions in or before the 2018/19 academic year.

The number of local NCS students admitted to the first year of designated sub-degree programmes in the 2019/20 academic year is as follows:

Institution	No. of local NCS students
Caritas Bianchi College of Careers	1
HKU SPACE Po Leung Kuk Stanley Ho Community College	40
Hong Kong College of Technology	1
The Open University of Hong Kong and Li Ka Shing School of Professional and Continuing Education	2
Tung Wah College	1
YMCA College of Careers	0

(b) and (c)

According to the records of SSSDP participating institutions, the respective number of local NCS students admitted to the first year of designated undergraduate programmes under the SSSDP through JUPAS with the Hong Kong Diploma of Secondary Education Examination (Chinese Language) (DSE(Chinese Language)) qualification or alternative Chinese Language qualifications (such as General Certificate of Education (Advanced Level) (GCE (A-Level)), General Certificate of Education (Advanced Subsidiary) (GCE(AS-Level)), General Certificate of Secondary Education (GCSE), and International General Certificate of Secondary Education (IGCSE)) from the 2015/16 to 2019/20 academic years is 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
2019/20	0	2	6	12	2

(d)

The SSSDP has been regularised starting 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 2019/20 academic years, the number of local students admitted to the first year of designated undergraduate programmes under the SSSDP is 913, 991, 974, 1 817 and 2 173 respectively.

In addition, starting from the 2019/20 academic year, the coverage of the SSSDP has been expanded to subsidise students enrolling in designated full-time locally-accredited self-financing sub-degree programmes in selected disciplines. In the 2019/20 academic year, a total of 1 479 local students are admitted to the first year of designated sub-degree programmes under the SSSDP.

- End -

CONTROLLING OFFICER'S REPLY

EDB273

(Question Serial No. 3821)

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:

Under Matters Requiring Special Attention in 2020-21 of this Programme, the Administration states that it will continue to provide recurrent grant and professional support to public sector primary schools that have formed sister schools with their counterparts in the Mainland to further support the multi-faceted development of sister school activities. Please advise this Committee of the following:

- (1) What are the staff establishment and estimated expenditure on salaries involved in the provision of professional support to public sector primary schools that have formed sister schools with their counterparts in the Mainland in 2020-21?
- (2) The Mainland government has concealed information about the epidemic on multiple occasions and demonstrated a lack of transparency in public health. Will the Government permanently shelve this scheme to prevent Hong Kong students from contracting unknown diseases during their exchange in the Mainland? If no, what are the reasons?

Asked by: Hon CHAN Chi-chuen (LegCo internal reference no.: 128)

Reply:

(1) 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. The professional support offered includes organising exchange activities and sharing sessions, offering advice and assistance on the arrangement for exchange activities, and collecting and disseminating good practices. The relevant manpower and expenditure have been subsumed under the overall expenditure of the Education Bureau (EDB), therefore a breakdown is not available.

(2) With the National Health Commission releasing information about the development of the epidemic in various Mainland provinces and cities in a timely manner, the EDB has been able to make well-informed decisions on the arrangements of student activities. In fact, in view of the outbreak of COVID-19, we have informed schools in late January 2020 that all Mainland exchange activities organised by the EDB have been suspended or postponed and schools should suspend and postpone their own Mainland exchange activities. Other modes of exchange (e.g. video conferencing) among sister schools may continue if circumstances permit. We will continue to closely monitor the development of the epidemic and take appropriate follow-up actions through close communication with stakeholders. When organising student activities (including Mainland exchange activities), the safety of students has always been our prime consideration. We will not deviate from this underlying principle and exchange activities with sister schools in the Mainland will continue to be organised with this principle in mind.

- End -

CONTROLLING OFFICER'S REPLY

EDB274

(Question Serial No. 3822)

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 on the staff establishment for handling complaints about teachers' misconduct and the estimated expenditure on salary for such staff in 2020-21?

Asked by: Hon CHAN Chi-chuen (LegCo internal reference no.: 129)

Reply:

Complaints about teachers' professional misconduct are handled by officers of the Professional Development and Special Education Branch and School Development and Administration Branch under the Education Bureau (EDB). These officers are also responsible for duties relating to professional development and training of teachers, teacher registration, Language Proficiency Requirement for teachers of English/Putonghua, Chief Executive's Award for Teaching Excellence, administrative management of government schools, salary verification for staff in aided schools, school-based management and incorporated management committees, school development, services of Regional Education Offices, the handling of other complaints about public sector primary and secondary schools, placement services, career guidance, support for cross-boundary students, student guidance and discipline, and the formulation of school administration policies for aided, Direct Subsidy Scheme and caput schools, etc.

Since complaint handling is day-to-day work of the sections under the EDB and the expenses incurred have been subsumed under the EDB's overall manpower and operating expenditure, a breakdown of expenditure is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB275

(Question Serial No. 3901)

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 salary for the Secretary for Education in 2020-21?

Asked by: Hon CHAN Chi-chuen (LegCo internal reference no.: 203)

Reply:

For budgetary purposes, the estimate for the salary expenditure for the Secretary for Education in 2020-21 is around \$4.18 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB276

(Question Serial No. 4185)

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 advise this Committee of the number of non-Chinese speaking students and ethnic minority students studying in primary schools by grade level in the 2019/20 school year?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 150)

Reply:

For the planning of education support measures for non-Chinese speaking (NCS) students, their need for support is determined by whether their language spoken at home is Chinese or not (instead of their ethnicity). The number of NCS students and the number of NCS ethnic minority students at Primary 1 to Primary 6 in public sector schools and Direct Subsidy Scheme schools in the 2019/20 school year are tabulated at Annex A and Annex B respectively. The 2 sets of data are not comparable since definition of NCS students is based on the language spoken at home (instead of the ethnicity of the students).

**Number of non-Chinese speaking (NCS) students
at Primary 1 to Primary 6 levels in the 2019/20 school year**

Grade	P1	P2	P3	P4	P5	P6
No. of NCS students	1 721	1 707	1 691	1 709	1 639	1 584

Notes:

1. Figures refer to the position as at mid-September 2019.
2. Figures include public sector schools and Direct Subsidy Scheme schools but exclude special schools.
3. Figures include those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.

**Number of non-Chinese speaking (NCS) ethnic minority students
at Primary 1 to Primary 6 levels by ethnicity in the 2019/20 school year**

	P1	P2	P3	P4	P5	P6
Indonesian	44	36	33	30	28	27
Filipino	219	208	212	242	214	228
Indian	208	200	170	173	183	159
Pakistani	480	507	567	551	535	562
Nepalese	324	310	320	320	340	279
Japanese	16	31	18	25	24	14
Thai	27	30	32	27	33	28
Korean	15	20	14	10	11	13
Other Asians	44	43	31	35	43	40
White	112	113	107	115	84	76
Others	106	86	91	67	70	55
Total	1 595	1 584	1 595	1 595	1 565	1 481

Notes:

1. Figures refer to the position as at mid-September 2019.
2. Figures include public sector schools and Direct Subsidy Scheme schools but exclude 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

EDB277

(Question Serial No. 4186)

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 Administration advise this Committee of the number of non-Chinese speaking students and ethnic minority students studying in secondary schools by grade level in the 2019/20 school year?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 151)

Reply:

For the planning of education support measures for non-Chinese speaking (NCS) students, their need for support is determined by whether their language spoken at home is Chinese or not (instead of their ethnicity). The number of NCS students and the number of NCS ethnic minority students at Secondary 1 to Secondary 6 in public sector schools and Direct Subsidy Scheme schools in the 2019/20 school year are tabulated at Annex A and Annex B respectively. The 2 sets of data are not comparable since definition of NCS students is based on the language spoken at home (instead of the ethnicity of the students).

**Number of non-Chinese speaking (NCS) students
at Secondary 1 to Secondary 6 levels in the 2019/20 school year**

Grade	S1	S2	S3	S4	S5	S6
No. of NCS students	1 882	1 663	1 656	1 630	1 557	1 408

Notes:

1. Figures refer to the position as at mid-September 2019.
2. Figures include public sector schools and Direct Subsidy Scheme schools but exclude special schools.
3. Figures include those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.

**Number of non-Chinese speaking (NCS) ethnic minority students
at Secondary 1 to Secondary 6 levels by ethnicity in the 2019/20 school year**

	S1	S2	S3	S4	S5	S6
Indonesian	20	17	16	20	17	11
Filipino	265	231	242	257	251	248
Indian	241	227	229	213	199	205
Pakistani	629	582	562	501	541	434
Nepalese	272	230	208	262	213	198
Japanese	19	19	15	17	5	8
Thai	44	27	38	29	22	19
Korean	19	10	17	14	4	9
Other Asians	51	49	52	33	41	25
White	55	33	42	56	27	21
Others	119	113	115	99	77	53
Total	1 734	1 538	1 536	1 501	1 397	1 231

Notes:

1. Figures refer to the position as at mid-September 2019.
2. Figures include public sector schools and Direct Subsidy Scheme (DSS) schools (among which 1 DSS school offering non-local curriculum is excluded for not having provided information on ethnicity of NCS students) but exclude 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

EDB278

(Question Serial No. 4187)

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 Administration advise this Committee of the number of non-Chinese speaking students and ethnic minority students studying in kindergartens by class level in the 2019/20 school year?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 152)

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 2019/20 school year are tabulated at Appendix 1 and Appendix 2 respectively. Since the definition of NCS students is based on the language spoken at home instead of the ethnicity of the students, figures provided in Appendix 1 and Appendix 2 are not comparable.

**Number of non-Chinese speaking (NCS) students studying at different grades
in kindergartens in the 2019/20 school year**

K1	K2	K3
4 769	4 737	3 450

Notes:

1. Figures refer to the position as at mid-September 2019.
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 kindergarten-cum-child care centres.
4. The above figures include both local and non-local kindergartens.

**Number of ethnic minority students studying at different grades
in kindergartens in the 2019/20 school year**

	K1	K2	K3
Indonesian	68	37	52
Filipino	218	224	220
Indian	510	495	361
Pakistani	509	507	496
Nepalese	308	343	318
Japanese	232	219	191
Thai	36	42	47
Korean	101	119	45
Other Asian	146	139	116
White	1 058	1 067	685
Others	654	638	418
Total	3 840	3 830	2 949

Notes:

1. Figures refer to the position as at mid-September 2019.
2. Figures include students studying in kindergarten-cum-child care centres.
3. The above figures include ethnic minority students regardless of their spoken language.
4. The above figures include both local and non-local kindergartens.

- End -

CONTROLLING OFFICER'S REPLY**EDB279****(Question Serial No. 4188)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Would the Administration advise this Committee of the number of cross-boundary students studying in primary schools in Hong Kong by class level in the 2019/20 school year?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 153)Reply:

The number of cross-boundary students (CBS) studying in primary schools in Hong Kong by class level in the 2019/20 school year is as follows:-

Class level	P1	P2	P3	P4	P5	P6	Total
Number of CBS	1 114	2 921	3 722	3 720	3 406	3 091	17 974

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 2019.

- End -

CONTROLLING OFFICER'S REPLY**EDB280****(Question Serial No. 4189)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Would the Administration advise this Committee of the number of cross-boundary students studying in secondary schools in Hong Kong by class level in the 2019/20 school year?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 154)Reply:

The number of cross-boundary students (CBS) studying in secondary schools in Hong Kong by class level in the 2019/20 school year is as follows:

Class level	S1	S2	S3	S4	S5	S6	Total
Number of CBS	2 703	1 974	1 186	728	535	476	7 602

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 2019.

- End -

CONTROLLING OFFICER'S REPLY

EDB281

(Question Serial No. 4190)

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 Administration advise this Committee of the numbers of whole-day and half-day kindergartens and their respective numbers of students by District Council district in the 2019/20 school year?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 155)

Reply:

The numbers of whole-day (WD) and half-day (HD) kindergartens (KGs) and their respective numbers of students by District Council district in the 2019/20 school year are tabulated at Appendix.

Numbers of whole-day (WD) and half-day (HD) kindergartens (KGs)
and their respective numbers of students by District Council district
in the 2019/20 school year

District Council district	WD		HD	
	No. of KGs	No. of students	No. of KGs	No. of students
Central & Western	22	1 263	39	4 940
Wan Chai	12	1 170	23	5 880
Eastern	55	2 943	69	7 983
Southern	23	1 413	32	2 958
Sham Shui Po	37	2 964	39	6 949
Yau Tsim Mong	23	2 027	24	4 302
Kowloon City	53	3 838	78	18 541
Wong Tai Sin	41	3 452	30	3 496
Kwun Tong	62	5 095	51	7 092
Tsuen Wan	23	1 971	32	5 041
Tuen Mun	59	4 279	50	7 505
Yuen Long	55	4 639	60	11 709
North	41	2 937	38	5 930
Tai Po	28	2 205	28	4 344
Sha Tin	58	4 340	60	9 827
Sai Kung	45	3 109	53	5 933
Islands	24	1 584	31	2 697
Kwai Tsing	53	3 842	47	6 099

Notes:

1. Figures reflect the position as at mid-September of the school year.
2. Figures include K1, K2 and K3 classes in KGs and kindergarten-cum-child care centres.
3. KGs/kindergarten-cum-child care centres operating both WD and HD classes are concurrently counted in the respective columns under HD and WD classes.

- End -

CONTROLLING OFFICER'S REPLY**EDB282****(Question Serial No. 4191)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Would the Administration advise this Committee of the number of students with disabilities studying in mainstream primary schools, by disability type 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
2017-18						
2018-19						
2019-20						

Intellectual Disability	P1	P2	P3	P4	P5	P6
2017-18						
2018-19						
2019-20						

Autism Spectrum Disorder	P1	P2	P3	P4	P5	P6
2017-18						
2018-19						
2019-20						

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6
2017-18						
2018-19						
2019-20						

Physical Disability	P1	P2	P3	P4	P5	P6
2017-18						
2018-19						
2019-20						

Visual Impairment	P1	P2	P3	P4	P5	P6
2017-18						
2018-19						
2019-20						

Hearing Impairment	P1	P2	P3	P4	P5	P6
2017-18						
2018-19						
2019-20						

Speech and Language Impairment	P1	P2	P3	P4	P5	P6
2017-18						
2018-19						
2019-20						

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 156)

Reply:

The number of students with special educational needs (SEN) studying in public sector ordinary primary schools in the past 3 years (from the 2017/18 to 2019/20 school years), disaggregated by grade level and by major SEN type, 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)^{Note 1}
studying in public sector ordinary primary schools
by grade level and by major SEN type
from the 2017/18 to 2019/20 school years**

Specific Learning Difficulties	P1 (Note 2)	P2	P3	P4	P5	P6
2017/18	5	164	2 143	2 484	2 282	2 175
2018/19	6	188	2 552	2 719	2 587	2 313
2019/20	2	147	2 651	3 004	2 767	2 627

Intellectual Disability	P1 (Note 2)	P2	P3	P4	P5	P6
2017/18	76	113	153	102	121	125
2018/19	102	123	142	161	108	124
2019/20	108	122	168	144	153	111

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6
2017/18	743	883	974	1 005	929	892
2018/19	568	1 010	1 042	1 053	1 060	961
2019/20	977	879	1 166	1 159	1 126	1 092

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6
2017/18	160	333	723	997	1 229	1 226
2018/19	148	346	808	1 126	1 283	1 400
2019/20	162	364	831	1 221	1 410	1 507

Physical Disability	P1	P2	P3	P4	P5	P6
2017/18	15	20	27	17	20	18
2018/19	13	20	18	25	16	22
2019/20	15	19	17	18	27	15

Visual Impairment	P1	P2	P3	P4	P5	P6
2017/18	7	4	9	8	7	4
2018/19	4	7	5	8	9	7
2019/20	3	6	6	3	7	9

Hearing Impairment	P1	P2	P3	P4	P5	P6
2017/18	72	55	54	54	61	51
2018/19	59	74	58	59	53	61
2019/20	69	64	79	62	64	55

Speech & Language Impairment	P1 (Note 2)	P2	P3	P4	P5	P6
2017/18	13	878	546	415	334	246
2018/19	19	932	593	408	297	257
2019/20	29	1 160	645	438	303	236

Mental Illness (Note 3)	P1	P2	P3	P4	P5	P6
2018/19	10	9	6	4	13	13
2019/20	5	8	11	11	9	21

Notes:

1. Figures show the position as at September of the respective school years.
2. The number of Primary 1 students with SEN shown in the above tables denotes 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.
3. Starting from the 2017/18 school year, the Education Bureau (EDB) provides public sector ordinary 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 ordinary schools in the 2017/18 school year. The collection of relevant information about students with SEN requires parental consent. Given that many types of 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**EDB283****(Question Serial No. 4192)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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
2017-18							
2018-19							
2019-20							

Intellectual Disability	S1	S2	S3	S4	S5	S6	S7
2017-18							
2018-19							
2019-20							

Autism Spectrum Disorder	S1	S2	S3	S4	S5	S6	S7
2017-18							
2018-19							
2019-20							

Attention Deficit/ Hyperactivity Disorder	S1	S2	S3	S4	S5	S6	S7
2017-18							
2018-19							
2019-20							

Physical Disability	S1	S2	S3	S4	S5	S6	S7
2017-18							
2018-19							
2019-20							

Visual Impairment	S1	S2	S3	S4	S5	S6	S7
2017-18							
2018-19							
2019-20							

Hearing Impairment	S1	S2	S3	S4	S5	S6	S7
2017-18							
2018-19							
2019-20							

Speech and Language Impairment	S1	S2	S3	S4	S5	S6	S7
2017-18							
2018-19							
2019-20							

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 157)

Reply:

The number of students with special educational needs (SEN) studying in public sector ordinary 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.

**Number of students with special educational needs (SEN)
studying in public sector ordinary 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) has provided public sector ordinary 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 ordinary schools in the 2017/18 school year. The collection of relevant information on students with SEN requires parental consent. Given that many types of 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**EDB284****(Question Serial No. 4193)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Would the Administration 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 Programme	Undergraduate Programme
2017-18		
2018-19		
2019-20		

Autism Spectrum Disorder	Sub-degree Programme	Undergraduate Programme
2017-18		
2018-19		
2019-20		

Attention Deficit/ Hyperactivity Disorder	Sub-degree Programme	Undergraduate Programme
2017-18		
2018-19		
2019-20		

Physical Disability	Sub-degree Programme	Undergraduate Programme
2017-18		
2018-19		
2019-20		

Visual Impairment	Sub-degree Programme	Undergraduate Programme
2017-18		
2018-19		
2019-20		

Hearing Impairment	Sub-degree Programme	Undergraduate Programme
2017-18		
2018-19		
2019-20		

Speech and Language Impairment	Sub-degree Programme	Undergraduate Programme
2017-18		
2018-19		
2019-20		

Others	Sub-degree Programme	Undergraduate Programme
2017-18		
2018-19		
2019-20		

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 158)

Reply:

The number of students with special educational needs (SEN) pursuing full-time locally-accredited sub-degree and undergraduate programmes in the 2017/18 to 2019/20 academic years by type of disability is set out below:

Specific Learning Difficulties	Sub-degree	Undergraduate
2017/18	304	72
2018/19	365	103
2019/20 (Provisional)	429	120

Autism Spectrum Disorders	Sub-degree	Undergraduate
2017/18	88	44
2018/19	111	66
2019/20 (Provisional)	114	77

Attention Deficit/ Hyperactivity Disorder	Sub-degree	Undergraduate
2017/18	110	75
2018/19	155	127
2019/20 (Provisional)	196	135

Physical Disability	Sub-degree	Undergraduate
2017/18	47	71
2018/19	42	66
2019/20 (Provisional)	48	75

Visual Impairment	Sub-degree	Undergraduate
2017/18	28	55
2018/19	23	56
2019/20 (Provisional)	35	55

Hearing Impairment	Sub-degree	Undergraduate
2017/18	81	118
2018/19	85	119
2019/20 (Provisional)	92	120

Speech and Language Impairment	Sub-degree	Undergraduate
2017/18	39	25
2018/19	35	35
2019/20 (Provisional)	67	33

Others *	Sub-degree	Undergraduate
2017/18	171	237
2018/19	225	319
2019/20 (Provisional)	287	406

* 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**EDB285****(Question Serial No. 4205)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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.: 170)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. from 2015/16 to 2019/20) is as follows:

No. of public sector primary schools provided with	2015/16 school year	2016/17 school year	2017/18 school year	2018/19 school year	2019/20 school year
Student Guidance Officers	12	10	7	6	5
Student Guidance Teachers	125	121	119	113	105
Student Guidance Service Grant	317	323	328	114	36

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 under 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 2019/20 school year, 309 public sector primary schools have switched to the new funding mode.

- End -

CONTROLLING OFFICER'S REPLY

EDB286

(Question Serial No. 4206)

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 provide the respective numbers of government and aided primary schools in each of the past 5 school years by number of classes?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 171)

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.

Number of Government and Aided Primary Schools by Number of Operating Classes from the 2015/16 to 2019/20 School Years

No. of Operating Classes	No. of Schools									
	2015/16		2016/17		2017/18		2018/19		2019/20	
	Government	Aided	Government	Aided	Government	Aided	Government	Aided	Government	Aided
5 or below	0	2	0	0	0	1	0	2	0	1
6	1	13	1	14	1	11	0	10	0	9
7	0	1	0	3	0	2	1	2	1	1
8	0	2	0	0	0	0	0	1	0	0
9	0	5	0	3	0	2	0	2	0	2
10	0	4	0	2	0	1	0	1	0	0
11	0	9	0	4	0	3	0	2	0	4
12	2	30	2	29	2	28	2	23	2	25
13	0	9	0	8	0	7	0	9	0	8
14	0	5	0	6	0	3	0	4	0	3
15	1	12	0	7	0	6	0	2	0	4
16	1	7	1	8	0	1	0	2	0	2
17	0	6	1	7	0	6	0	3	1	4
18	0	28	0	29	2	29	1	28	0	26
19	0	4	0	7	0	12	0	4	1	5
20	2	6	2	4	1	6	2	8	1	7
21	2	8	0	6	1	2	0	8	1	3
22	1	8	2	7	0	5	1	5	0	3
23	0	7	1	4	2	8	0	5	0	8
24	6	96	6	101	7	100	9	101	9	101
25	3	23	1	27	0	29	0	32	0	34

Appendix (cont'd)

No. of Operating Classes	No. of Schools									
	2015/16		2016/17		2017/18		2018/19		2019/20	
	Government	Aided	Government	Aided	Government	Aided	Government	Aided	Government	Aided
26	0	10	0	12	1	16	1	17	1	16
27	0	10	1	10	0	9	0	12	0	13
28	0	7	1	6	1	6	0	9	0	9
29	3	7	2	6	1	7	2	6	2	7
30	11	81	12	86	13	90	12	87	14	92
31	1	6	1	10	2	9	3	11	1	9
32	0	2	0	2	0	6	0	8	0	7
33	0	0	0	0	0	2	0	4	0	4
34	0	1	0	0	0	0	0	1	0	1
35	0	0	0	0	0	0	0	0	0	0
36	0	11	0	12	0	11	0	11	0	12
37 or above	0	1	0	1	0	3	0	3	0	2
Total	34	421	34	421	34	421	34	423	34	422

- Notes:
- (1) Figures refer to the position as at mid-September of the respective school years.
 - (2) Figures include government and aided ordinary primary schools, but not special schools.
 - (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**EDB287****(Question Serial No. 4207)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Would the Administration please give figures on the provision of Comprehensive Student Guidance Service in primary schools by case category in the past 5 school years?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 172)Reply:

Based on the annual data collected through an online system from student guidance personnel of public sector primary schools, the respective numbers of student cases under the Comprehensive Student Guidance Service by case category for the past 5 years (i.e. from the 2014/15 to 2018/19 school years) are summarised as follows:-

Case Category	School Year				
	2014/15	2015/16	2016/17	2017/18	2018/19
Conduct Problems	1 306	1 254	1 277	1 256	1 266
Emotional/Psychological Problems	2 743	2 945	3 190	3 353	3 548
Family/Environmental Problems	1 976	1 940	1 941	2 089	2 186
Health/Physical Problems	103	92	94	87	89
Learning Problems	1 210	1 071	1 025	985	892
Social/Developmental Problems	460	426	407	481	509
Total	7 798	7 728	7 934	8 251	8 490

- End -

CONTROLLING OFFICER'S REPLY**EDB288****(Question Serial No. 4208)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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.: 173)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 (2015/16 to 2019/20) is tabulated as follows:-

	2015/16 School year (\$ million)	2016/17 School year (\$ million)	2017/18 School year (\$ million)	2018/19 School year (\$ million)	2019/20 School year (\$ million) (Estimated expenditure)
SGS Grant	157.3	168.3	181.4	65.0	21.4
Top-up Grant	68.3	71.3	72.9	104.4	114.0
Total Amount:	225.6	239.6	254.3	169.4	135.4

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 under 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 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 2019/20 school year, 309 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 \$487 million.

The total amount of the unspent SGS Grant (including the Top-up Grant) of public sector primary schools for the 2015/16, 2016/17 and 2017/18 school years is \$14.8 million, \$15.8 million and \$17.1 million respectively. Relevant information of the 2018/19 school year is not available as the audited accounts for the school year is not yet due.

- End -

CONTROLLING OFFICER'S REPLY

EDB289

(Question Serial No. 4328)

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 subsidies for students to participate in Mainland exchange programmes, please provide the following information:

- (a) What were the respective numbers of post-secondary, secondary and primary students who had received subsidies to participate in Mainland exchange programmes in the past 3 years? Please also provide the amount of subsidies provided, the Mainland cities visited, the dates and content of the exchange programmes, and the total expenditures involved.
- (b) How many exchange programmes have been cancelled due to the novel coronavirus epidemic in 2020? What is the number of students affected?
- (c) According to the Government's estimation, how many post-secondary, secondary and primary students are expected to receive subsidies to participate in Mainland exchange programmes in 2020/21? What are the details and the estimated expenditures involved? Does the Government have any contingency plans in view of the novel coronavirus epidemic?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 294)

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 students, or subsidises those organised by schools every year. Such programmes 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 students participating in the aforementioned Mainland exchange programmes and the expenditures involved in the past 3 years (the 2017/18, 2018/19 and 2019/20 school years) are as follows:

School Year	Number of Students (rounded down to the nearest hundred)			Expenditure (\$ million) [@]		
	Post-secondary Students ^Δ	Secondary Students	Primary Students	Post-secondary Students ^Δ	Secondary Students	Primary Students
2017/18	2 700	40 200	26 800	8.4	57.6	27.8
2018/19 [#]	2 200	42 100	32 400	6.7	66.7	42.2
2019/20 ⁺	4 000	9 300	11 200	15	18.9	16.2

[@] Manpower resources for 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 covers data for the Pilot Mainland Experience Scheme for Post-secondary Students (applicable to the 2011/12 to 2018/19 school years)/Pilot Mainland Experience Scheme for Post-secondary Students (non-means-tested) (applicable to the 2019/20 school year). There are currently other schemes that provide subsidies for post-secondary students to participate in Mainland exchange programmes. As the scope of those subsidy schemes also covers destinations in addition to the Mainland, statistics that are only relevant to exchange activities in the Mainland are not available.

(b) All along, schools could organise Mainland exchange programmes on their own or choose to participate in Mainland exchange programmes or subsidy schemes organised by the EDB according to their school needs. From time to time, schools cancel or postpone their scheduled Mainland exchange programmes in light of school-based circumstances. The EDB only has the numbers of participating schools, teachers and students for each trip, and does not collect or compile statistics on the number of Mainland exchange programmes cancelled by schools, including those cancelled due to the novel coronavirus epidemic. Nevertheless, classes are suspended on many school days in the 2019/20 school year, and during class suspension, the scheduled Mainland exchange programmes have to be cancelled. Upon class resumption, primary and secondary schools need to reschedule their teaching and other activities, and it is possible that the exchange programmes will not be conducted as planned.

(c) The estimated numbers of places to be offered to post-secondary, secondary and primary students for receiving subsidies to participate in the Mainland exchange programmes and the estimated expenditures involved in the 2020/21 school year are as follows:

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
2020/21	4 000	63 600	45 400	15	80	35

Students' safety has always been the prime concern of the EDB in organising or subsidising Mainland exchange activities for students. Due to the novel coronavirus epidemic in early 2020, all Mainland exchange activities organised or subsidised by the EDB have been suspended or postponed since end-January. Besides, under the Pilot Mainland Experience Scheme for Post-secondary Students (non-means-tested), various Mainland exchange activities are organised or coordinated by participating post-secondary institutions, which may suspend or cancel the activities in light of the relevant circumstances and according to their own mechanisms.

- End -

CONTROLLING OFFICER'S REPLY

EDB290

(Question Serial No. 4354)

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:

What are 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.: 320)

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 2017-18 to 2019-20 are as follows:

	2017-18	2018-19	2019-20
	(\$ million) (Actual)	(\$ million) (Actual)	(\$ million) (Revised Estimate)
(i) KG Scheme (Note 1)	3,903.5	6,041.3	6,281.9
(ii) Refund of rent, rates and government rent (Note 2)	128.8	7.1	6.0
(iii) Training for principals and teachers (Note 3)	2.7	4.5	4.1

Note 1: The expenditures in 2017-18 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), and the one-off start-up grant provided in 2017-18 for Scheme-KGs. The expenditures in 2018-19 and 2019-20 are the expenditures on the Scheme for the whole year.

Note 2: The expenditures in 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 to August 2017). Starting from the 2017/18 school year, expenditures on rental subsidy and reimbursement of rates and government rent for Scheme-KGs are subsumed under the overall expenditure of the Scheme. NPM KGs not joining the Scheme can continue to be reimbursed for rates and government rent.

Note 3: Since 2017/18 is the first school year after the introduction of the 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

EDB291

(Question Serial No. 4355)

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 learnt that 1 bi-sessional primary school has yet to formulate its whole day conversion plan due to issues related to school premises. Has the Bureau offered assistance to that primary school? If yes, what are the details? If no, what are the reasons?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 321)

Reply:

The Education Bureau has been exploring alternatives with the school sponsoring body to facilitate the school's full implementation of whole-day primary schooling. We will continue to explore possible means of conversion for the school and adopt a flexible and pragmatic approach in working out an agreed whole-day conversion plan as soon as possible.

- End -

CONTROLLING OFFICER'S REPLY

EDB292

(Question Serial No. 4356)

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:

Starting from the 2016/17 school year, the recurrent subsidies for the English Schools Foundation are being phased out. Please list the amount of recurrent subsidy in each of the school years from 2016/17 to 2028/29.

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 322)

Reply:

As reported by the Education Bureau at the meeting of the Legislative Council Panel on Education on 9 July 2013, a review on the subvention arrangements for the English Schools Foundation (ESF) had been completed. The arrangement for phasing out the subvention to the ESF was accepted by its Board of Directors. As per the agreed arrangement, from the 2016/17 school year onwards, the annual recurrent subvention of \$249.7 million for the ESF's mainstream primary and secondary schools has started to phase out within 13 years at an average amount of \$19.2 million per year until the 2028/29 school year. As regards the annual recurrent subvention of \$28.3 million to the ESF for its support for students with special educational needs (SEN) in the ESF's mainstream schools and special school, it covers part of the administrative and manpower expenditure of the Learning Support Centres set up in the ESF mainstream schools, its special school, and other SEN support services. This subvention is excluded from the phasing out arrangement and the amount is frozen at the current level pending further review.

- End -

CONTROLLING OFFICER'S REPLY

EDB293

(Question Serial No. 4358)

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) 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) the respective number of these schools which applied for the School Improvement Programme, reprovisioning or redevelopment programmes, or minor improvement works in each of the past 3 years, and the expenditure involved in each project;
- (3) the number of “matchbox-style school premises” that were reprovisioned in the past 3 year; and
- (4) the measures to be taken by the Government in 2020/21 to help improving the campus environment of public sector schools, and the estimated expenditure involved.

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 324)

Reply:

(1) and (3)

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 2020, about 200 of them were built according to prevailing standards.

Among the schools built in different periods, some are cuboidal-shaped premises constructed between the 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 3 public sector primary schools previously operating in “matchbox-style school premises” to vacant school premises (VSP)/new school premises in 2018 and 2019, there are at present 25 public sector primary schools operating in such premises. Among these 25 schools, 5 have been allocated new school premises or VSP through the school allocation mechanism for reprovisioning or expansion.

(2), (3) and (4)

We understand that the community is concerned about the 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 and redevelopment/extension programme, as well as the annual major repairs (MR) and emergency repairs (ER) mechanism.

The SIP implemented in 5 phases 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 1 to 3 of the SIP focused on upgrading the schools’ teaching, learning and administration facilities. The last 2 phases further expanded the scope of works, aiming 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 standards prevailing at the time of construction have their school facilities enhanced through one of the 5 phases of the SIP.

For reprovisioning of existing schools to new school premises on reserved school sites or VSP which are suitable for reprovisioning purpose, allocation is generally done through open, fair and competitive bidding under School Allocation Exercises (SAE). The EDB conducts SAEs for reprovisioning of schools from time to time, and all eligible school sponsoring bodies (SSBs) in the territory can apply for reprovisioning of existing schools under their sponsorship. 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, 3 planned new primary school premises and 4 VSP were allocated for reprovisioning of existing schools. A total of 34 applications were received. The Third and Fourth SAEs 2019 launched by EDB in August 2019 seek to allocate 5 planned new primary school premises and 1 VSP for reprovisioning of existing primary schools. The relevant SAEs are underway.

As regards in-situ redevelopment/extension projects, interested schools would indicate their intention for redevelopment/extension to the EDB. As always, we will seriously 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. At present, we are planning for 5 in-situ redevelopment/extension projects. 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 40 minor improvement works projects were approved, involving a total estimated expenditure of about \$630 million.

Furthermore, based on the consensus reached with the sector earlier on, the EDB carried 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 these premises. Improvement works include replacement with sound-proof doors and double-glazed window system in classrooms, installation of mechanical ventilation system along internal corridors, installation of openable windows on the grille walls at staircase landings, installation of acoustic panel wall system with metal frame for internal partitions of classrooms, and installation of moveable partitions and mechanical ventilation system on both sides of covered playgrounds. The improvement works have commenced progressively since the summer of 2017 and were completed in 2019. In addition, under this programme, our works consultants have 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 progressively making arrangements for relevant works to commence 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 gained from the improvement works programme for “matchbox-style school premises” and views of different stakeholders, the EDB has reserved an additional \$1 billion under the Capital Works Reserve Fund for the implementation of a time-limited minor works programme for some 600 aided schools operating in premises built according to standards prevailing at the time of construction. Minor conversion works, such as converting or altering internal partitions/spaces, will be carried out to enhance schools’ flexibility in using existing spaces of their premises, thereby improving the teaching environment. Individual schools may submit conversion proposals to the EDB in 2019 and 2020 in light of the conditions of their premises and their school-based needs. With the close of applications for the 2019 works programme in June 2019, the EDB has received applications from a total of 369 schools. Among these applications, about 1 200 works items come under the scope of the minor internal conversion works programme. The estimated project cost is around \$610 million. The

application results were announced in end-March 2020. We will invite the schools concerned to submit their applications for the 2020 works programme in May 2020.

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 \$1.56 billion in 2020-21, an increase of around 4% over that of 2019-20, 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

EDB294

(Question Serial No. 4362)

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 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 number of students that applied for the \$30,000 subsidy applicable to self-financing undergraduate programmes in the past 3 years.
- (3) 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.
- (4) 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.
- (5) Further to the question above, please give the number of students affected under each programme.

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 328)

Reply:

- (1) The number of student enrolment in full-time locally-accredited self-financing undergraduate programmes from the 2017/18 to 2019/20 academic years is set out by institution at **Annex 1**.

- (2) A total of 20 392, 16 661 and 16 064 students applied for subsidy under the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong in the 2017/18, 2018/19 and 2019/20 academic years respectively.
- (3) According to the information provided by the 8 University Grants Committee-funded universities, the respective amounts of surplus generated/deficit incurred as a result of the operation of self-financing programmes from the 2016/17 to 2018/19 academic years is set out at **Annex 2**.
- (4) and (5)

Based on the information provided by self-financing post-secondary institutions for publication on the Education Bureau'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 2017/18 to 2019/20 academic years is shown at **Annex 3**. 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.

**Number of student enrolment in
full-time locally-accredited self-financing undergraduate^[1] programmes by institution
from 2017/18 to 2019/20 academic years**

Institution	Academic year		
	2017/18	2018/19	2019/20 ^[2]
Caritas Institute of Higher Education	1 269	1 374	1 548
Centennial College	212	136	68
Chu Hai College of Higher Education	821	612	566
City University of Hong Kong and its School of Continuing and Professional Education	1 368	1 377	1 034
Community College of City University/ UOW College Hong Kong			242
Gratia Christian College	77	100	108
The Hang Seng University of Hong Kong	4 869	4 737	5 595
Hong Kong Art School	98	109	103
Hong Kong Baptist University and its School of Continuing Education/ College of International Education	2 213	2 294	2 424
HKCT Institute of Higher Education	@	@	@
Hong Kong Institute of Technology	349	408	340
Hong Kong Nang Yan College of Higher Education	47	78	89
Hong Kong Shue Yan University	4 151	4 124	3 897
Lingnan University	-	-	29
Savannah College of Art and Design Foundation (Hong Kong) Limited	583	629	647
School of Continuing and Professional Studies, The Chinese University of Hong Kong	98	85	18
The Education University of Hong Kong	1 344	1 231	911
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development	3 110	2 644	2 323
The Hong Kong University of Science and Technology	142	144	165
The Open University of Hong Kong and its Li Ka Shing School of Professional and Continuing Education	9 113	9 382	9 269
HKU School of Professional and Continuing Education	507	392	351
Tung Wah College	1 935	2 053	2 232
Vocational Training Council	4 954	5 289	4 829
Yew Chung College of Early Childhood Education	-	30	64

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 2019. The final actual intakes may vary.
- 「 - 」 Denotes no such programmes are offered.
- 「 @ 」 Figures are not available from the institution.

**Surplus/Deficit from operation of self-financing programmes
offered by University Grants Committee-funded universities^{Note}
from the 2016/17 to 2018/19 academic years**

University	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU
Surplus / (Deficit) (\$ million)								
2016/17	161	56	3	142	42	(34)	90	270
2017/18	172	64	14	194	42	84	160	205
2018/19	250	79	36	456	17	142	217	579

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 and 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.

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 the 2017/18 to 2019/20 academic years

Academic year	Institution	Name of programme
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
	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

Academic year	Institution	Name of programme
	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
	Vocational Training Council – School for Higher and Professional Education	BSc (Hons) Environmental Management
2019/20	Centennial College	Bachelor of Arts (Honours)
	Centennial College	Bachelor of Professional Accounting (Honours)
	Centennial College	Bachelor of Social Sciences (Honours)
	HKCT Institute of Higher Education	Bachelor of Social Sciences (Hons) in Social Development Studies (Social Innovation and the Environment)
	School of Continuing and Professional Studies, The Chinese University of Hong Kong	Bachelor of Business
	School of Continuing and Professional Studies, The Chinese University of Hong Kong	Bachelor of International Tourism and Hospitality Management
	School of Continuing and Professional Studies, The Chinese University of Hong Kong	Bachelor of Creative Arts (Digital Media)

Academic year	Institution	Name of programme
	The Education University of Hong Kong	Bachelor of Music in Education (Honours) (Contemporary Music and Performance Pedagogy)
	The University of Hong Kong–HKU SPACE	Bachelor of Arts (Honours) Criminology and Sociology
	The University of Hong Kong–HKU SPACE	Bachelor of Arts (Honours) Sociology
	The Open University of Hong Kong	Bachelor of Business Administration in Accounting (Full-time)
	The Open University of Hong Kong	Bachelor of Science with Honours in Applied Science (Beauty and Health) (Full-time) - Year 3 Entry
	The Open University of Hong Kong	Bachelor of Science with Honours in Applied Science (Biology and Chemistry) (Full-time) - Year 3 Entry
	The Open University of Hong Kong	Bachelor of Science with Honours in Applied Science (Energy and Environment) (Full-time) - Year 3 Entry
	The Open University of Hong Kong	Bachelor of Science with Honours in Statistical Analysis and Data Science (Full-time) - Year 3 Entry
	Tung Wah College	Bachelor of Business Administration (Honours) in Entrepreneurship and Management
	Vocational Training Council – School for Higher and Professional Education	BA (Hons) Business and Finance
	Vocational Training Council – School for Higher and Professional Education	BA (Hons) Visual Communication (Film & Animation)
	Vocational Training Council – School for Higher and Professional Education	BA (Hons) Visual Communication (Graphic Communication)
	Vocational Training Council – School for Higher and Professional Education	BA (Hons) Visual Communication (Illustration)
	Vocational Training Council – School for Higher and Professional Education	BA (Hons) Visual Communication (Photography)
	Vocational Training Council – School for Higher and Professional Education	BSc (Hons) Public Health Studies
	Vocational Training Council – Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Professional Accounting

Academic year	Institution	Name of programme
	Vocational Training Council – Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Retail Management

- End -

CONTROLLING OFFICER'S REPLY**EDB295****(Question Serial No. 4363)**

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) 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 2020/21.

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 329)

Reply:

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 from 2017-18 to 2020-21 are as follows –

	Total expenditure on education		Total recurrent expenditure on education	
	Amount	% share in total public expenditure	Amount	% share in recurrent government expenditure
	\$ million	%	\$ million	%
2017-18	88,465	17.4	80,233	22.2
2018-19	108,035	19.0	85,528	21.2
2019-20 Revised Estimate	125,861	19.4	92,384	20.9
2020-21 Estimate	112,304	14.5	99,589	20.5

- End -

CONTROLLING OFFICER'S REPLY

EDB296

(Question Serial No. 4366)

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 Mainland University Study Subsidy Scheme (MUSSS) to subsidise eligible students during their study period in the Mainland.

- (1) What were the number of beneficiary students and the expenditure involved in the recent 5 years?
- (2) In the form of a table, please provide a breakdown of the number of beneficiary students by institution.

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 332)

Reply:

The Mainland University Study Subsidy Scheme (MUSSS) was launched in July 2014. To better support Hong Kong students in pursuing studies in the Mainland, the MUSSS has been expanded since the 2016/17 academic year and a “non-means-tested subsidy” has been introduced under the MUSSS starting from the 2017/18 academic year. For the 2019/20 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 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20 academic years, the number of students receiving the full-rate and half-rate subsidies in the 2015/16 and 2016/17 academic years, and the number of students receiving full-rate “means-tested subsidy”, half-rate “means-tested subsidy” and “non-means-tested subsidy” in the 2017/18, 2018/19 and 2019/20 (as at 29 February 2020) academic years by institution are set out at Annexes 1 to 5 respectively.

On the implementation of the MUSSS, the total expenditure in the 2015/16, 2016/17, 2017/18 and 2018/19 academic years was about \$6.5 million, \$29 million, \$37 million and \$42 million respectively. The total estimated expenditure for the 2019/20 academic year is about \$42 million.

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	No. of students receiving full-rate subsidy	No. 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

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	No. of students receiving full-rate subsidy	No. 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

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	No. of students receiving full-rate “means-tested” subsidy	No. of students receiving half-rate “means-tested” subsidy	No. 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
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
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

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

Mainland higher education institutions	No. of students receiving full-rate “means-tested” subsidy	No. of students receiving half-rate “means-tested” subsidy	No. 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	135	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	4	1
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	8	6	13
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
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	10	5	5
Wuhan University	15	8	29

Wuhan University of Technology	1	0	0
Southern Medical University	13	3	4
Nanjing University	3	1	10
Nanjing University of Chinese Medicine	45	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	2	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	189	61	6
Jimei University	4	2	0

Yunnan University	3	0	0
Xiamen University	23	6	17
Ningbo University	3	0	0
University of International Business and Economics	3	3	5
Jinan University	717	250	74
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	121
The Guangzhou Academy of Fine Arts	6	2	3
Guangzhou Medical University	0	1	2
Guangxi University	1	0	0
Guangxi University of Chinese Medicine	33	9	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	1872	667	608

Mainland University Study Subsidy Scheme

Breakdown of the number of applicants and the number of students receiving subsidies by institution in the 2019/20 academic year
(as at 29 February 2020)

Mainland higher education institutions	No. of students receiving full-rate “means-tested” subsidy	No. of students receiving half-rate “means-tested” subsidy	No. of students receiving “non-means-tested” subsidy
China Three Gorges University	1	0	0
Shanghai University of Traditional Chinese Medicine	16	3	7
Shanghai International Studies University	6	2	10
Shanghai Jiao Tong University	4	2	5
Shanghai Normal University	1	1	2
Shanghai University of Finance and Economics	1	0	4
Shandong University	23	4	6
Sun Yat-sen University	137	41	56
Central Academy of Fine Arts	1	1	0
Central Conservatory of Music	1	1	0
Central University of Finance and Economics	3	1	4
The Central Academy of Drama	1	0	0
Central South University	0	1	1
Zhongnan University of Economics and Law	5	3	2
Renmin University of China	5	1	4
China University of Geosciences (Wuhan)	1	0	0
China University of Political Science and Law	26	7	22
China Academy of Art	1	0	0
Communication	3	3	4

University of China			
Tianjin University	3	0	2
Tianjin University of Traditional Chinese Medicine	0	0	1
Peking University	11	6	30
Beijing University of Chinese Medicine	61	25	46
Beijing University of Chemical Technology	1	0	0
Beijing Foreign Studies University	1	0	1
Beijing Institute of Fashion Technology	11	1	1
Beijing Forestry University	1	0	0
Beijing Normal University	5	5	10
Beijing Normal University, Zhuhai	15	2	1
Beijing Institute of Technology	1	0	3
Beijing University of Posts and Telecommunications	2	0	5
Beijing Language and Culture University	3	2	9
Beijing Sport University	8	2	0
Sichuan University	14	7	15
Sichuan Normal University	2	0	1
Jilin University	1	0	0
Tongji University	6	4	3
Chengdu University of Traditional Chinese Medicine	8	6	2
Shantou University	5	2	1
Jiangxi University of Traditional Chinese Medicine	5	0	0
Northwest University	3	0	0
Xian Jiaotong University	1	1	2
Southwest University	6	0	0
Southwest University of Political Science and Law	3	0	2
Southwestern University of Finance and Economics	1	1	2

Northeastern University	1	0	0
Dongbei University of Finance and Economics	0	0	1
Southeast University	3	1	2
Donghua University	10	6	4
Wuhan University	11	8	26
Wuhan University of Technology	3	1	0
Southern Medical University	13	2	4
Nanjing University	3	1	5
Nanjing University of Chinese Medicine	50	16	5
Nanjing Normal University	10	8	5
Nanchang University	3	1	0
Nankai University	6	1	14
Xinghai Conservatory of Music	4	2	2
Chongqing University	9	1	2
Zhejiang University	2	1	2
Zhejiang Chinese Medical University	1	1	0
Zhejiang Normal University	5	2	0
Zhejiang Sci-Tech University	8	2	4
Hainan University	1	0	0
Shenzhen University	8	2	5
Tsinghua University	9	3	18
Fudan University	5	1	10
Hubei University of Chinese Medicine	1	0	0
Hunan University	1	1	0
Hunan Normal University	9	4	1
Huazhong University of Science & Technology	0	0	1
Central China Normal University	7	1	4
East China University of Political Science and Law	5	1	8
East China Normal University	8	5	7
East China University of Science and Technology	5	2	2

South China Normal University	9	2	1
South China University of Technology	7	0	4
Huaqiao University	221	65	3
Jimei University	4	1	0
Yunnan University	2	0	0
Xiamen University	18	7	18
Ningbo University	3	0	1
University of International Business and Economics	2	3	5
Jinan University	701	227	99
Fuzhou University	5	1	0
Fujian University of Traditional Chinese Medicine	2	3	1
Fujian Normal University	4	4	0
Shaoguan University	2	0	0
Guangzhou University	5	0	0
Guangzhou University of Chinese Medicine	145	62	106
The Guangzhou Academy of Fine Arts	9	3	3
Guangzhou Medical University	0	2	1
Guangxi University	1	0	0
Guangxi University of Chinese Medicine	31	6	1
Guangdong University of Technology	1	0	0
Guangdong University of Foreign Studies	2	2	2
Guangdong University of Finance	5	1	0
Guangdong University of Finance and Economics	3	0	0
Zhengzhou University	3	1	0
Total	1 800	599	641

- End -

CONTROLLING OFFICER'S REPLY

EDB297

(Question Serial No. 4367)

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) Regarding the Education Bureau (EDB)'s work in promoting national education, what types of activities were conducted in the past 3 years and what were the expenditures involved?

(2) In the 2020/21 school year, what projects will be undertaken by the EDB to promote national education and what are the estimated expenditures involved?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 333)

Reply:

National education, in the broad sense, also includes learning about various aspects of our country through different subjects in an appropriate manner. There is coverage on our country's history, culture, landscape, development, etc. in the curriculum content of History, General Studies, Chinese Language, Geography, and even Music and Arts. Moreover, elements that enhance a better understanding of our country are added to various life-wide learning activities (e.g. activities related to the Hong Kong Special Administrative Region Establishment Day or National Day). The Education Bureau (EDB) also provides support to schools in various areas. The relevant expenditure is subsumed under the recurrent expenditure of the EDB and cannot be identified separately.

The expenditure involved in the Mainland exchange programmes in the past 3 school years (from 2017/18 to 2019/20) and for the 2020/21 school year are set out below. Owing to the outbreak of COVID-19 in early 2020, all exchange activities in the Mainland organised or subsidised by the EDB have been suspended or postponed since end-January.

School Year	Expenditure (\$ million) [@]	
	Programmes for primary and secondary school students	Programmes for primary and secondary school teachers
2017/18	85.4	5.5
2018/19 [#]	108.9	7.1
2019/20 [*]	35.1	8.7
2020/21 ⁺⁺	115	12.9

[@] Expenditure on manpower resources for the provision of Mainland exchange programmes is 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. 4368)

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 tuition fees and enrolment of self-financing post-secondary institutions, please provide:

- (a) 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; and
- (b) 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).

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 334)

Reply:

- (a) 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 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 institution from the 2017/18 to 2019/20 academic years.
- (b) The respective estimated intake places and actual intakes of full-time locally-accredited self-financing sub-degree, first-year-first-degree and top-up degree programmes from the 2017/18 to 2019/20 academic years by institution are set out at **Annexes 1 and 2.**

**Estimated intake places of
full-time locally-accredited self-financing sub-degree, first-year-first-degree and top-up degree programmes
by institution from the 2017/18 to 2019/20 academic years**

Institution	2017/18 academic year				2018/19 academic year				2019/20 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 ^[1]	First-year-first degree ^[1]	Top-up degree	Total
Caritas Bianchi College of Careers	260	-	-	260	200	-	-	200	160	-	-	160
Caritas Institute of Community Education	120	-	-	120	138	-	-	138	80	-	-	80
Caritas Institute of Higher Education	180	360	190	730	140	300	60	500	150	490	70	710
Centennial College ^[2]	-	145	105	250	-	50	80	130	-	-	-	-
Chu Hai College of Higher Education	-	1 040	-	1 040	-	632	198	830	-	602	198	800
City University of Hong Kong and its School of Continuing and Professional Education	2 900	390	850	4 140	2 700	600	900	4 200	-	390	400	790
Community College of City University/UOW College Hong Kong									2 600	150	150	2 900
Gratia Christian College	-	100	80	180	60	100	80	240	120	100	80	300
The Hang Seng University of Hong Kong	-	1 210	295	1 505	-	1 210	350	1 560	-	1 100	365	1 465
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 700	-	-	1 700	1 430	-	-	1 430	1 430	-	-	1 430
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	1 865	120	1 090	3 075	1 595	300 ^[3]	961	2 856	1 855	380 ^[3]	847	3 082
Hong Kong College of Technology and HKCT Institute of Higher Education	220	15	25	260	200	15	30	245	280	35	20	335
Hong Kong Institute of Technology	200	50	100	350	200	50	100	350	150	30	100	280
Hong Kong Nang Yan College of Higher Education	40	80	50	170	-	120	25	145	45	120	25	190
Hong Kong Shue Yan University	-	950	-	950	-	980	185	1 165	-	950	185	1 135
The Lingnan University and its Institute of Further Education	528	-	-	528	525	-	-	525	590	-	-	590

Institution	2017/18 academic year				2018/19 academic year				2019/20 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 ^[1]	First-year-first degree ^[1]	Top-up degree	Total
Savannah College of Art and Design Foundation (Hong Kong) Limited	-	300	-	300	-	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	794	-	-	794
The Education University of Hong Kong	-	293	229	522	-	221	200	421	-	40	230	270
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	4 200	-	1 755	5 955	4 840	-	1 400	6 240	4 900	-	1 430	6 330
The Hong Kong University of Science and Technology	-	45	-	45	-	50	-	50	-	50	-	50
The Open University of Hong Kong and Li Ka Shing School of Professional and Continuing Education	1 080	1 710	1 359	4 149	985	1 963	1 126	4 074	1 110	2 192	1 453	4 755
HKU School of Professional and Continuing Education and HKU SPACE Community College	2 500	85	337	2 922	3 500	120	145	3 765	3 400	43	160	3 603
Tung Wah College	460	605	230	1 295	380	655	340	1 375	340	895	340	1 575
Vocational Training Council	1 700	740	2 460	4 900	1 425	866	2 563	4 854	1 110	846	2 421	4 377
Yew Chung College of Early Childhood Education	120	-	-	120	120	30	-	150	120	35	35	190
YMCA College of Careers	70	-	-	70	30	-	-	30	30	-	-	30

Notes:

Figures are provided by institutions for planning of intake. 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] The Centennial College has ceased to admit new students since the 2019/20 academic year.

[3] Figures include places of part-time programmes of the institution concerned.

“-” Denotes no such programmes were offered.

**Actual intakes of
full-time locally-accredited self-financing sub-degree, first-year-first-degree and top-up degree programmes
by institution from the 2017/18 to 2019/20 academic years**

Institution	2017/18 academic year				2018/19 academic year				2019/20 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 ^[2]	First-year-first degree ^[2]	Top-up degree	Total
Caritas Bianchi College of Careers	192	-	-	192	110	-	-	110	160	-	-	160
Caritas Institute of Community Education	72	-	-	72	61	-	-	61	19	-	-	19
Caritas Institute of Higher Education	122	288	97	507	148	290	70	508	176	441	96	713
Centennial College ^[3]	-	34	28	62	-	21	14	35	-	-	-	-
Chu Hai College of Higher Education	-	146	72	218	-	115	66	181	-	85	81	166
City University of Hong Kong and its School of Continuing and Professional Education	2 870	245	547	3 662	2 758	235	507	3 500	-	186	274	460
Community College of City University/UOW College Hong Kong									2 139	54	166	2 359
Gratia Christian College	6	21	-	27	14	24	1	39	38	13	37	88
The Hang Seng University of Hong Kong	-	1 073	311	1 384	-	926	478	1 404	-	1 355	880	2 235
HKU SPACE Po Leung Kuk Stanley Ho Community College	835	-	-	835	1 118	-	-	1 118	1 216	-	-	1 216
Hong Kong Art School	31	40	-	71	37	52	-	89	48	@	-	48
Hong Kong Baptist University and its Academy of Film, School of Continuing Education and College of International Education	1 601	168	835	2 604	1 881	185	889	2 955	1 817	280	659	2 756
Hong Kong College of Technology and HKCT Institute of Higher Education	194	@	@	194	216	@	@	216	253	@	@	253
Hong Kong Institute of Technology	120	53	68	241	116	55	46	217	145	29	83	257
Hong Kong Nang Yan College of Higher Education	-	6	8	14	-	45	-	45	-	31	1	32
Hong Kong Shue Yan University	-	982	268	1 250	-	961	267	1 228	-	870	375	1 245
The Lingnan University and its Institute of Further Education	478	-	-	478	513	-	-	513	458	29	-	487

Institution	2017/18 academic year				2018/19 academic year				2019/20 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 ^[2]	First-year-first degree ^[2]	Top-up degree	Total
Savannah College of Art and Design Foundation (Hong Kong) Limited	-	150	-	150	-	171	-	171	-	156	-	156
School of Continuing and Professional Studies, The Chinese University of Hong Kong	763	-	92	855	906	-	64	970	827	-	-	827
The Education University of Hong Kong	-	197	182	379	-	137	195	332	-	29	168	197
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	5 764	-	1 417	7 181	4 645	-	1 234	5 879	5 036	-	1 104	6 140
The Hong Kong University of Science and Technology	-	48	-	48	-	48	-	48	-	44	-	44
The Open University of Hong Kong and Li Ka Shing School of Professional and Continuing Education	813	1 526	1 363	3 702	841	1 551	1 561	3 953	1 091	1 748	1 358	4 197
HKU School of Professional and Continuing Education and HKU SPACE Community College	2 264	38	181	2 483	3 440	49	124	3 613	3 468	46	135	3 649
Tung Wah College	232	371	117	720	229	443	146	818	205	536	150	891
Vocational Training Council	1 836	611	2 317	4 764	1 696	435	2 481	4 612	1 444	322	2 369	4 135
Yew Chung College of Early Childhood Education	69	-	-	69	100	10	20	130	95	21	15	131
YMCA College of Careers	21	-	-	21	8	-	-	8	4	-	-	4

Notes:

- [1] Provisional figures as at end of October 2019. The final actual intakes may vary.
[2] Figures include places for the Study Subsidy Scheme for Designated Professions/Sectors.
[3] The Centennial College has ceased to admit new students since the 2019/20 academic year.
“-” Denotes no such programmes were offered.
“@” Figures are not available from the institution.

- End -

CONTROLLING OFFICER'S REPLY

EDB299

(Question Serial No. 4370)

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:

(a) Please tabulate the number of overseas exchange programmes and study tours provided respectively for primary and secondary schools by the Education Bureau (EDB) in the past 5 years and the expenditure involved;

(b) Further to the above question, please list the destinations of the overseas exchange programmes and study tours provided for primary and secondary schools by the EDB and indicate the percentage share by country;

(c) Please tabulate the number of professional exchange programmes provided respectively for primary and secondary teachers by the EDB in the past 5 years, the number of participants in these programmes and the expenditure involved; and

(d) Further to the above question, the percentage share by country of origin of exchange counterparts in professional exchange programmes provided for primary and secondary teachers by the EDB.

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 336)

Reply:

(a) and (b) Students can enrich their learning experience and broaden their horizons through exchange programmes. 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 students, or subsidises those organised by schools. 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. They cover different provinces and cities in the Mainland, including 22 provinces, 4 autonomous regions and 4 municipalities. Schools could organise Mainland exchange programmes on their own or choose to

participate in Mainland exchange programmes or subsidy schemes organised by the EDB according to their school-based needs. Students' participation is on a voluntary basis. Most exchange programmes and study tours outside Hong Kong are currently planned and organised by schools. The EDB organised the annual Singapore-Hong Kong Exchange Programme for secondary students in the past 5 school years (from 2015/16 to 2019/20). It enabled students of the 2 places to enrich their learning experience through exchange activities and two-way visits. The expenditure incurred amounted to \$360,000. In the 2019/20 school year, the Programme was cancelled due to the novel coronavirus epidemic. No exchange programmes or study tours outside Hong Kong were organised for primary students in the past 5 school years (from 2015/16 to 2019/20).

(c) and (d) The EDB organised the annual Singapore-Hong Kong Exchange Programme for secondary school teachers in the past 5 school years (from 2015/16 to 2019/20). A total of 28 teachers participated in the programmes and the expenditure incurred amounted to \$750,000. Moreover, the EDB organised a Finland visiting/internship programme for teachers in the 2017/18 and 2018/19 school years. A total of 7 primary school teachers and 19 secondary school teachers participated in the programme and the expenditure incurred amounted to \$1.08 million.

The 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 are as follows:-

2017/18 school year (First Batch of the Scheme)		
Destination	Subjects/Areas covered in the training	Number of participants
Helsinki & Jyväskylä, Finland	Interdisciplinary Learning & Entrepreneurship Education	15
Melbourne, Australia	Catering for Students with Special Educational Needs	20
Exeter, the United Kingdom	STEM Education	15

2018/19 school year (Second Batch of the Scheme)		
Destination	Subjects/Areas covered in the training	Number of participants
Turku, Finland	Interdisciplinary Learning & Entrepreneurship Education	15
Southampton, the United Kingdom	Assessment Literacy	15
Singapore	STEM Education	10

2019/20 school year (Third Batch of the Scheme)		
Destination	Subjects/Areas covered in the training	Number of participants <small>*Provisional figures</small>
Southampton, the United Kingdom	Assessment Literacy	18
Sydney, Australia	Catering for Learner Diversity	21
Turku, Finland	Self-directed Learning	21

The total expenditure of the first batch and second batch of the Scheme is \$7.49 million and \$5.99 million respectively. In view of the latest development of the novel coronavirus (COVID-19) epidemic, the third batch of the Scheme will be postponed. The expenditure figures involved are therefore unavailable at the present stage.

The above professional exchange programmes for teachers varied in purpose, nature and duration. As calculating the percentage share of exchange counterparts by country of origin is not meaningful, the EDB has not collected the relevant statistics.

- End -

CONTROLLING OFFICER'S REPLY**EDB300****(Question Serial No. 4464)**

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 work in relation to the Code on Access to Information (the Code), would the Government advise this Committee on the following:

(1) Concerning the requests for information under the Code received by the Education Bureau (EDB) from October 2018 to present for which only some of the required information has been provided, please set out in table form: (i) the content of the requests for which only some of the required information was provided; (ii) the reasons for providing only some of the information; (iii) whether the decisions on withholding some of the information were made at the directorate (D1 or D2) level (according to paragraph 1.8.2 of the Guidelines on Interpretation and Application); (iv) whether the decisions on withholding some of the information were made subject to a "harm or prejudice test", i.e. whether the public interest in disclosure of such information outweighs any harm or prejudice that could result from disclosure (according to paragraph 2.1.1 of the Guidelines on Interpretation and Application)? If yes, please provide the details of how the requests were handled eventually.

From October to December 2018

(i) Content of the requests for which only some of the required information was provided	(ii) Reasons for providing only some of the information	(iii) Whether the decisions on withholding some of the information were made at the directorate (D1 or D2) level (according to paragraph 1.8.2 of the Guidelines on Interpretation and Application)	(iv) Whether the decisions on withholding some of the information were made subject to a "harm or prejudice test", i.e. whether the public interest in disclosure of such information outweighs any harm or prejudice that could result from disclosure (according to paragraph 2.1.1 of the Guidelines on Interpretation and Application). If yes, please provide the details.

(i) Content of the requests for which only some of the required information was provided	(ii) Reasons for providing only some of the information	(iii) Whether the decisions on withholding some of the information were made at the directorate (D1 or D2) level (according to paragraph 1.8.2 of the Guidelines on Interpretation and Application)	(iv) Whether the decisions on withholding some of the information were made subject to a “harm or prejudice test”, i.e. whether the public interest in disclosure of such information outweighs any harm or prejudice that could result from disclosure (according to paragraph 2.1.1 of the Guidelines on Interpretation and Application). If yes, please provide the details.

(2) Concerning the requests for information under the Code received by the EDB from October 2018 to present for which the required information has not been provided, please set out in table form: (i) the content of the requests refused; (ii) the reasons for refusal; (iii) whether the decisions on withholding the information were made at the directorate (D1 or D2) level (according to paragraph 1.8.2 of the Guidelines on Interpretation and Application); (iv) whether the decisions on withholding the information were made subject to a “harm or prejudice test”, i.e. whether the public interest in disclosure of such information outweighs any harm or prejudice that could result from disclosure (according to paragraph 2.1.1 of the Guidelines on Interpretation and Application)? If yes, please provide the details of how the requests were handled eventually.

From October to December 2018

(i) Content of the requests refused	(ii) Reasons for refusal	(iii) Whether the decisions on withholding the information were made at the directorate (D1 or D2) level (according to paragraph 1.8.2 of the Guidelines on Interpretation and Application)	(iv) Whether the decisions on withholding the information were made subject to a “harm or prejudice test”, i.e. whether the public interest in disclosure of such information outweighs any harm or prejudice that could result from disclosure (according to paragraph 2.1.1 of the Guidelines on Interpretation and Application). If yes, please provide the details.

(i) Content of the requests refused	(ii) Reasons for refusal	(iii) Whether the decisions on withholding the information were made at the directorate (D1 or D2) level (according to paragraph 1.8.2 of the Guidelines on Interpretation and Application)	(iv) Whether the decisions on withholding the information were made subject to a “harm or prejudice test”, i.e. whether the public interest in disclosure of such information outweighs any harm or prejudice that could result from disclosure (according to paragraph 2.1.1 of the Guidelines on Interpretation and Application). If yes, please provide the details.

(3) Any person who believes that a department has failed to comply with any provision of the Code may ask the department to review the situation. Please advise this Committee in each of the past 5 years, (i) the number of review cases received; (ii) among the review cases received in the year, the number of cases in which further information was disclosed after review; (iii) whether the decisions on review were made at the directorate (D1 or D2) level.

Year in which review cases were received	(i) Number of review cases received	(ii) Number of cases, among the review cases received in the year, in which further information was disclosed after review	(iii) Whether the decisions on review were made at the directorate (D1 or D2) level
2015			
2016			
2017			
2018			
2019			

(4) With reference to the target response times set out in paragraphs 1.16.1 to 1.19.1 of the Guidelines on Interpretation and Application of the Code, please advise this Committee on the following information by year in table form (with text descriptions).

(a) Within 10 days from date of receipt of a written request:

	Number of requests for which the information requested was provided	Number of requests involving third party information for which the information requested could not be provided	Number of requests for which the information requested could not be provided since the requests had to be transferred to another department which held the information under request	Number of requests which were refused under the exemption provisions in Part 2 of the Code	Number of applications which were withdrawn by the applicants who did not accept the charge and indicated that they did not wish to pursue the requests
2020					
2019					
2018					
2017					
2016					

Within 10 to 21 days from date of receipt of a written request:

	Number of requests for which the information requested was provided	Number of requests involving third party information for which the information requested could not be provided	Number of requests for which the information requested could not be provided since the requests had to be transferred to another department which held the information under request	Number of requests which were refused under the exemption provisions in Part 2 of the Code	Number of applications which were withdrawn by the applicants who did not accept the charge and indicated that they did not wish to pursue the requests
2020					
2019					
2018					
2017					
2016					

Within 21 to 51 days from date of receipt of a written request:

	Number of requests for which the information requested was provided	Number of requests involving third party information for which the information requested could not be provided	Number of requests for which the information requested could not be provided since the requests had to be transferred to another department which held the information under request	Number of requests which were refused under the exemption provisions in Part 2 of the Code	Number of applications which were withdrawn by the applicants who did not accept the charge and indicated that they did not wish to pursue the requests
2020					
2019					
2018					
2017					
2016					

(b) cases in which information could not be provided within 21 days from date of receipt of a request in the past 5 years:

Date	Subject of information requested	Specific reasons

(c) cases in which information could not be provided within 51 days from date of receipt of a request in the past 5 years:

Date	Subject of information requested	Specific reasons

(5) Among the cases in which requests for information were refused under the exemption provisions in Part 2 of the Code in the past 5 years, please set out in table form the number of cases on which the Privacy Commissioner for Personal Data was consulted during the process. For cases on which advice had been sought, was it fully accepted in the end? For cases where the advice of the Privacy Commissioner for Personal Data was not accepted or was only partially accepted, what are the reasons?

Date	Subject	Specific exemption provision in Part 2 of the Code under which the request for information was refused	Whether the advice of the Privacy Commissioner for Personal Data was fully accepted	Reasons for refusing to accept or only partially accepting the advice of the Privacy Commissioner for Personal Data

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 369)

Reply:

(1) and (2)

Of the requests for information under the Code on Access to Information (the Code) received by the Education Bureau (EDB) during the period from October 2018 to September 2019, 9 were met in part and 9 were refused.

Regarding the 9 applications which were met in part, the applicants requested for external school review reports or internal information of individual schools, information relating to the revision of the Chinese History curriculum, the definition of specific terms as stated in the documents relating to the Primary One Admission (POA) and related information, structural survey reports of individual school premises, information relating to individual open tendering contracts, information about submission of textbooks for review, and application records of individual job applicants. Having considered that some of the requested information involved “Law enforcement, legal proceedings and public safety”, “Management and operation of the public service”, “Internal discussion and advice”, “Third party information”, “Privacy of the individual” or “Business affairs”, we provided the applicants with part of the requested information in accordance with paragraphs 2.6, 2.9, 2.10, 2.14, 2.15 and 2.16 of the Code respectively.

As for the 9 applications for which the requested information was not provided, the applicants requested for information about the verification mechanism of residential addresses under the POA, internal/financial information of individual schools and/or school sponsoring bodies, raw statistical data of individual survey reports, statistics on students with physical disabilities in schools in various districts, information about the recommendation and appointment of Chairpersons of university councils, and statistics on students admitted by government and aided primary schools at the Discretionary Places Admission stage under the POA. Having considered that some of the requested information involved “Management and operation of the public service”, “Public employment and public appointments”, “Third party information” or “Privacy of the individual”, we refused to provide the requested information in accordance with paragraphs 2.9, 2.11, 2.14 and 2.15 of the Code respectively.

For the above cases where the requests for information were met in part or refused, the decisions were made by officers at Directorate Pay Scale Point 1 or above after conducting a “harm or prejudice” test which had ascertained that the harm or prejudice that could result from disclosure of the information would outweigh the public interest in disclosure of the information in the relevant cases.

(3) During the period from 2015 to September 2019, we received 12 review cases and provided further information after review in 4 of these cases. All the above decisions on review were made by officers at Directorate Pay Scale Point 1 or above.

(4) During the period from 2016 to September 2019, the number of written requests for which part or all of the information requested was provided within 10 days, 11 to 21 days and 22 to 51 days from date of receipt of a request were 126, 90 and 17 respectively, while the number of requests refused under the exemption provisions in Part 2 of the Code were 5, 13 and 6 respectively.

During the period from 2016 to September 2019, the main reasons for not providing the information requested within 21 days from date of receipt of a request were that legal advice/third party consent was needed or longer time was required to prepare the information which was complex and detailed.

During the period from 2016 to September 2019, there were no cases where information could not be provided within 51 days from date of receipt of a request.

(5) During the period from 2016 to September 2019, the EDB did not consult the Privacy Commissioner for Personal Data on cases where requests for information were refused.

- End -

CONTROLLING OFFICER'S REPLY

EDB301

(Question Serial No. 4851)

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) has implemented the “One Executive Officer for Each School” policy since February last year. What were the implementation details of the policy and the expenditure involved last year? Has the EDB assessed the effectiveness of the policy? If yes, what are the findings? If no, what are the reasons? What is the estimated expenditure on the “One Executive Officer for Each School” policy in 2019-20?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 416)

Reply:

Starting from the 2019/20 school year, the Government has provided 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 additional expenditure involved is around \$570 million each year.

As regards the implementation of the “One Executive Officer for Each School” policy, the Education Bureau (EDB) has provided public sector schools and DSS schools with resources for hiring additional administrative manpower. 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.

In the 2019/20 school year, a total of 89 aided and caput schools created a regular School ExO post. Another 754 aided and caput schools received the SEOG. Aided, caput and DSS schools receiving the SEOG should recruit at least one full-time School ExO themselves in light of their school circumstances and needs of students, or procure school administration-related service from service provider(s) which should include the provision of at least one full-time school-stationed School ExO. In the 2019/20 school year, all government schools (65 in total) recruited contract School Administrative Executives (SAEs) with the SEOG.

During the initial implementation of the “One Executive Officer for Each School” policy, we are committed to provide appropriate support for schools and the newly-appointed School ExOs (applicable to aided, caput and DSS schools)/SAEs (applicable to government schools). In the 2019/20 school year, we have, according to our plan, organised a series of induction programmes, which cover various aspects of school administration matters such as school finances and procurement, appointment of staff, assessment of staff salary, handling of school complaints, crisis management, maintenance of school premises and safety issues for these newly appointed School ExOs/SAEs, so that they can have a better understanding of school administration matters. The induction programmes have been conducted gradually since September 2019. As usual, the EDB officers will continue to assess the implementation and effectiveness of the above policy through various means such as school visits and day-to-day contacts with schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB302

(Question Serial No. 6759)

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:

It is mentioned under this Programme that the Government will continue to work closely with the Committee on the Promotion of Civic Education in promoting civic education, including national education. Please advise this Committee of the respective numbers of primary schools, secondary schools and universities that were engaged in national education campaigns and activities in the past 5 years.

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 37)

Reply:

All along, the Education Bureau (EDB) has been actively promoting values education (including moral, civic and national education (MCNE)) through creating synergy among curriculum, learning and teaching resources and various learning activities with the use of diversified strategies. For national education, the EDB adopts diversified strategies to enable teachers and students to gain an understanding of our country and develop a stronger sense of national identity. National education, in the broad sense, is incorporated into various subject curricula, such as History, General Studies, Chinese Language, Geography, Music and Arts, in which our country's developments in different areas such as history, culture and landscape are aptly covered, to deepen students' understanding of our country. Hence, we help students know more about our country through the teaching elements of relevant subjects. Furthermore, to enable teachers and students to develop a thorough understanding of our country, the EDB enhances the elements for heightening understanding of our country through curriculum enrichment, teacher training, learning and teaching resources, Mainland exchange programmes, strengthened interflow and co-operation between primary and secondary sister schools in Hong Kong and the Mainland and various life-wide learning activities (e.g. activities related to the Hong Kong Special Administrative Region Establishment Day or National Day). The above relevant curriculum arrangements and school support programmes for promoting national education have been widely implemented in primary and secondary schools. In light of their

schools' mission and the learning needs of their students, primary and secondary schools have been promoting MCNE inside and outside classroom flexibly through classroom teaching and life-wide learning activities such as visits, voluntary services, field trips and exchange activities in the Mainland. The EDB provides multifaceted support for schools on an ongoing basis to enhance students' understanding of our country as well as the strong relationship between Hong Kong and the Mainland. The above areas of work are an integral part of the day-to-day curriculum development work and their expenses are subsumed under the EDB's recurrent expenditure and cannot be separated.

For post-secondary institutions, the EDB respects their autonomy in curriculum design and encourages them to help boosting students' sense of national identity. Universities would organise a wide array of public talks, seminars and workshops in relation to the national education, Basic Law, governance and politics. Many institutions also offer general education and inter-disciplinary courses. Universities may continue to make full use of their resources to take forward the promotion, education and research, as necessary, on such topics as national education. As regards University Grants Committee-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 is subsumed under the block grant to the universities, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB303

(Question Serial No. 5587)

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 staffing of various types of special schools and their boarding sections (if any); the salaries of different categories of posts; grants for different purposes (including maintenance of facilities); construction cost; standard school facilities; average unit cost per school place; area of floor space per boarder; and average unit cost per boarding place of different types of special schools.

(2) the numbers of students, new students (and their age range) and leavers (and their age range) of schools for children with severe intellectual disability in the past 5 years. Please also provide the number of new applicants waiting for admission to various types of adult services, and the number of school leavers admitted to various types of adult services in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 614)

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 2019/20 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 2019/20 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:

<https://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. As at the end of February 2020, the total approved project estimates in the 2019-20 financial year for aided special schools is about \$106 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 m² 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 13. 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 26.

I. Staff Establishment of the School Section in the 2019/20 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	46.7	20.5	29
Hearing Impairment	27.5	9.5	19
Physical Disability	234.1	162.5	297
Mild Intellectual Disability Note 4	623.3	172.5	254.5
Moderate Intellectual Disability Notes 4 & 5	576.5	166	307.5
Severe Intellectual Disability Note 5	219.2	127.5	290
School for Social Development	204.1	27.5	101
Hospital School	65.9	Not Applicable Note 6	28

Notes:

- Teaching staff establishment excludes teachers employed under the following programmes, e.g. Supportive Remedial Service, Enhanced Support Service and Resource Support Programme, Home-bound Teaching Programme in the Hospital School and the Pilot Scheme to operate Special Units in the Schools for Social Development to support students with autism spectrum disorders who display severe adjustment difficulties etc.
- Specialist staff establishment includes school social worker, speech therapist, physiotherapist, occupational therapist, occupational therapy assistant, educational psychologist, braille staff and nurse.
- Non-specialist staff establishment includes clerical staff, school executive officer, laboratory technician, workshop attendant, janitor staff, motor/special driver, teacher assistant and artisan.
- Figures for the 5 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
- 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.
- The Hospital School operates classes at 20 hospitals. Specialist services for its students are provided by the respective hospitals.

II. Staff Establishment of the Boarding Section in the 2019/20 School Year

School Type	Number of Specialist Staff ^{Note 1}	Number of Non-specialist Staff ^{Note 2}
Visual Impairment	37	25.8
Hearing Impairment	6	8.4
Physical Disability	144	76.7
Moderate Intellectual Disability	115 ^{Note 3}	72 ^{Note 3}
Severe Intellectual Disability	198	122.5

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 2019/20 School Year

Post	Salary Scale
Certificated Master/Mistress	\$30,235 – \$48,860
Assistant Master/Mistress	\$51,095 – \$61,415
Senior Assistant Master/Mistress	\$64,270 – \$73,775
Assistant Primary School Master/Mistress	\$31,750 – \$61,415
Primary School Master/Mistress	\$64,270 – \$73,775
Senior Primary School Master/Mistress	\$74,515 – \$75,265
Graduate Master/Mistress	\$31,750 – \$73,775
Senior Graduate Master/Mistress	\$74,515 – \$89,845
Principal Graduate Master/Mistress	\$85,870 – \$97,745
Principal II	\$93,710 – \$110,170
Principal I	\$117,580 – \$135,470

II. Salary Scale of Specialist Staff in the 2019/20 School Year

Post		Salary Scale
Educational Psychologist II		\$46,655 – \$73,775
Educational Psychologist I		\$74,515 – \$110,170
Occupational Therapist Assistant		\$20,035 – \$31,750
Occupational Therapist II		\$30,235 – \$48,860
Occupational Therapist I		\$51,095 – \$74,515
Senior Occupational Therapist		\$74,515 – \$89,845
Physiotherapist II		\$30,235 – \$48,860
Physiotherapist I		\$51,095 – \$74,515
Senior Physiotherapist		\$74,515 – \$89,845
Speech Therapist		\$33,350 – \$73,775
Special School Social Worker	Assistant Social Work Officer	\$33,350 – \$73,775
	Senior Social Work Assistant	\$46,655 – \$61,415
Registered Nurse		\$31,750 – \$51,095
Braille Staff		\$18,795 – \$31,750
Warden	Assistant Social Work Officer	\$33,350 – \$73,775
	Senior Social Work Assistant	\$46,655 – \$61,415
	Chief Social Work Assistant	\$64,270 – \$73,775
Assistant Warden	Social Work Assistant	\$22,725 – \$44,555
	Senior Social Work Assistant	\$46,655 – \$61,415
Houseparent		\$22,725 – \$44,555
Houseparent-in-charge		\$22,725 – \$44,555 ^{Note}
Programme worker		\$22,725 – \$44,555

Note:

A responsibility allowance will be payable to houseparents-in-charge at the rate of two increments (ranging from \$2,820 to \$4,305) above their substantive pay.

II. Salary Scale of Non-specialist Staff in the 2019/20 School Year

Post	Salary Scale
Laboratory Technician III	\$14,935 – \$16,945
Laboratory Technician II	\$21,340 – \$42,545
Laboratory Technician I	\$44,555 – \$58,635
School Executive Officer	\$31,750 – \$55,995
Workshop Attendant	\$14,620 – \$17,870
Artisan	\$17,675 – \$21,340
Motor Driver	\$17,675 – \$21,340
Special Driver	\$21,340 – \$24,070
Teacher Assistant	\$13,730 – \$16,175
Watchman	\$14,620 – \$17,870
Cook	\$17,675 – \$21,340
Clerical Assistant	\$13,735 – \$24,070#
Assistant Clerical Officer	\$15,560 – \$31,750#
Janitor Staff	\$13,730 – \$16,175#

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 AG) 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 2019/20 School Year

School Type	Average Unit Cost per School Place
Visual Impairment	\$469,500
Hearing Impairment	\$441,000
Physical Disability	\$397,500
Mild Intellectual Disability	\$242,000
Moderate Intellectual Disability	\$339,000
Severe Intellectual Disability	\$442,500
School for Social Development	\$249,000
Hospital School	\$242,500

II. Average Unit Cost per Boarding Place in the 2019/20 School Year

School Type	Average Unit Cost per Boarding Place
Visual Impairment	\$203,500
Hearing Impairment	\$375,500
Physical Disability	\$338,000
Moderate Intellectual Disability	\$287,000
Severe Intellectual Disability	\$367,500

I. Number of Students, New Students and Leavers of Schools for Children with Severe Intellectual Disability (SID) from the 2014/15 to 2018/19 School Years

School Year	2014/15	2015/16	2016/17	2017/18	2018/19
Number of Students ^{Note 1}	691	679	687	699	706
Number of New Students Notes 2 & 4	59	70	73	78	77
Number of School Leavers Notes 3 & 4	79	62	73	64	54

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 2014/15 to 2018/19 School Years

School Year	2014/15	2015/16	2016/17	2017/18	2018/19
Admission	49	37	28	23	33
Wait-listing	10	6	15	17	4

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**EDB304****(Question Serial No. 5588)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

While the Government has implemented free kindergarten (KG) education since the 2017/18 school year, students enrolling in whole-day (WD) and long whole-day (LWD) KG classes still have to pay school fees. In this connection, please advise this Committee of:

- (1) the ceiling on school fees for non-profit-making KGs in the past 3 years;
- (2) the amount of subsidies provided under the fee remission scheme in the past 3 years; and
- (3) the total number of KGs (including KGs operating WD/LWD classes) whose amount of school fees exceeds the subsidy ceiling and the amount of such differences in the past 3 years (please provide information in tabular form).

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 615)Reply:

- (1)
For kindergartens (KGs) joining the KG education scheme (Scheme), the school fees they charge for half-day (HD), whole-day (WD) and long whole-day (LWD) classes must not exceed the respective fee ceilings as specified by the Education Bureau (EDB). From the 2017/18 to 2019/20 school years, the respective school fee ceilings per student per annum for the KGs joining the Scheme are set out below:

School year	HD classes (\$)	WD/LWD classes (\$)
2017/18	9,960	25,890
2018/19	10,100	26,250

School year	HD classes (\$)	WD/LWD classes (\$)
2019/20	10,530	27,380

Families with financial needs may apply for fee remission. The aforementioned school fee ceilings are not applicable to the non-profit-making KGs not joining the Scheme.

(2)

The Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) provides needy families with financial assistance in the form of fee remission with a view to reducing parents' financial burden for providing pre-primary education to their children. From the 2017/18 to 2019/20 school years, the maximum annual fee subsidies for each eligible student are set out below:

School year	HD classes (\$)	WD/LWD classes (\$)
2017/18	4,400	12,400
2018/19	4,400	14,000
2019/20	5,400	14,500

(3)

In each of the school years from 2017/18 to 2019/20, around 10 Scheme-KGs operating HD classes and around 130 Scheme-KGs operating WD/LWD classes charged a school fee exceeding the maximum fee subsidy for each eligible student under the KCFRS. Since KGs operate with a high level of diversity and the operating costs and expenditures vary among KGs, we consider that details on their school fees should not be provided so as to avoid misunderstanding. Every year, the EDB compiles the Profile of Kindergartens and Kindergarten-cum-Child Care Centres, which contains a list of all KGs and KG-cum-child care centres in Hong Kong and relevant school information such as annual school fees, curricular, and school characteristics. It serves as a comprehensive reference for parents. Parents may consider their needs and choose a suitable KG for their children.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5610)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (700) General non-current
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 “833 Parent education programmes for non-Chinese speaking parents”, “950 Funding for the Student Activities Support Grant”, “954 Pilot international study programme under the Training and Support Scheme” and “955 Payment of examination fees for school candidates sitting for the 2021 Hong Kong Diploma of Secondary Education Examination”? Why is the funding for these new items sought in the context of the Appropriation Bill instead of being sought separately from the Finance Committee of the Legislative Council?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 847)

Reply:

The item of “Parent education programmes for non-Chinese speaking parents” will last for 5 years involving a total estimated expenditure of \$15 million. The Education Bureau (EDB) will strengthen parent education for parents of non-Chinese speaking (NCS) students and encourage them to enrol their children to local kindergartens and strengthen their communication with schools. Starting from the 2020/21 school year, we will provide a series of parent education programmes for NCS parents, including outreach programmes and seminars respectively run by non-governmental organisations and/or tertiary institutions commissioned by the EDB, so as to help them support their children’s learning, encourage their children to master the Chinese language, and help them have more comprehensive understanding of the multiple pathways available to their children.

The Government set up the \$2.5 billion Student Activities Support Fund (the Fund) in early 2019, to generate investment return for the EDB to provide public sector schools and schools under the Direct Subsidy Scheme with the Student Activities Support Grant (SAS Grant) to support primary and secondary students with financial needs to participate in out-of-classroom learning activities organised or recognised by schools. As the rate of investment return from the Fund in 2019 was lower than expected, the EDB has reserved

\$50 million for a non-recurrent commitment to meet the expected shortfall in funding for the SAS Grant in 2020-21 and 2021-22 for supporting students with financial needs to participate in life-wide learning activities.

To further enhance the vocational and professional education and training (VPET) learning experience, for 3 years starting from the 2020/21 academic year, the Government will provide the Vocational Training Council (VTC) with a non-recurrent funding of about \$19.95 million in total to support trainees under the Training and Support Scheme to take part in study and exchange programmes outside Hong Kong, attend short-term skills and practical courses as well as visit institutions/enterprises in those places, allowing them to understand the development of relevant industries and the learning experience of VPET students in other places, thereby facilitating skills exchange and broadening their exposure. The VTC will set up a project team to work out the details of the programmes.

A series of relief measures are announced in the 2020-21 Budget. These include the proposed one-off initiative to pay examination fees for school candidates sitting for the 2021 Hong Kong Diploma of Secondary Education (HKDSE) Examination. About 44 100 school candidates will be benefitted. The estimated expenditure is \$151 million, which includes provision for contingencies.

The 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 Legislative Council (LegCo) in the context of the Appropriation Bill is in line with the requirements under Sections 5 and 6 of the Public Finance Ordinance. The Government explained the relevant arrangements to the Finance Committee in early 2015. For items “833 Parent education programmes for non-Chinese speaking parents”, “950 Funding for the Student Activities Support Grant” and “954 Pilot international study programme under the Training and Support Scheme”, before the funding proposals were included in the draft Estimates, we briefed the LegCo Panel on Education in November 2019.

Since the measure of paying examination fees for HKDSE Examination candidates in the past 2 years received general support from the LegCo Panel on Education and Finance Committee, the Government has included in the draft Estimates the funding proposal for payment of examination fees for candidates sitting for the 2021 HKDSE Examination.

We have also included the necessary provision for the proposals under the respective heads and sub-heads of expenditure to facilitate Members’ consideration.

- End -

CONTROLLING OFFICER'S REPLY

EDB306

(Question Serial No. 5680)

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:

(1) 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 the types of SEN for the past 5 years;

(2) 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 the types of SEN for the past 5 years;

(3) 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, with the % among those who have NCS SEN students in schools, and the respective amount of funding involved disaggregated by number of NCS SEN students;

(4) the total number of public special schools and those that applied for Chinese learning support for NCS students with 1 to 9, 10 to 25, and 26 or above NCS SEN students in the past 5 years, and the respective amount of funding involved disaggregated by number of NCS SEN students;

	total no. of special schools	no. of schools with 1-9 NCS SEN students	no. of school with 1-9 NCS SEN students applying for the NCS-SEN Grant (% among the related schools)	no. of schools with 10-25 NCS SEN students	no. of school with 10-25 NCS SEN students applying for the NCS-SEN Grant (% among the related schools)	no. of schools with 26 or above NCS SEN students	no. of schools with 26 or above NCS SEN students applying for the NCS-SEN Grant (% among the related schools)

2015/16							
2016/17							
2017/18							
2018/19							
2019/20							

(5) the number of public mainstream and special schools that adopted ‘Chinese Language Curriculum Second Language Learning Framework’ in the past 5 years;

(6) 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;

(7) the number of NCS SEN students participating in the TSA Chinese assessments in the past 5 years;

the Chinese level of all NCS SEN students with reference to the Assessment Tools (disaggregated by grade and respective levels).	2014/15	2015/16	2016/17	2017/18	2018/19
No. of Secondary 1-3 NCS SEN students accessed					
No. of Secondary 1-3 NCS SEN students reached Key Stage III					
No. of Primary 4-6 NCS SEN students accessed					
No. of Primary 4-6 NCS SEN students reached Key Stage II					
No. of Primary 1-3 NCS SEN students accessed					
No. of Primary 1-3 NCS SEN students reached Key Stage I					
No. of NCS SEN students accessed					
No. of NCS SEN students reached Entry Stage					

[1] The Education Bureau has been using Chinese Language Assessment Tools to determine NCS students’ Chinese 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.: 506)

Reply:

- (1) and (2) 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 relevant information. The number of non-Chinese speaking (NCS) ethnic minority students with special educational needs (SEN) and the number of NCS students with SEN studying in public sector ordinary schools and Direct Subsidy Scheme (DSS) schools by SEN type and grade level from the 2015/16 to 2019/20 school years are set out at Annex A and Annex B.
- (3) and (4) The number of public sector ordinary schools from the 2015/16 to 2019/20 school years is 847, 847, 846, 848 and 847 respectively. The number of special schools is 59, 59, 60, 59 and 59 respectively. The number of NCS students with SEN studying in public sector ordinary schools is 462, 512, 547, 611 and 671. The number of NCS students studying in special schools is 363, 367, 390, 401 and 435 respectively. Students studying in special schools have special educational needs, and they will not be further categorised as NCS students with/without SEN.

Starting from the 2014/15 school year, EDB has substantially increased the additional funding to schools to further enhance the support for the learning of the Chinese language of NCS students (including NCS students with SEN), 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. All public sector ordinary schools, DSS schools offering the local curriculum and special schools offering an ordinary school 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. Special schools admitting 6 to 9 NCS students and offering an ordinary school curriculum, and special schools admitting 6 or more NCS students and only offering an adapted curriculum are provided with an additional funding of \$0.65 million. As regards ordinary schools admitting a relatively small number of NCS students (i.e. 1 to 9 NCS students) and special schools admitting a relatively small number of NCS students (i.e. 1 to 5 NCS students), they may apply for an additional funding of \$50,000 per year on a need basis to offer after-school Chinese language support programmes. The number of schools provided with the additional funding from the 2015/16 to 2019/20 school years is set out at Annex C.

We do not have readily available statistics on the percentage of schools admitting different number of NCS students with SEN out of the total number of schools admitting NCS students with SEN, the respective amount of funding involved, etc. as the provision of the above-mentioned funding for the support for learning the Chinese language depends on the number of NCS students admitted by eligible schools, which will not be adjusted based on whether the NCS students have SEN or not. Schools admitting students with

SEN are provided with additional support separately. For NCS students with SEN, schools may also pool together and deploy both kinds of resources to cater for their special needs.

On the other hand, to further support NCS students with SEN in adapting to school life and making smooth transition through different learning stages, starting from the 2019/20 school year, EDB has provided a recurrent cash grant known as the Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs (the Grant) for public sector ordinary primary and secondary schools admitting these students 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. The Grant is disbursed under a 3-tier structure according to the number of NCS students with SEN enrolled in each school, i.e. \$100,000 for 1 to 9 students, \$200,000 for 10 to 25 students, and \$300,000 for 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. In the 2019/20 school year, the total number of public sector ordinary primary and secondary schools admitting 1 to 9, 10 to 25, and 26 or more of these students and provided with the Grant is 246, 13 and 3 respectively.

- (5) and (6) All ordinary schools admitting a relatively large number of NCS students (i.e. schools that are provided with an additional funding ranging from \$0.8 million to \$1.5 million per year) have to implement the “Learning Framework”. The “Learning Framework” provides steps and methods for learning and teaching, as well as assessment according to the learning progress of NCS students, which is of substantial help to teachers teaching NCS students the Chinese language and is also widely adopted by ordinary schools admitting NCS students. It should be noted that regardless of the number of NCS students, teachers should take into account the starting points and abilities of students to make adaptation after they have made reference to the “Learning Framework” instead of applying the same steps to all NCS students. The number of these two types of schools over the past 5 years is set out at Annex C.

Schools are 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 progress 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. The frequency of assessments and whether adaptation is made to the requirements of the questions vary across schools or even among individuals. Making reference to the frequency of assessments cannot reflect how a school adopts the “Learning Framework” either. Therefore, schools are not required to submit information about the frequency of assessments, and we do not collect information on the number of NCS students (including NCS students with SEN) who have reached different learning stages.

Regarding special schools, generally speaking, special schools offering 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. As the learning needs and level of learning adaptation of each student in special schools may vary, we do not collect information about special schools’ implementation of the “Learning Framework” and/or the “Adapted Framework”. Besides, in general, the “Assessment Tools” are applicable to NCS students studying in special schools adopting an ordinary school curriculum while school-based assessment methods are adopted for NCS students studying an adapted curriculum. However, taking into consideration students’ learning performance and school-based contexts, schools may adopt the “Assessment Tools” flexibly and use diversified assessment strategies to observe students’ performance and keep track of their learning progress and learning outcomes, with a view to assessing their learning effectiveness and providing effective feedback. Also, schools should render the support in line with the “Individual Education Plans” to strengthen the support for their NCS students.

- (7) Schools may request accommodation measures on behalf of students with SEN and NCS students participating in the Territory-wide System Assessment (TSA). In the past 5 years, the number of NCS students provided with such accommodation measures as requested by schools is as follows:

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)
2018/19 school year[@]: 59 (Primary 6), 52 (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 was gathered from some 50 participating schools.

- # The assessment at Primary 3 level in 2017 was conducted in the form of the Basic Competency Assessment Research Study. Participating schools covered all primary schools in Hong Kong.
- @ Starting from 2018, the 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” and EDB no longer maintains relevant information about the number of students participating in the Primary 3 TSA.

Number of non-Chinese speaking (NCS) ethnic minority students with special educational needs (SEN) in public sector ordinary schools and Direct Subsidy Scheme (DSS) schools by SEN type and grade level from the 2015/16 to 2019/20 school years

2015/16 school year

Grade Level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
P1		4	4	3				3
P2		5	3					29
P3	10	9	5	2			1	23
P4	26	7	4	2		1	2	21
P5	22	6	4	4			1	14
P6	17	18	3	1	1			8
S1	10	19		2			1	5
S2	4	8	2	2			2	2
S3	4	12	1	4	1	1		4
S4	6	8		3			1	6
S5	6	6					2	3
S6	4	5	1			1	2	

2016/17 school year

Grade Level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
P1		5	4				1	
P2	1	6	6	6	1			24
P3	10	8	3	3				30
P4	25	9	5	1			1	26
P5	29	8	4	2			2	19
P6	23	9	4	6				14
S1	10	24	2	2	1			5
S2	11	12	1	1			1	3
S3	4	9	2	1			1	3
S4	5	13	1	4	1	1		2
S5	4	6		4				3
S6	7	6					2	2

2017/18 school year

Grade Level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
P1		2	4				1	
P2	1	8	7	1			1	27
P3	13	7	8	6	1			28
P4	12	7	3	4				24
P5	31	9	5	4			1	23
P6	32	9	5	3			3	13
S1	17	14	2	5			1	10
S2	12	8	2	3	1			6
S3	14	12	1	1			1	3
S4	5	13	2	1	1		1	2
S5	6	10	1	1		1		2
S6	4	5		4				

2018/19 school year

Grade Level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment	Mental Illness
P1		6	6					2	1
P2		6	5	1	1		1	29	
P3	13	9	7	2			1	41	
P4	29	12	8	7			2	25	
P5	14	7	4	3				13	
P6	35	8	6	7			1	17	
S1	26	19	1	3			3	5	
S2	13	7	2	7				6	
S3	10	6	2	4	1			14	1
S4	11	11	1	2			1	4	1
S5	6	12	1	1			1		1
S6	6	9	1	1		1		2	1

2019/20 school year

Grade Level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment	Mental Illness
P1		6	10						
P2		6	11	2				25	
P3	16	7	5	2			1	40	
P4	32	14	7	2			1	35	
P5	33	12	10	8			2	22	
P6	19	7	4	4				10	1
S1	39	17	3	11	1		2	15	4
S2	43	18	4	7			2	8	1
S3	20	15	2	11	1			7	2
S4	22	9	4	5	2			7	2
S5	15	12	6	5			1	6	3
S6	7	11	4	9	2		2		5

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 ordinary primary and secondary schools with the Learning Support Grant (LSG) 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 EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector ordinary schools in the 2017/18 school year. The collection of relevant information about students with SEN requires parental consent. Given that many types of MI are transient in nature, we assume that some students with MI or their parents do not prefer their schools to submit information to 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. The figures above do not include those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.
3. Starting from the 2019/20 school year, the provision of LSG to DSS schools is based on the number of students with SEN and academic low achievers (applicable to primary schools) enrolled in each school, as well as the DSS LSG unit rate. Hence, DSS schools are required to submit SEN information of the students concerned to EDB for calculating the allotment of the LSG. Before that, the relevant resources were included in the DSS unit subsidy, and we did not compile the number of students concerned.

**Number of non-Chinese speaking (NCS) students with
special educational needs (SEN) in public sector ordinary schools and
Direct Subsidy Scheme (DSS) schools by SEN type and grade level
from the 2015/16 to 2019/20 school years**

2015/16 school year

Grade Level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
P1		4	5	3				3
P2		5	5					30
P3	15	9	8	2			1	24
P4	32	7	4	3		1	2	22
P5	27	6	7	6			1	15
P6	22	18	5	1	1			10
S1	16	20		2			1	5
S2	8	8	3	2			2	2
S3	5	12	1	5	1	1		4
S4	9	8	1	3			1	6
S5	7	6		1			2	3
S6	4	5	1			1	2	

2016/17 school year

Grade Level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
P1		6	4				1	
P2	1	6	7	6	1			24
P3	11	8	4	3				31
P4	31	9	8	2			1	26
P5	35	8	4	3			2	19
P6	29	9	6	9				14
S1	12	25	2	2	1			6
S2	14	13	1	1			1	4
S3	10	9	2	1			1	3
S4	12	13	1	5	1	1		2
S5	7	6	1	4				3
S6	9	6		1			2	2

2017/18 school year

Grade Level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
P1		2	6				1	
P2	2	10	8	1			1	29
P3	18	7	11	7	1			28
P4	14	7	4	4				26
P5	37	9	6	6			1	24
P6	34	9	5	5			3	13
S1	21	15	3	5			1	10
S2	14	9	3	4	1			6
S3	15	13	1	1			1	3
S4	14	14	3	1	1		1	2
S5	12	10	1	2		1		2
S6	7	5	1	5				

2018/19 school year

Grade Level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment	Mental Illness
P1		6	7					2	1
P2		6	8	1	2		1	30	
P3	16	11	8	3			1	45	
P4	31	12	12	9			2	26	
P5	16	7	5	3				16	
P6	41	8	6	9			1	18	
S1	31	19	1	3			3	6	
S2	17	7	3	8				7	
S3	12	6	3	5	1			14	1
S4	13	12	1	3			1	4	2
S5	12	13	2	1			1		1
S6	12	9	1	2		1		2	1

2019/20 school year

Grade Level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment	Mental Illness
P1		6	11						
P2		6	13	2				27	
P3	20	7	7	2			1	41	
P4	37	15	9	5			1	37	
P5	36	12	12	11			2	23	
P6	22	7	5	5				12	1
S1	48	17	3	13	1		2	15	4
S2	49	18	5	10			2	8	1
S3	24	16	5	12	1			7	2
S4	27	9	7	8	2			7	4
S5	17	13	7	6			1	6	4
S6	16	12	7	9	2		2		6

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 ordinary primary and secondary schools with the Learning Support Grant (LSG) 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 EDB. Hence, the figures shown in the table do not include the number of students with MI in public sector ordinary schools in the 2017/18 school year. The collection of relevant information about students with SEN requires parental consent. Given that many types of MI are transient in nature, we assume that some students with MI or their parents do not prefer their schools to submit information to 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. The figures above do not include those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.
3. Starting from the 2019/20 school year, the provision of LSG to DSS schools is based on the number of students with SEN and academic low achievers (applicable to primary schools) enrolled in each school, as well as the DSS LSG unit rate. Hence, DSS schools are required to submit SEN information of the students concerned to EDB for calculating the allotment of the LSG. Before that, the relevant resources were included in the DSS unit subsidy, and we did not compile the number of students concerned.

**Number of schools with the additional funding and the expenditure
by school type and number of non-Chinese speaking (NCS) students
from the 2015/16 to 2019/20 school years**

School year	Public sector ordinary schools and Direct Subsidy Scheme (DSS) schools (Note 1)				Special schools (Note 2)				Total expenditure (\$ million)
	Total number of schools	Number of schools with the additional funding			Total number of schools	Number of schools with the additional funding			
		Number of NCS students	Number of schools	Expenditure (\$ million)		Number of NCS students	Number of schools	Expenditure (\$ million)	
2015/16	928	Fewer than 10	83	4.15	59	Fewer than 6	9	0.45	223.95
		10 or more	197	202.50		6 or more	25	16.85	
2016/17	928	Fewer than 10	179	8.95	59	Fewer than 6	14	0.70	245.10
		10 or more	216	219.25		6 or more	24	16.20	
2017/18	927	Fewer than 10	213	10.65	60	Fewer than 6	16	0.80	259.10
		10 or more	228	230.80		6 or more	25	16.85	
2018/19	928	Fewer than 10	216	10.80	59	Fewer than 6	16	0.80	271.00
		10 or more	241	242.70		6 or more	25	16.70	
2019/20	926	Fewer than 10	212	10.60	59	Fewer than 6	15	0.75	282.25
		10 or more	252	254.20		6 or more	25	16.70	

Notes:

1. Figures include public sector schools and DSS schools offering the local curriculum (1 DSS secondary school offering non-local curriculum only is not provided with the additional funding), but exclude special schools.
2. Hospital School is not included due to the transitional nature of the education service provided.
3. Figures for the 2019/20 school year (including the number of schools and the expenditure) are provisional figures.
4. In the past 5 years, there were schools that admitted a relatively small number of NCS students (i.e. 1 to 9 NCS students for public sector ordinary schools and DSS schools and 1 to 5 NCS students for special schools) and did not submit funding applications to the Education Bureau, and hence these schools were not provided with the additional funding.

- End -

CONTROLLING OFFICER'S REPLY

EDB307

(Question Serial No. 5681)

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 following:

- (1) How many students in Direct Subsidy Scheme (DSS) schools have applied for accommodation measures for the Territory-wide System Assessment (TSA) at Primary 3, Primary 6 and Secondary 3?
- (2) What is the number of qualified teachers on special education in DSS schools? How many of them are also qualified to teach in English?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 507)

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 maintain 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 in 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**EDB308****(Question Serial No. 5682)**

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 number of non-Chinese speaking students with special educational needs that participated in the Territory-wide System Assessment in the past 5 school years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 508)

Reply:

Schools may request accommodation measures on behalf of students with special educational needs (SEN) and non-Chinese speaking (NCS) students participating in the Territory-wide System Assessment (TSA). In the past 5 years, the number of NCS students provided with such accommodation measures according to their SEN as requested by schools is as follows:

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)	
2018/19 school year [@] :	59 (Primary 6)	52 (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 (P3) TSA was conducted as part of the 2016 Tryout Study. The data was gathered from some 50 participating schools.

[#] The assessment at Primary 3 level in 2017 was conducted as the Basic Competency Assessment Research Study, which covered all primary schools in Hong Kong.

[@] Starting from 2018, the 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” and the Education Bureau no longer maintains relevant information about the number of students taking part in the P3 TSA.

- End -

CONTROLLING OFFICER'S REPLY

EDB309

(Question Serial No. 5683)

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 Grant (including additional grant) is a subsidy disbursed to schools according to the tier-2 and tier-3 support required by students with special educational needs (SEN). What was the respective amount of Learning Support Grant (excluding additional grant) disbursed to students with SEN requiring tier-2 and tier-3 support in the past 5 years?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 509)

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 (mainly 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 continue to be adjusted annually according to the change in the Composite Consumer Price Index. Besides, starting from the 2017/18 school year, the LSG covers students with mental illness.

The EDB has implemented a series of enhanced measures (including the enhanced LSG) starting from the 2019/20 school year: (i) restructuring various subvented programmes for Integrated Education (IE) and extending the LSG to all public sector ordinary schools to replace the Intensive Remedial Teaching Programme and IE Programme; (ii) increasing the LSG unit grant rate for tier-3 support to four times the rate for tier-2 support; (iii) converting/providing additional regular teaching post(s) titled as Special Educational Needs Support Teacher if the total amount of LSG received by the schools reaches the specific

threshold. With the implementation of the above enhanced LSG, the amount of LSG received by each public sector ordinary school is calculated based on the number of their students with SEN requiring tier-2 and tier-3 support and the tier of support these students require. In the 2019/20 school year, the grant per year per student requiring tier-2 and tier-3 support has been increased to \$15,000 and \$60,000 respectively. The expenditure on the LSG for the past 5 years is as follows:

School year	2015/16	2016/17	2017/18	2018/19	2019/20 ^(Note) (Revised estimate)
Expenditure on LSG (\$ million)	500.1	539.0	589.6	646.3	749.0

Note: Starting from the 2019/20 school year, schools will have additional regular teaching post(s) titled as Special Educational Needs Support Teacher converted/provided if the total amount of LSG reaches the specific threshold, so that schools will have a more stable teaching force and additional resources for flexible deployment to support students with SEN. Under the above arrangements, a total of some 1 000 additional regular teaching posts were created in the 2019/20 school year, with 675 schools (431 primary schools and 244 secondary schools) having 1 to 3 such post(s) created. The above expenditure excludes the expenditure for creation of the additional regular teaching posts.

The LSG is calculated on the basis of the number of students with SEN admitted by schools and the tier of support the students require. 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, setting out the respective amount of LSG disbursed to students requiring tier-2 and tier-3 support in schools does not reflect an accurate account of all of the support provided to these students.

- End -

CONTROLLING OFFICER'S REPLY**EDB310****(Question Serial No. 5684)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

The Education Bureau is allocating funding to primary and secondary schools according to the number of non-Chinese speaking 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 non-Chinese speaking students in the past five years respectively;

	Number of primary schools admitting such a number of non-Chinese speaking students	Number of secondary schools admitting such a number of non-Chinese speaking 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 the past five years respectively;

	Number of primary schools admitting such a number of ethnic minority students	Number of 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 non-Chinese speaking students account for 0%, 1% to 31%, 31% to 50%, 51% to 70%, 71% to 90% and more than 90% of the student population in the past five years;

	Number of primary schools where non-Chinese speaking students account for this percentage of the student population	Number of secondary schools where non-Chinese speaking students account for this percentage of the student population
0%		
1% to 31%		
31% to 50%		
51% to 70%		
71% to 90%		
More than 90%		

(4) tabulate the number of primary and secondary schools where ethnic minority students account for 0%, 1% to 31%, 31% to 50%, 51% to 70%, 71% to 90% and more than 90% of the student population in the past five years;

	Number 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
0%		
1% to 31%		
31% to 50%		
51% to 70%		
71% to 90%		
More than 90%		

(5) if the government refuses to provide the data above, inform the Council 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 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.: 510)

Reply:

For the planning of education support measures for non-Chinese speaking (NCS) students, their need for support is determined by whether their spoken language at home is Chinese or not (instead of their ethnicity). According to the information collected through the annual Enrolment Survey, the respective number of schools with 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 more” from the 2015/16 to 2019/20 school years 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.

The Education Bureau (EDB) is committed to encouraging and supporting the integration of NCS students (notably EM students) into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese language. A dedicated webpage on education services for NCS students, which contains information about the education system and schools, has been set up for NCS students and their parents. All relevant information (including information related to making school choices) is published in Chinese and English, with translation into major EM languages provided where applicable for the easy reference of non-Chinese speakers. Details are tabulated at Annex C.

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. This is conducive to their children’s learning of the Chinese language as well as integration into the community. 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. 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 kindergartens 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 admitting NCS students 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. From the 2019/20 school year onwards, EDB has further enhanced the newly added column by requesting the schools concerned to provide more details of the relevant support measures. 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, simultaneous interpretation services can be arranged through the Centre for Harmony and Enhancement of Ethnic Minority Residents funded by the Home Affairs Department. We believe that our provision of information on the education system and schools can facilitate parents of NCS students to make school choices for their children. Starting from the 2020/21 school year, EDB will strengthen parent education for parents of NCS students and encourage them to enrol their children to local kindergartens and strengthen their communication with schools. We will provide a series of parent education programmes for NCS parents to help them support their children’s learning, encourage their children to master the Chinese language, and help them have more comprehensive understanding of the multiple pathways available to their children.

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. 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, including parent education that we have been committed to strengthening in recent years, are conducive to encouraging NCS students to choose to study in mainstream schools and facilitating their Chinese learning and integration into the community.

**Number of public sector schools and Direct Subsidy Scheme schools
with non-Chinese speaking (NCS) students
from the 2015/16 to 2019/20 school years**

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 more students
2015/16	Primary	146	217	57	21	6	2	26
	Secondary	175	193	41	12	8	0	25
2016/17	Primary	150	207	61	21	7	4	25
	Secondary	180	175	48	18	7	1	25
2017/18	Primary	150	203	63	22	8	2	27
	Secondary	162	184	56	16	7	3	25
2018/19	Primary	145	205	59	31	7	2	28
	Secondary	151	186	58	21	11	3	22
2019/20	Primary	145	195	65	32	9	1	29
	Secondary	149	185	57	21	12	3	24

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include public sector schools and Direct Subsidy Scheme schools, but exclude special schools.
3. Figures include those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.

**Number of public sector schools and Direct Subsidy Scheme schools
with non-Chinese speaking Ethnic Minority (NCS EM) students
from the 2015/16 to 2019/20 school years**

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 more students
2015/16	Primary	164	218	41	19	7	1	25
	Secondary	196	187	31	11	4	2	22
2016/17	Primary	164	206	50	20	9	2	24
	Secondary	199	173	37	15	5	0	24
2017/18	Primary	162	205	54	19	8	3	24
	Secondary	175	183	46	18	4	4	22
2018/19	Primary	156	208	54	25	6	3	25
	Secondary	166	183	52	18	9	2	21
2019/20	Primary	157	197	54	35	6	1	26
	Secondary	163	179	50	23	10	2	23

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include public sector schools and Direct Subsidy Scheme (DSS) schools (among which 1 DSS secondary school only offering non-local curriculum is excluded for not having provided information on students' ethnicity) but exclude 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.

**Number of public sector schools and Direct Subsidy Scheme schools
with non-Chinese speaking (NCS) students
(by the percentage of NCS students among all students of individual schools)
from the 2015/16 to 2019/20 school years**

Percentage of NCS students among all students of individual schools	Number of primary schools					Number of secondary schools				
	2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19	2019/20
0%	146	150	150	145	145	175	180	162	151	149
>0% - 30%	306	303	302	310	306	261	254	270	280	283
>30% - 50%	5	6	10	9	12	6	6	6	4	3
>50% - 70%	6	5	2	3	4	6	7	6	9	9
>70% - 90%	6	6	8	7	6	4	5	7	5	5
>90%	6	5	3	3	3	2	2	2	3	2

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include public sector schools and Direct Subsidy Scheme schools, but exclude special schools.
3. Figures include those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.

**Number of public sector schools and Direct Subsidy Scheme schools
with non-Chinese speaking ethnic minority (NCS EM) students
(by the percentage of NCS EM students among all students of individual schools)
from the 2015/16 to 2019/20 school years**

Percentage of NCS EM students among all students of individual schools	Number of primary schools					Number of secondary schools				
	2015/16	2016/17	2017/18	2018/19	2019/20	2015/16	2016/17	2017/18	2018/19	2019/20
0%	164	164	162	156	157	196	199	175	166	163
>0% - 30%	290	290	292	300	296	240	235	257	266	270
>30% - 50%	4	6	8	8	10	6	6	7	4	2
>50% - 70%	5	4	2	3	4	6	7	6	9	9
>70% - 90%	6	6	8	7	6	3	4	5	4	4
>90%	6	5	3	3	3	2	2	2	2	2

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include public sector schools and Direct Subsidy Scheme (DSS) schools (excluding 1 DSS secondary school only offering non-local curriculum) but exclude 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.

Information or publications released by the Education Bureau as mentioned in item (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 2020/21 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 2020/21 School Year	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Poster on Kindergarten Education Scheme – 2020/21 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 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)
Sample Electronic 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, Punjabi (Indian)
Knowing More About Children’s Learning – Parents’ Pamphlet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Tips for Parents of Non-Chinese Speaking Students (Kindergarten)	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)

Information or publications released by the Education Bureau as mentioned in item (6)	Language versions other than English and Chinese
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 – New Notification Arrangements for Successful Discretionary Places Applicants 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 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**EDB311****(Question Serial No. 5685)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide this Committee with:

(1) 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) 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) 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.: 511)

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 2018-19 and 2019-20 (as at 29 February 2020), the actual expenses on official entertainment incurred by EDB were \$571,774 and \$178,038 respectively and the estimated expenditure for 2020-21 is \$541,000. The actual expenses on official entertainment incurred by the UGC Secretariat were \$493,475 and \$267,212 in 2018-19 and 2019-20 (as at 29 February 2020) respectively and the estimated expenditure for 2020-21 is \$576,000. The actual expenses on official entertainment incurred by WFSFAA were \$5,548 and \$3,486 in 2018-19 and 2019-20 (as at 29 February 2020) respectively and the estimated expenditure for 2020-21 is \$49,000.

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**EDB312****(Question Serial No. 5686)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please inform this Committee of the numbers of kindergartens (KGs), teachers and students (excluding classes for children aged 2 to 3) by type of KGs in the past 5 years:

(1) Local non-profit-making (NPM) KGs joining the Pre-primary Education Voucher Scheme (PEVS) (excluding former aided child care centres (FACs))

	Operating whole-day (WD) classes only	Operating half-day (HD) classes only	Operating both WD and HD classes
No. of KGs			
No. of full-time (FT) teachers			
No. of part-time (PT) teachers			
No. of students			

(2) Local NPM KGs not joining the PEVS

	Operating WD classes only	Operating HD classes only	Operating both WD and HD classes
No. of KGs			
No. of FT teachers			
No. of PT teachers			
No. of students			

(3) Local private independent KGs

	Operating WD classes only	Operating HD classes only	Operating both WD and HD classes
No. of KGs			
No. of FT teachers			
No. of PT teachers			
No. of students			

(4) Non-local KGs

	Operating WD classes only	Operating HD classes only	Operating both WD and HD classes
No. of KGs			
No. of FT teachers			
No. of PT teachers			
No. of students			

(5) FACs

	Operating WD classes only	Operating HD classes only	Operating both WD and HD classes
No. of KGs			
No. of FT teachers			
No. of PT teachers			
No. of students			

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 512)

Reply:

The numbers of kindergartens (KGs), teachers and students (excluding classes for children aged 2 to 3) by type of KGs from the 2015/16 to 2019/20 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 salaries, 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.

Numbers of 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 2015/16 to 2019/20 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	2015/16			2016/17			2017/18			2018/19			2019/20		
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	135	342	8	146	345	9	148	345	10	143	354	11	145	359
No. of teachers	100	2 363	5 336	91	2 541	5 429	96	2 660	5 354	116	2 656	5 315	127	2 688	5 415
No. of students	901	41 570	74 050	800	44 584	72 967	814	45 634	69 113	995	43 634	65 589	1 165	43 575	65 415

Local NPM KGs not joining the PEVS/KG Scheme

School year	2015/16			2016/17			2017/18			2018/19			2019/20		
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	4	26	4	4	20	2	4	15	6	5	17	4	4	17	4
No. of teachers	60	625	67	61	511	37	69	378	147	74	403	104	59	415	107
No. of students	511	10 412	897	518	8 697	382	576	6 669	2 093	586	6 696	1 558	448	6 721	1 512

Local private independent KGs

School year	2015/16			2016/17			2017/18			2018/19			2019/20		
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	62	41	3	61	41	3	65	40	3	63	39	3	61	44
No. of teachers	32	869	616	32	903	578	27	936	499	24	954	464	36	961	472
No. of students	332	12 106	8 550	308	12 319	7 059	263	12 717	5 943	249	12 813	5 033	246	12 726	5 530

Non-local KGs

School year	2015/16			2016/17			2017/18			2018/19			2019/20		
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	11	88	29	10	95	33	13	106	30	11	105	33	12	112	31
No. of teachers	78	653	341	81	707	398	129	793	339	100	793	366	114	864	330
No. of students	876	9 205	3 382	875	9 166	3 581	1 185	9 728	3 202	1 008	10 090	3 409	1 026	10 275	2 990

FACs

School year	2015/16		2016/17		2017/18		2018/19		2019/20	
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	223	23	222	24	229	17	232	14	235	11
No. of teachers	2 225	187	2 338	223	2 579	149	2 658	118	2 727	74
No. of students	20 836	1 770	20 823	1 953	21 880	1 330	21 808	934	22 044	624

Notes:

1. Figures on teachers for the 2019/20 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**EDB313****(Question Serial No. 5687)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please set out kindergarten (KG) teachers' salaries in the past 5 years by KG type (including (i) local non-profit-making (NPM) KGs joining the Pre-primary Education Voucher Scheme (PEVS) (excluding former aided child care centres (FACs)); (ii) FACs; (iii) local NPM KGs not joining PEVS; (iv) local private independent KGs; and (v) non-local KGs):

	KGs with whole-day (WD) classes only	KGs with half-day (HD) classes only	KGs with both WD and HD classes
Full-time (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.: 513)Reply:

For information on the salaries of teachers in kindergartens (KGs) joining the KG education scheme (KG Scheme) (Scheme-KGs) from the 2015/16 to 2018/19 school years, please refer to our replies to items (i) and (ii) below. The information provided is based on the survey on KG teachers/child care staff conducted by the Education Bureau (EDB) in September of the respective school years. Each year, we request Scheme-KGs to properly follow up on individual cases where teachers' salaries are not in compliance with the salary ranges. For the 2019/20 school year, the EDB notified Scheme-KGs in early March this year of the salary ranges for teaching staff which have been adjusted based on the latest civil

service pay adjustment announced at the end of February. Scheme-KGs would adjust the salaries of their teachers accordingly if necessary. Hence, the EDB is unable to provide the relevant information relating to Scheme-KGs for the 2019/20 school year at this stage.

For information on the salaries of full-time (FT) teachers in local non-profit-making (NPM) KGs not joining the Pre-primary Education Voucher Scheme (PEVS)/KG Scheme, local private independent (PI) KGs and non-local KGs from the 2015/16 to 2019/20 school years, please refer to our replies to items (iii) to (v) below. Information provided is based on the findings from the above-mentioned survey. Figures for the 2019/20 school year are provisional.

- (i) FT KG teachers in local NPM KGs joining the PEVS in the 2015/16 and 2016/17 school years / the KG Scheme in the 2017/18 and 2018/19 school years (excluding former aided child care centres (FACs))

School year	KGs with	Monthly salary of FT teachers (\$)			
		Average salary	Median salary	Highest salary	Lowest salary (Note)
2015/16	whole-day (WD) classes only	24,191	25,505	39,360	10,523
	half-day (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 (Note)
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

Note:

The monthly salary of teachers in Scheme-KGs, 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 or above qualifications. We are now reviewing the arrangement to determine whether the flexibility should be granted for a further period.

(iii) FT KG teachers in local NPM KGs not joining the PEVS in the 2015/16 and 2016/17 school years / the KG Scheme in the 2017/18 to 2019/20 school years

School year	KGs with	Monthly salary of FT teachers (\$)			
		Average salary	Median salary	Highest salary	Lowest salary
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
2019/20	WD classes only	35,215	35,989	75,882	19,678
	HD classes only	29,495	28,725	80,000	15,735
	Both WD and HD classes	34,110	34,930	109,746	20,270

(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
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
2019/20	WD classes only	27,449	25,830	45,000	19,800
	HD classes only	29,573	28,000	92,100	12,204
	Both WD and HD classes	25,465	22,225	100,916	11,400

(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
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
2019/20	WD classes only	50,499	53,764	117,094	15,000
	HD classes only	32,379	27,500	95,496	12,800
	Both WD and HD classes	29,255	27,350	89,460	10,000

- End -

CONTROLLING OFFICER'S REPLY**EDB314****(Question Serial No. 5688)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please set out full-time (FT) kindergarten (KG) teachers' wastage rate (no longer teaching in KGs) and job-switching rate (teaching in another KG) in the past 5 years by KG type (including (i) local non-profit-making (NPM) KGs joining the Pre-primary Education Voucher Scheme (PEVS) (excluding former aided child care centres (FACs)); (ii) FACs; (iii) local NPM KGs not joining PEVS; (iv) local private independent KGs; and (v) non-local KGs):

	KGs with whole-day (WD) classes only	KGs with half-day (HD) classes only	KGs 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.: 514)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 2015/16 to 2019/20 school years are tabulated below by KG type. 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
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%
2019/20	11.2%	12.8%	7.7%	16.4%	17.6%

(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
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%
2019/20	7.7%	6.7%	6.4%	12.6%	10%

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 are not available.
4. Figures for the 2019/20 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY**EDB315****(Question Serial No. 5689)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide the following information for the past 5 years, under the categories of kindergartens (KGs) operating whole-day (WD) classes only, KGs operating half-day (HD) classes only, and KGs operating both WD and HD classes:

(1) The numbers of KGs, teachers (including full-time (FT) and part-time (PT) teachers) and students (excluding classes for children aged 2 to 3):

(i) Local non-profit-making (NPM) KGs joining the Pre-primary Education Voucher Scheme (PEVS) (excluding former aided child care centres (FACs))

School year		WD classes only	HD classes only	Both WD and HD classes
Operating classes				
No. of KGs				
No. of teachers (FT)				
No. of teachers (PT)				
No. of students				

(ii) FACs

School year		WD classes only	HD classes only	Both WD and HD classes
Operating classes				
No. of KGs				
No. of teachers (FT)				
No. of teachers (PT)				
No. of students				

(iii) Local NPM KGs not joining PEVS

School year				
Operating classes		WD classes only	HD classes only	Both WD and HD classes
No. of KGs				
No. of teachers (FT)				
No. of teachers (PT)				
No. of students				

(iv) Local private independent KGs

School year				
Operating classes		WD classes only	HD classes only	Both WD and HD classes
No. of KGs				
No. of teachers (FT)				
No. of teachers (PT)				
No. of students				

(v) Non-local KGs

School year				
Operating classes		WD classes only	HD classes only	Both WD and HD classes
No. of KGs				
No. of teachers (FT)				
No. of teachers (PT)				
No. of students				

(2) The average, median, highest and lowest salaries of FT teachers:

(i) Local NPM KGs joining PEVS (excluding FACs)

School year	KG	Monthly salary of FT teachers (\$)			
		Average	Median	Highest	Lowest
	WD classes only				
	HD classes only				
	Both WD and HD classes				

(ii) FACs

School year	KG	Monthly salary of FT teachers (\$)			
		Average	Median	Highest	Lowest
	WD classes only				
	HD classes only				
	Both WD and HD classes				

(iii) Local NPM KGs not joining PEVS

School year	KG	Monthly salary of FT teachers (\$)			
		Average	Median	Highest	Lowest
	WD classes only				
	HD classes only				
	Both WD and HD classes				

(iv) Local private independent KGs

School year	KG	Monthly salary of FT teachers (\$)			
		Average	Median	Highest	Lowest
	WD classes only				
	HD classes only				
	Both WD and HD classes				

(v) Non-local KGs

School year	KG	Monthly salary of FT teachers (\$)			
		Average	Median	Highest	Lowest
	WD classes only				
	HD classes only				
	Both WD and HD classes				

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 515)

Reply:

- (1) The numbers of kindergartens (KGs), teachers and students (excluding classes for children aged 2 to 3) by KG type from the 2015/16 to 2019/20 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 salaries, which are directly related to the working hours. Hence, we are unable to provide the numbers of full-time (FT) teachers and part-time teachers as requested.
- (2) For information on the salaries of teachers in KGs joining the KG education scheme (KG Scheme) (Scheme-KGs) from the 2015/16 to 2018/19 school years, please refer to our replies to items (i) and (ii) below. Information provided is based on the survey on KG teachers/child care staff conducted by the Education Bureau (EDB) in September of the respective school years. Each year, we request Scheme-KGs to properly follow up on individual cases where teachers' salaries fall below the stipulated salary ranges. Regarding the information on teachers' salary in the 2019/20 school year, the EDB notified Scheme-KGs in early March this year of the salary ranges for teaching staff which have been adjusted based on the latest civil service pay adjustment announced by the Government at the end of February. Scheme-KGs will accordingly adjust the salaries of their teachers if necessary. Hence, the EDB is unable to provide the relevant information relating to Scheme-KGs for the 2019/20 school year at this stage.

For information on the salaries of FT teachers in local non-profit-making (NPM) KGs not joining the Pre-primary Education Voucher Scheme (PEVS)/KG Scheme, local private independent (PI) KGs and non-local KGs from the 2015/16 to 2019/20 school years, please refer to our replies to items (iii) to (v) below. Information provided is based on the findings from the above-mentioned survey. Figures for the 2019/20 school year are provisional.

- (i) FT KG teachers in local NPM KGs (excluding former aided child care centres (FACs)) joining the PEVS in the 2015/16 and 2016/17 school years and joining the KG Scheme in the 2017/18 and 2018/19 school years

School year	KGs with	Monthly salary of FT teachers (\$)			
		Average salary	Median salary	Highest salary	Lowest salary (Note)
2015/16	whole-day (WD) classes only	24,191	25,505	39,360	10,523
	half-day (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
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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 (Note)
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

Note:

The monthly salary of teachers in Scheme-KGs, 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 or above qualifications. We are now reviewing the arrangement to determine whether the flexibility should be granted for a further period.

(iii) The average, median, highest and lowest salaries of FT KG teachers in local NPM KGs not joining the PEVS in the 2015/16 and 2016/17 school years and not joining the KG Scheme from the 2017/18 to 2019/20 school years are tabulated below:

School year	KGs with	Monthly salary of FT teachers (\$)			
		Average salary	Median salary	Highest salary	Lowest salary
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
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	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
2019/20	WD classes only	35,215	35,989	75,882	19,678
	HD classes only	29,495	28,725	80,000	15,735
	Both WD and HD classes	34,110	34,930	109,746	20,270

(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
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
2019/20	WD classes only	27,449	25,830	45,000	19,800
	HD classes only	29,573	28,000	92,100	12,204
	Both WD and HD classes	25,465	22,225	100,916	11,400

(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
2015/16	WD classes only	46,878	43,899	89,427	12,000
	HD classes only	28,059	25,000	100,914	9,250
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	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
2019/20	WD classes only	50,499	53,764	117,094	15,000
	HD classes only	32,379	27,500	95,496	12,800
	Both WD and HD classes	29,255	27,350	89,460	10,000

Numbers of KGs, teachers and students (excluding classes for children aged 2 to 3)
by type of KGs operating WD classes only, operating HD classes only and
operating both WD and HD classes from the 2015/16 to 2019/20 school years

Local NPM KGs joining the PEVS/KG Scheme (excluding FACs)

School year	2015/16			2016/17			2017/18			2018/19			2019/20		
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	135	342	8	146	345	9	148	345	10	143	354	11	145	359
No. of teachers	100	2 363	5 336	91	2 541	5 429	96	2 660	5 354	116	2 656	5 315	127	2 688	5 415
No. of students	901	41 570	74 050	800	44 584	72 967	814	45 634	69 113	995	43 634	65 589	1 165	43 575	65 145

FACs

School year	2015/16		2016/17		2017/18		2018/19		2019/20	
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	223	23	222	24	229	17	232	14	235	11
No. of teachers	2 225	187	2 338	223	2 579	149	2 658	118	2 727	74
No. of students	20 836	1 770	20 823	1 953	21 880	1 330	21 808	934	22 044	624

Local NPM KGs not joining the PEVS/KG Scheme

School year	2015/16			2016/17			2017/18			2018/19			2019/20		
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	4	26	4	4	20	2	4	15	6	5	17	4	4	17	4
No. of teachers	60	625	67	61	511	37	69	378	147	74	403	104	59	415	107
No. of students	511	10 412	897	518	8 697	382	576	6 669	2 093	586	6 696	1 558	448	6 721	1 512

Local PI KGs

School year	2015/16			2016/17			2017/18			2018/19			2019/20		
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	62	41	3	61	41	3	65	40	3	63	39	3	61	44
No. of teachers	32	869	616	32	903	578	27	936	499	24	954	464	36	961	472
No. of students	332	12 106	8 550	308	12 319	7 059	263	12 717	5 943	249	12 813	5 033	246	12 726	5 530

Non-local KGs

School year	2015/16			2016/17			2017/18			2018/19			2019/20		
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	11	88	29	10	95	33	13	106	30	11	105	33	12	112	31
No. of teachers	78	653	341	81	707	398	129	793	339	100	793	366	114	864	330
No. of students	876	9 205	3 382	875	9 166	3 581	1 185	9 728	3 202	1 008	10 090	3 409	1 026	10 275	2 990

Notes:

1. Figures on teachers for the 2019/20 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**EDB316****(Question Serial No. 5690)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (1) Director of Bureau's Office, (3) Primary Education,
(4) Secondary Education, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please advise this Committee:

- (1) of the number of school bullying cases involving (i) primary school students and (ii) secondary school students received by the Education Bureau (EDB) in the past 5 years; and
- (2) whether guidelines to curb bullying in schools have been drawn up by EDB; if yes, of the details; if no, of the reasons.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 517)Reply:

(1) Based on the information collected from the Education Bureau's (EDB) annual questionnaire survey on guidance and discipline cases in public sector primary and secondary schools, the number of student cases involving school bullying in the past 5 years (i.e. from the 2014/15 to the 2018/19 school years) is as follows:-

School year	2014/15	2015/16	2016/17	2017/18	2018/19
Number of student cases involving school bullying in primary schools	77	90	60	99	113
Number of student cases involving school bullying in secondary schools	137	114	64	103	113

(2) The 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, we can enhance anti-bullying awareness among students and staff and help 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

EDB317

(Question Serial No. 5691)

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 number of misconduct cases involving teachers of (i) primary schools and (ii) secondary schools received by the Bureau in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 518)

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 teachers' misconduct cases by school type, the requested information is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB318

(Question Serial No. 5692)

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) Provide figures or projected figures for the past year and the coming 3 years in respect of:
 - (a) the total number of kindergarten-age children in Hong Kong and their distribution in the 18 districts;
 - (b) the total number of children attending kindergartens in Hong Kong and their distribution in the 18 districts;
 - (c) the number of students eligible for the Kindergarten and Child Care Centre Fee Remission Scheme and the number of eligible students who are granted fee remission.
- (2) the current position on the collection of miscellaneous charges among kindergartens.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 519)

Reply:

- (1a) Figures on projected school-age population aged 3-5 who are residing in Hong Kong by district from the 2019/20 to 2022/23 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 2019/20 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 2019/20 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 2019/20 to 2022/23 school years**

District	2019/20	2020/21	2021/22	2022/23
Central and Western	4 400	5 000	5 600	6 100
Wan Chai	3 200	3 500	4 000	4 400
Eastern	12 300	12 600	12 600	12 700
Southern	6 400	5 900	5 400	5 000
Yau Tsim Mong	7 100	7 900	9 100	10 000
Sham Shui Po	11 500	12 300	12 600	12 100
Kowloon City	9 600	10 000	10 200	10 400
Wong Tai Sin	8 300	8 200	7 600	7 000
Kwun Tong	16 300	15 200	13 800	11 900
Sai Kung	11 400	11 300	11 400	11 200
Sha Tin	15 100	15 500	14 800	14 100
Tai Po	6 400	6 600	7 400	7 900
North	7 500	7 900	8 000	9 800
Yuen Long	15 700	15 800	15 600	15 300
Tuen Mun	10 700	11 000	11 100	12 300
Tsuen Wan	7 500	7 900	8 100	8 200
Kwai Tsing	12 100	11 300	10 000	8 400
Islands	5 500	5 400	5 300	5 300
All districts	170 800	173 200	172 500	172 200

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 2019 – 2028” released by the Planning Department in July 2019. 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) 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.
- (4) 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 2019/20 school year

District	No. of students
Central and Western	6 203
Wan Chai	7 050
Eastern	10 926
Southern	4 371
Yau Tsim Mong	6 329
Sham Shui Po	9 913
Kowloon City	22 379
Wong Tai Sin	6 948
Kwun Tong	12 187
Sai Kung	9 042
Sha Tin	14 167
Tai Po	6 549
North	8 867
Yuen Long	16 348
Tuen Mun	11 784
Tsuen Wan	7 012
Kwai Tsing	9 941
Islands	4 281
Total	174 297

Notes: (1) Figures refer to the position as at September of the school year.

(2) Figures include K1, K2 and K3 classes in 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 2019/20 school year**

	2019/20 school year (as at 31 January 2020)
Number of kindergarten students granted fee remission (Note)	22 764

Note: Excluding kindergarten students who pass the means test but do not need to pay school fees.

- End -

CONTROLLING OFFICER'S REPLY

EDB319

(Question Serial No. 5693)

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 had to pay for such services in the past 5 years;
- (2) the financial resources for providing support services for post-secondary students with SEN in the past 5 years, together with a breakdown by use; and
- (3) whether the Government will consider formulating an overarching policy and allocating additional resources to enable post-secondary institutions to strengthen their support for students with SEN as different and incoherent policies are now adopted by these institutions to support students with SEN.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 520)

Reply:

(1) Post-secondary institutions will make special arrangements and provide support services to cater for 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 for such students or the expenses involved.

(2) and (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 8 UGC-funded universities in 2015 to enhance their 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 \$15,000. The number of EMA and EDS recipients in the academic years from 2014/15 to 2018/19 is tabulated below.

School year	2014/15	2015/16	2016/17	2017/18	2018/19
No. of recipients of EMA	74	97	99	100	150
No. of recipients of EDS	75	98	99	100	143

(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 2019/20 academic year, each eligible student may receive an additional academic expense grant up to \$8,910 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 close liaison with UGC-funded and self-financing institutions to follow up on the provision of support by individual institutions for students with SEN and make every effort to promote an inclusive culture.

- End -

CONTROLLING OFFICER'S REPLY**EDB320****(Question Serial No. 5694)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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 completed studies, have they been made 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.: 521)

Reply:

(a) The studies for which funding have been allocated from 2018-19 to 2019-20 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)	<p>Perception Surveys for Vocational and Professional Education and Training (VPET)</p> <p>To compare the change in public perception of VPET with the Government's implementation of a series of promotion strategies.</p>	490,000	September 2015	Completed (March 2019)	The findings were used to evaluate the effectiveness of the promotion strategies of VPET.	Not applicable as findings of the survey are for internal reference only.
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 provided reference for fine-tuning the support measures of the Fourth Strategy on Information Technology in Education (ITE4), as appropriate.	The findings were shared during teacher training courses and the PowerPoint file was also 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?
Hong Kong Shue Yan University	Others (by quotation)	<p>Project on Referencing of the Hong Kong Qualifications Framework (HKQF) and the New Zealand Qualifications Framework (NZQF)</p> <p>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.</p>	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 Council for Accreditation of Academic and Vocational Qualifications	Others (by quotation)	<p>Pilot Project on Phase II of Exploratory Study on Possible Alignment of Professional Qualifications under the Hong Kong Qualifications Framework (HKQF)</p> <p>To test out criteria, principles and procedures for recognising and benchmarking professional qualifications with the HKQF.</p>	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)	<p>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</p> <p>To review and recommend revisions to the GLD for better clarity and user-friendliness.</p>	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)	<p>Consultancy Study on Communications between Schools and Parents</p> <p>To understand the communication between schools and parents as well as to identify good practices for sharing among schools.</p>	1,134,000	January 2017	Completed (March 2019)	The findings and good practices identified were shared among schools in the 2018/19 school year to improve effective and efficient communication with parents with a view to enhancing comprehensive care for children.	The final report was 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?
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	Subject to the findings of the surveys, follow-ups will be considered as appropriate.	Not applicable as the surveys have not been completed.
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.

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 Chinese University of Hong Kong	Others (by quotation)	<p>Study on Teacher Professional Learning under the Chief Executive's Award for Teaching Excellence (CEATE)</p> <p>To garner data on principals' and teachers' learning needs, identify service gaps, and promote learning opportunities with a view to improving teaching and enhancing students' achievement.</p>	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 EDB.

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 University of Hong Kong	Others (by quotation)	<p>Consultancy Study on the Effectiveness of the Provision of Quality Kindergarten (KG) Education in Hong Kong under the Free Quality Kindergarten Education Policy</p> <p>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.</p>	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?
Consumer Search Hong Kong Limited	Others (by quotation)	<p>Survey on opinion of employers on major aspects of performance of first degree and sub-degree graduates in year 2016</p> <p>To survey employers' assessment of the performance of graduates as a way of tracing the results of the education system.</p>	1,238,000	July 2017	Completed (July 2019)	The findings were shared with post-secondary institutions for reference.	The Executive Summary of the survey has been uploaded to the Concourse website.
The Education University of Hong Kong	Others (by quotation)	<p>Review on the Effectiveness of the Implementation of Life Planning Education in Secondary Schools in Hong Kong</p> <p>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".</p>	599,760	August 2017	Completed (February 2019)	The findings and recommendations of the Review are used as a reference for enhancing Life Planning Education and related support measures.	The Executive Summary has been uploaded to the EDB's "Life Planning Information" 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)	<p>Consultancy Study on the Effectiveness of the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland</p> <p>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.</p>	860,410	August 2017	Completed (March 2019)	The findings of the Study are used as a reference for enhancing the Sister School Scheme and related support measures.	The Executive Summary has been uploaded to the EDB's "Sister School Scheme" webpage.
Policy 21 Limited	Others (by quotation)	<p>Survey on Stakeholders' Views on Self-financing Post-secondary Education</p> <p>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.</p>	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 the EDB and 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)	<p>Study on International Experiences of Self-financing Post-secondary Education</p> <p>To better understand the development of self-financing post-secondary education in other advanced economies.</p>	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 the EDB and Concourse websites for public's reference.
Education Policy Unit, The University of Hong Kong	Others (by quotation)	<p>Impact Study on the Implementation of the Current Phase of School Development and Accountability (SDA) Framework for Enhancing School Improvement in Hong Kong</p> <p>To understand the effectiveness of the current phase of the SDA framework in promoting continuous development of schools.</p>	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?
The Hong Kong Council for Accreditation of Academic and Vocational Qualifications	Others (by quotation)	<p>Study on International Experiences of Implementing Vocational Degree / Applied Degree</p> <p>To understand the key features of vocational and applied degrees, as well as their implementation in other jurisdictions.</p>	1,300,000	July 2019	Completed (December 2019)	Having considered the study findings, the Task Force on Promotion of Vocational and Professional Education and Training submitted the review report to the Government in January 2020.	The extract of the study findings was incorporated in the review report of the Task Force on Promotion of Vocational and Professional Education and Training which is available at the EDB website for public's reference.
The Chinese University of Hong Kong	Tender	<p>Review on Assessment Program for Affective and Social Outcomes (APASO) II – Phase I</p> <p>To review the APASO II and to develop an enhanced version for use at the secondary school levels with a set of updated norm data.</p>	4,582,290	July 2019	In progress	The enhanced APASO and the norm data will be available for schools' self-evaluation after review.	Not applicable as the review 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?
Aristo Market Research & Consulting Co., Ltd	Others (by quotation)	<p>Research Study on the Use of Qualifications Framework (QF) Languages in Recruitment Advertisements</p> <p>To identify the trends and reasons for using QF languages in recruitment advertisements in different industries and in the job market as a whole.</p>	1,366,600	September 2019	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.
The University of Hong Kong	Tender	<p>Study on Language across the Curriculum</p> <p>To conduct a study on language across the curriculum in public sector secondary schools to identify and disseminate the good practices.</p>	2,578,600	October 2019	In progress	The findings and good practices identified will be used for sharing among schools.	Not applicable as the study has not been completed.

(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 support to the Sub-Group on Planning Exercise (SGPE) on the work pertaining to the Planning Exercise for the 2019-22 triennium.	686,642 (USD 87,500)	July 2017	Completed (September 2018)	The UGC has completed the Planning Exercise for the 2019-22 triennium and issued the Allocation Letters and Confirmation Letters to individual universities in April and May 2020 respectively.	The consultant's advice is meant for UGC's reference only. The outcome of the Planning Exercise for the 2019-22 triennium has been set out in the paper submitted for the meeting of the Legislative Council (LegCo) Panel on Education in January 2019.
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	Completed (May 2019)	The UGC-funded universities were encouraged to adopt the international best practices for utilisation of campus space identified by the consultant, while the UGC would continue to help universities in meeting their space shortfall through capital grants as appropriate.	The Executive Summary and an extract on the international best practices on utilisation of campus space have been issued to UGC-funded universities.

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 SGPE on the Review of the Planning Exercise for the 2019-22 triennium.	750,000	September 2018	Completed (June 2019)	The UGC has completed the Review of the Planning Exercise. The recommendations made will be put forward for consideration in the context of the Planning Exercise for the 2022-25 triennium.	The consultant's advice is meant for the UGC's reference only. The UGC-funded sector has been informed of the recommendations from the Review.
Mario Ferelli Consulting Services Limited	Others (by quotation)	To provide support to the Working Group on the Review of Research Portion on the Review of the Research Portion.	1,392,300 (USD 178,500)	April 2019	In progress	The UGC will conduct the Review of the Research Portion, with the assistance of Mario Ferelli Consulting Services Limited.	Not applicable as the review has not been completed.
Mr Dugald Mackie	Others (by quotation)	To provide support to the Working Group on the Fellowship Scheme for Students of Taught Postgraduate Programmes (WGTPg) on the implementation of the Targeted Taught Postgraduate Programmes Fellowships Scheme (TPgFS).	495,000	October 2019	In progress	The TPgFS will be launched in the 2020-21 academic year, with a maximum of 500 fellowships in the first cohort and 1 000 thereafter.	The consultancy study is ongoing and the advice is meant for the UGC's reference only. Meanwhile, the list of targeted taught postgraduate programmes eligible for fellowships in the first cohort has been published on the UGC's website.

Separately, the Student Finance Office of the Working Family and Student Financial Assistance Agency has not earmarked provision between 2018-19 and 2019-20 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 2020-21.

(c) The consultancy studies for which provisions will be reserved in 2020-21 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	Subject to the findings of the surveys, follow-ups will be considered as appropriate.	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?
The University of Hong Kong	Others (by quotation)	<p>Consultancy Study on the Effectiveness of the Provision of Quality Kindergarten (KG) Education in Hong Kong under the Free Quality Kindergarten Education Policy</p> <p>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.</p>	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 Unit, The University of Hong Kong	Others (by quotation)	<p>Impact Study on the Implementation of the Current Phase of School Development and Accountability (SDA) Framework for Enhancing School Improvement in Hong Kong</p> <p>To understand the effectiveness of the current phase of the SDA framework in promoting continuous development of schools.</p>	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.
The Chinese University of Hong Kong	Tender	<p>Review on Assessment Program for Affective and Social Outcomes (APASO) II – Phase I</p> <p>To review the APASO II and to develop an enhanced version for use at the secondary school levels with a set of updated norm data.</p>	4,582,290	July 2019	In progress	The enhanced APASO and the norm data will be available for schools' self-evaluation after review.	Not applicable as the review 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?
Aristo Market Research & Consulting Co., Ltd	Others (by quotation)	<p>Research Study on the Use of Qualifications Framework (QF) Languages in Recruitment Advertisements</p> <p>To identify the trends and reasons for using QF languages in recruitment advertisements in different industries and in the job market as a whole.</p>	1,366,600	September 2019	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.
The University of Hong Kong	Tender	<p>Study on Language across the Curriculum</p> <p>To conduct a study on language across the curriculum in public sector secondary schools to identify and disseminate the good practices.</p>	2,578,600	October 2019	In progress	The findings and good practices identified will be used for sharing among schools.	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?
Mario Ferelli Consulting Services Limited	Others (by quotation)	To provide support to the Working Group on the Review of Research Portion on the Review of the Research Portion.	1,392,300 (USD 178,500)	April 2019	In progress	The UGC will conduct the Review of the Research Portion, with the assistance of Mario Ferelli Consulting Services Limited.	Not applicable as the review has not been completed.
Mr Dugald Mackie	Others (by quotation)	To provide support to WGTpg on the implementation of TPgFS.	495,000	October 2019	In progress	The TPgFS will be launched in the 2020-21 academic year, with a maximum of 500 fellowships in the first cohort and 1 000 thereafter.	The consultancy study is ongoing and the advice is meant for the UGC's reference only. Meanwhile, the list of targeted taught postgraduate programmes eligible for fellowships in the first cohort has been published on the UGC's website.

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 2020-21.

(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

EDB321

(Question Serial No. 5695)

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 the 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.: 522)

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 KG type, from the 2015/16 to 2019/20 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.

Median, weighted average, highest and lowest school fees
charged by KGs operating HD and WD classes by KG type
from the 2015/16 to 2019/20 school years

2015/16 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	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	N/A	11,400	35,700	71,400	57,500	78,500	76,000	115,200
Weighted average school fee	3,000	8,100	N/A	11,000	36,100	80,600	59,100	72,800	77,200	122,100
Highest school fee	9,500	25,900	N/A	22,500	61,000	181,700	106,200	140,000	146,600	181,700
Lowest school fee	100	200	N/A	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	N/A	12,000	36,900	87,400	59,800	81,600	78,800	118,600
Weighted average school fee	3,700	8,700	N/A	11,600	38,500	90,300	61,800	75,600	80,600	126,000
Highest school fee	10,100	26,200	N/A	26,200	66,000	198,300	110,000	149,800	160,800	198,300
Lowest school fee	100	200	N/A	700	22,400	38,300	18,200	38,300	27,600	47,800

2019/20 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	N/A	12,600	39,500	93,600	61,900	81,600	83,600	121,000
Weighted average school fee	4,000	8,900	N/A	12,300	41,000	104,400	65,700	80,700	83,400	133,900
Highest school fee	10,100	27,400	N/A	27,400	69,500	208,300	116,600	163,300	156,100	208,300
Lowest school fee	100	200	N/A	700	22,400	45,700	19,800	41,900	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. "N/A" refers to classes which do not charge school fees after deducting the subsidy from the Scheme.

- End -

CONTROLLING OFFICER'S REPLY

EDB322

(Question Serial No. 5696)

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.: 523)

Reply:

The monthly salary in respect of the position of Secretary for Education (SED) was \$298,115 from April 2017 to June 2017, \$333,900 from July 2017 to June 2018, \$340,250 from July 2018 to June 2019, and is \$348,100 with effect from July 2019. 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

EDB323

(Question Serial No. 5697)

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.: 524)

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 2019/20 school year, for the School-based Grant, 901 schools which constitute more than 90% of all the eligible schools in the territory with about 197 700 eligible students participating in the Programme. Regarding the Community-based Project Grant, the 414 projects organised by 169 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 collect the list of the students concerned, a breakdown of 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 are 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	<ul style="list-style-type: none"> • Tutorial services • Training of learning skills • Training of languages 	<ul style="list-style-type: none"> • Art & cultural activities • Sports activities • Visits & outdoor activities 	<ul style="list-style-type: none"> • Volunteer services • Social & communication skills training (complemented by development of self-confidence through leadership training, adventure activities, etc.)

- End -

CONTROLLING OFFICER'S REPLY

EDB324

(Question Serial No. 5769)

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 advise this Committee of the following:

- (1) whether the Bureau has received and used CSI masks produced by the Correctional Services Department (CSD); if yes, the details; if not, the reasons for that; and
- (2) if CSI masks produced by the CSD have been received and used, the respective figures on the CSI masks received and used in each of the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 596)

Reply:

(1) and (2)

The Education Bureau has received face masks produced by the Correctional Services Department from the Government Logistics Department. We have also procured face masks from the open market. These face masks were distributed to our staff for their use. This Bureau does not compile data on the distribution of face masks from different sources to individual staff members.

- End -

CONTROLLING OFFICER'S REPLY

EDB325

(Question Serial No. 5784)

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 for the past 5 years:

- (1) The number of school places and actual enrolment in each type of special schools in the territory, disaggregated by district.
- (2) The number of cross-district students in each special school, disaggregated by students' district of residence.
- (3) The number of boarding places and number of boarders in each special school with a boarding section in the territory, disaggregated under the categories of "5-day boarding" and "7-day boarding".
- (4) The details of future planning for the boarding sections of special schools and the estimated increase in the provision of boarding places, presented by district and type of special schools.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 191)

Reply:

(1)

Since the number of students with more severe or multiple disabilities to be placed in different types of special schools is relatively small and their places of residence are scattered and random in nature, planning of special schools to meet specific local needs is not pragmatic. Hence, special schools are provided to meet territory-wide requirements while the location of new schools should be widespread as far as practicable to cater for the needs of students with different types of disabilities. The number of approved school places and student enrolment in each type of special schools from the 2015/16 to 2019/20 school years is set out at Appendix 1.

(2)

At present, there are only 2 schools for children with visual impairment and 1 school for children with hearing impairment in Hong Kong. These 2 types of schools admit students with the relevant disability that come from any districts in the territory. On the other hand, schools for children with intellectual disability (ID schools) and schools for children with physical disability (PD schools) have their own catchment areas. They admit students with the relevant disability that reside in their catchment areas. The Education Bureau (EDB) all along advises parents to choose a school nearer to their places of residence (generally speaking, that is a school whose catchment area covers their residence) when selecting the above special schools for their children. This is to reduce the time that their children have to spend on travelling to and from school. Regarding the schools for social development and hospital school, they have their own referral mechanism, under which children's place of residence has no relevance.

For ID schools and PD schools, most parents choose a school close to their places of residence for their children. Yet under the existing referral and school placement mechanism, parents may choose to arrange their children to study in a school whose catchment area does not cover their residence (similar to "cross-district" schooling as suggested in the question) for various reasons, such as the guardian who takes care of their child resides in another district, their child lives in a small group home, religious consideration, and accessibility to rehabilitation services in the vicinity of a particular school. Besides, as only some of the schools operate a boarding section, it is not uncommon for students with residential needs to study in schools that are not close to their places of residence. Furthermore, there are students who need to be transferred to another school because of removal or change of carers, etc. The EDB does not maintain statistics on students studying in special schools that are near to their places of residence or located in other districts. Hence, we are unable to provide information on "cross-district" students studying in special schools.

(3)

The number of approved boarding places and the number of boarders in each type of special schools from the 2015/16 to 2019/20 school years are set out at Appendix 2. It is our established practice that we do not disclose the relevant information of individual schools so as to avoid misconceptions and possible labelling effect on particular schools.

(4)

Boarding sections are usually co-located with the school sections of special schools with the aim of facilitating students' access to education. As mentioned above, since the number of students to be placed to special schools is relatively small, the planning and provision of boarding places of special schools are also not on a district basis. Regarding the estimated increase in the provision of boarding places, a new ID school in Tung Chung with 60 boarding places for children with moderate and severe intellectual disability was completed in November 2019. 4 other projects are scheduled for completion in the next few years. Together, they will provide more than 200 additional boarding places for children with moderate intellectual disability.

Number of Approved School Places and Student Enrolment in Each Type of Special Schools from the 2015/16 to 2019/20 School Years

School type	2015/16 ^{Note 1}		2016/17 ^{Note 1}		2017/18 ^{Note 1}		2018/19 ^{Note 1}		2019/20 ^{Note 1}	
	School places ^{Note 5}	Student enrolment	School places ^{Note 5}	Student enrolment	School places	Student enrolment	School places	Student enrolment	School places ^{Note 5}	Student enrolment
Visual impairment	178	125	172	123	169	112	166	110	178	119
Hearing impairment	140	87	130	89	120	84	110	64	110	71
Physical disability	1 020	915	1 010	883	1 020	877	1 030	907	1 030	903
Mild intellectual disability ^{Note 2}	3 240	3 049	3 255	3 103	3 270	3 154	3 345	3 218	3 405	3 295
Moderate intellectual disability ^{Notes 2, 3}	2 020	1 879	2 050	1 911	2 100	1 992	2 150	2 040	2 200	2 103
Severe intellectual disability ^{Note 3}	792	679	784	687	792	699	800	706	816	712
School for social development	1 149	600	1 092	553	1 125	594	1 074	614	1 116	647
Hospital school ^{Note 4}	332	369	332	333	332	314	332	280	340	351

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 the schools for children with MiID and MoID (i.e. 7 schools in the 2015/16 school year and 5 schools in the 2016/17, 2017/18, 2018/19 and 2019/20 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. From the 2015/16 to 2018/19 school years, the Hospital School operated classes at 18 hospitals. In the 2019/20 school year, the Hospital School operates classes at 20 hospitals.
5. Since the turnover number of hospitalised children at the Hospital School is quite high, the number of students admitted could exceed the number of places.

**Number of Approved Boarding Places and Number of Boarders in Each Type of Special Schools
under the Categories of “5-day Boarding” and “7-day Boarding” from the 2015/16 to 2019/20 School Years**

School type <small>Note 2</small>	2015/16 <small>Note 1</small>		2016/17 <small>Note 1</small>		2017/18 <small>Note 1</small>		2018/19 <small>Note 1</small>		2019/20 <small>Note 1</small>	
	5-day boarding places (No. of 5-day boarders)	7-day boarding places (No. of 7-day boarders)	5-day boarding places (No. of 5-day boarders)	7-day boarding places (No. of 7-day boarders)	5-day boarding places (No. of 5-day boarders)	7-day boarding places (No. of 7-day boarders)	5-day boarding places (No. of 5-day boarders)	7-day boarding places (No. of 7-day boarders)	5-day boarding places (No. of 5-day boarders)	7-day boarding places (No. of 7-day boarders)
Visual impairment	78 (60)	37 (30)	73 (54)	37 (32)	70 (50)	37 (27)	71 (49)	36 (23)	70 (52)	36 (28)
Hearing impairment	5 (4)	0 (0)	5 (4)	0 (0)	1 (1)	0 (0)	0 (0)	6 (2)	2 (1)	13 (5)
Physical disability	81 (68)	174 (156)	80 (62)	181 (158)	76 (59)	192 (170)	76 (60)	200 (182)	76 (56)	204 (180)
Moderate intellectual disability <small>Note 3</small>	162 (157)	157 (155)	166 (163)	157 (154)	166 (159)	167 (159)	166 (158)	177 (171)	166 (162)	177 (176)
Severe intellectual disability <small>Note 3</small>	196 (139)	213 (204)	196 (134)	213 (208)	188 (135)	220 (216)	179 (132)	230 (221)	164 (128)	238 (224)

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Schools for children with mild intellectual disability do not provide boarding service; residential home services provided in schools for social development are subvented by the Social Welfare Department; Hospital School only provides educational services to hospitalised students and does not provide boarding services. Hence, they are not included in the above table.
3. 1 school for children with severe intellectual disability has started to operate pilot classes for children with moderate intellectual disability starting from the 2017/18 school year. The figures are categorised according to the respective class types.

- End -

CONTROLLING OFFICER'S REPLY

EDB326

(Question Serial No. 5825)

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 inform this Committee of the following:

1. In the past 5 years, the numbers of students receiving pre-primary, primary and secondary education in Hong Kong by sector (government, aided, Direct Subsidy Scheme (DSS) and private), grade level (K1 to S6), age and gender;
2. In the past 5 years, the number of students studying in special schools in Hong Kong by primary curriculum, secondary curriculum, grade level (P1 to S6), age, gender and type of special educational needs (SEN);
3. In the past 5 years, the total number of students with various types of SEN in Hong Kong by sector (government, aided, DSS and private), grade level (K1 to S6), age, gender and SEN type;
4. In the past 5 years, the distribution of the number of students with various types of SEN by District Council district and their percentage shares of the total number of students of respective districts. What is the analysis by the Education Bureau (EDB) on the situation in which the proportions of students with SEN are significantly higher in certain districts and how will the EDB cater for the needs as far as the injection of resources and the formulation of policies are concerned?
5. Under the 3-tier Intervention Model of the integrated education policy:
 - i) On the first day of school (which usually falls on 1 September) in the past 5 years, the actual number of students under each tier of support by SEN type, district, primary/secondary school banding, sector (government, aided, DSS and private);

- ii) On the first day of school (which usually falls on 1 September) in the past 5 years, the number of schools admitting 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 respective numbers of schools currently disbursed with over \$0.6 million, \$1.6 million and \$2.2 million under the Learning 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 number of schools concerned;
- vii) The total amount of LSG clawed back.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 452)

Reply:

(1)

From the 2015/16 to 2019/20 school years, the numbers of students in primary schools and secondary schools by sector are set out at Appendix 1; the numbers of students in kindergartens, primary schools and secondary schools by grade are set out at Appendix 2; the numbers of students in kindergartens, primary schools and secondary schools by age are set out at Appendix 3; the numbers of students in kindergartens, primary schools and secondary schools by gender are set out at Appendix 4.

(2)

It is a common practice for special schools offering primary and secondary education to adopt flexible groupings across grade levels and devise individualised education programmes to cater for the special educational needs (SEN) of the students. The Education Bureau (EDB) does not maintain student information by curriculum, grade level, age and gender in special schools. The number of students by type of special schools from the 2015/16 to 2019/20 school years is at Appendix 5.

(3) and (4)

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.

The EDB has kept information on students with SEN by grade level and SEN type but not by age group and “primary/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 numbers of students with SEN studying in public sector ordinary primary and secondary schools by grade level and by SEN type from the 2015/16 to 2019/20 school years are set out at Appendix 6. Starting from the 2019/20 school year, the provision of Learning Support Grant (LSG) to Direct Subsidy Scheme (DSS) schools is based on the number of students with SEN and academic low achievers (ALAs) (applicable to primary schools) enrolled in each school, as well as the DSS LSG unit rate. Hence, DSS schools are required to submit SEN information of the students concerned to the EDB for calculating the allotment of the LSG. Before that, the relevant resources were included in the DSS unit subsidy, and we did not compile the numbers of students concerned. The number of students with SEN studying in DSS schools in the 2019/20 school year is set out at Appendix 7

The numbers of students with SEN studying in the English Schools Foundation schools, other private international schools and private independent schools from the 2015/16 to 2019/20 school years are set out at Appendix 8. The figures are collected in the annual Student Enrolment Survey conducted by the EDB and refer to the position as at mid-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.

(5)

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 ordinary 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 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 ordinary primary and secondary schools eligible for the LSG by number of students with SEN requiring tier-2 and tier-3 support from the 2015/16 to 2018/19 school years is set out at Appendix 9.

In the 2018/19 school year and before, ordinary schools were provided with additional resources under various funding modes to support students with SEN. For instance, some schools opted for the LSG, some schools implemented the Integrated Education (IE) Programme, some primary schools implemented the Intensive Remedial Teaching Programme (IRTP), and some primary schools adopted a Mixed Mode of implementing IRTP while receiving LSG. As schools were provided with additional resources under

different modes (i.e. some were provided with additional grants, some were provided with an additional teaching post(s)), schools would adopt diversified strategies to support their students with SEN according to school-based circumstances. Different criteria are used under these funding modes in providing additional resources for schools. For example, schools implementing IE Programme or IRTP were provided with additional teaching manpower but the LSG was not available for flexible deployment in catering for each student with SEN. Besides, there was a basic provision under the LSG in the past, i.e. schools with 1 to 6 student(s) requiring tier-3 support were all provided with the same amount of basic provision. In view of the above factors, the schools concerned might not report to the EDB the tier of support required by each of their students and the number of all students receiving tier-3 support.

The EDB has implemented a series of enhanced measures (including the enhanced LSG) starting from the 2019/20 school year: (i) restructuring various subvented programmes for IE and extending the LSG to all public sector ordinary schools to replace IRTP and the IE Programme; (ii) increasing the LSG unit grant rate for tier-3 support to four times the rate for tier-2 support; (iii) converting/providing additional regular teaching post(s) titled as Special Educational Needs Support Teacher if the total amount of LSG received by the schools reaches the specific threshold. With the implementation of the above enhanced LSG, the amount of LSG received by each public sector ordinary school is calculated based on the number of their students with SEN requiring tier-2 and tier-3 support and the tier of support these students require. Schools are provided with additional resources under the same mode, which allows a more comprehensive and consistent approach in reporting the tier of support required by students with SEN, and the EDB collects complete data on the tier of support these students require from schools. The number of students with various types of SEN requiring tier-2 and tier-3 support in public sector ordinary primary and secondary schools in the 2019/20 school year is set out at Appendix 10. Please note that these figures cannot be directly compared with those of the 2018/19 school year and before.

Basically, schools should draw up Individual Education Plans for students requiring tier-3 support. Besides, the statistics on the number of students with SEN studying in public sector ordinary primary and secondary schools set out at Appendix 6 were compiled from records of the Special Education Management Information System (SEMIS) of the EDB in the beginning of the 2019/20 school year. For the figures of the students with SEN set out in Appendix 10, with students' type of SEN and the tier of support they required being scrutinised and submitted by schools to the EDB via SEMIS in the first term of the 2019/20 school year, they were examined and compiled by the EDB at the end of the first term of the same school year. As such, these 2 sets of figures are different.

As stated above, starting from the 2019/20 school year, the provision of LSG to DSS schools is based on the number of students with SEN and ALAs (applicable to primary schools) enrolled in each school, as well as the DSS LSG unit rate. To retain the flexibility of DSS schools in utilising resources, we have simplified the calculation of the LSG to DSS schools. DSS schools are not required to submit information on the tier of support individual students require.

Under the enhanced LSG, public sector ordinary schools will have additional teaching post(s) titled as Special Educational Needs Support Teachers converted/provided if the total amount of LSG received by the schools reaches the specific threshold (for the 2019/20

school year, threshold 1 is \$600,000, threshold 2 is \$1.6 million and threshold 3 is \$2.2 million), so that schools will have a more stable teaching force and additional resources for flexible deployment to support students with SEN. Under the above arrangements, a total of some 1 000 additional regular teaching posts were created in the 2019/20 school year, with 675 schools (431 primary schools and 244 secondary schools) having 1 to 3 such posts created. The number of schools with LSG reaching the above three thresholds in the 2019/2020 school year is tabulated below:

2019/20 school year	No. of schools
Reaching threshold 1	444
Reaching threshold 2	165
Reaching threshold 3	66

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, and the applications of individual schools when need arises, but these parameters are not related to the districts in which the schools operate. Hence, we are unable to give a breakdown of the provision by district.

We encourage public sector ordinary schools to fully utilise the LSG provided annually to cater for the needs of their students with SEN in the respective school years. 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 2014/15 to 2017/18 school years (aided and caput schools)/2014-15 to 2017-18 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 11. The total amount of LSG clawed back in the above period was about \$7 million. As the amount to be clawed back from aided and caput schools for the 2018/19 school year will be confirmed only after the schools' submission of audited accounts by end of February 2020 and verification by the EDB, we are unable to provide the claw-back information for the 2018/19 school year and beyond. The EDB has stepped-up efforts to monitor and remind schools to better utilise the LSG through various measures that 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. The surplus situation of LSG in schools has been improved in recent years.

The EDB has implemented the above-mentioned enhanced LSG starting from the 2019/20 school year, which squarely responds to the mainstream views collected through our consultations with the sector, i.e. providing schools with a more stable teaching force and

additional resources for flexible deployment to support students with SEN and to further enhance the effectiveness of IE.

Table 1**Number of students in primary schools by sector
from the 2015/16 to 2019/20 school years**

Sector	2015/16	2016/17	2017/18	2018/19	2019/20
Government	21 466	22 000	22 618	23 159	23 043
Aided	251 540	260 482	270 839	278 732	278 030
Direct Subsidy Scheme (DSS)	15 120	15 326	15 590	15 759	15 935
Private	28 993	30 107	31 090	32 095	33 064
International	20 439	21 093	21 912	22 720	23 156
All sectors	337 558	349 008	362 049	372 465	373 228

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include ordinary primary schools, but not special schools. International schools include the English Schools Foundation (ESF) schools.

Table 2**Number of students in secondary schools by sector
from the 2015/16 to 2019/20 school years**

Sector	2015/16	2016/17	2017/18	2018/19	2019/20
Government	22 260	21 360	21 013	20 574	20 551
Aided	258 899	245 956	238 971	233 630	234 319
Caput	1 366	1 293	1 258	1 221	1 256
DSS	47 232	46 356	45 863	45 601	46 049
Private	6 322	6 523	6 743	6 994	7 242
International	16 530	16 664	16 956	17 478	17 977
All sectors	352 609	338 152	330 804	325 498	327 394

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include ordinary secondary day schools, but not special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include the ESF schools.

Table 1

**Number of students in kindergartens by grade
from the 2015/16 to 2019/20 school years**

Grade	2015/16	2016/17	2017/18	2018/19	2019/20
Nursery class	65 323	57 355	59 350	58 168	58 710
Lower class	63 315	65 769	58 481	59 978	58 534
Upper class	56 760	60 908	63 316	56 256	57 053
All grades	185 398	184 032	181 147	174 402	174 297

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include nursery, lower and upper classes in kindergarten-cum-child care centres.

Table 2

**Number of students in primary schools by grade
from the 2015/16 to 2019/20 school years**

Grade	2015/16	2016/17	2017/18	2018/19	2019/20
P1	60 320	61 861	65 601	66 914	60 465
P2	60 486	59 896	61 293	64 700	66 131
P3	58 931	60 735	60 111	61 238	64 804
P4	55 203	59 292	61 098	60 351	61 436
P5	52 445	55 240	59 178	60 829	60 283
P6	50 173	51 984	54 768	58 433	60 109
All grades	337 558	349 008	362 049	372 465	373 228

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include ordinary primary schools, but not special schools. International schools include the ESF schools.

Table 3**Number of students in secondary schools by grade
from the 2015/16 to 2019/20 school years**

Grade	2015/16	2016/17	2017/18	2018/19	2019/20
S1	54 975	54 479	55 845	58 140	61 554
S2	56 339	54 424	54 414	55 603	57 870
S3	58 799	56 052	54 107	53 637	54 821
S4	61 939	57 637	54 969	52 793	52 206
S5	58 512	58 274	54 452	51 728	49 690
S6	59 835	55 023	54 669	51 206	48 824
S7	2 210	2 263	2 348	2 391	2 429
All grades	352 609	338 152	330 804	325 498	327 394

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include ordinary secondary day schools, but not special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include the ESF schools.

Table 1

**Number of students in kindergartens by age
from the 2015/16 to 2019/20 school years**

Age	2015/16	2016/17	2017/18	2018/19	2019/20
<3	15 632	13 166	14 600	12 971	13 693
3	64 649	58 677	56 973	58 790	57 387
4	62 077	65 130	59 204	57 373	58 784
5	42 095	45 995	49 027	43 672	43 235
6	933	1 043	1 324	1 575	1 174
>6	12	21	19	21	24
All ages	185 398	184 032	181 147	174 402	174 297

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include nursery, lower and upper classes in kindergarten-cum-child care centres.

Table 2

**Number of students in primary schools by age
from the 2015/16 to 2019/20 school years**

Age	2015/16	2016/17	2017/18	2018/19	2019/20
<6	18 775	19 327	19 813	18 395	16 431
6	58 426	59 040	62 191	64 870	59 141
7	60 134	59 372	60 120	63 408	66 715
8	56 407	60 363	59 604	60 137	63 375
9	53 104	56 742	60 601	59 578	60 224
10	51 640	52 853	56 322	59 973	59 179
11	34 502	36 758	38 457	40 975	42 815
12	3 792	3 777	4 077	4 276	4 456
13	639	660	737	723	776
>13	139	116	127	130	116
All ages	337 558	349 008	362 049	372 465	373 228

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include ordinary primary schools, but not special schools. International schools include the ESF schools.

Table 3

**Number of students in secondary schools by age
from the 2015/16 to 2019/20 school years**

Age	2015/16	2016/17	2017/18	2018/19	2019/20
<12	14 784	16 541	16 034	16 917	18 650
12	48 123	45 532	49 296	50 082	53 047
13	51 677	51 438	48 703	52 498	53 399
14	57 266	51 951	51 654	48 888	52 575
15	57 754	56 358	51 024	50 466	47 809
16	56 301	55 707	54 666	49 282	48 704
17	47 385	43 792	43 910	41 770	38 814
18	13 625	11 933	11 169	11 166	10 228
19	4 332	3 731	3 354	3 369	3 054
20	1 048	929	784	847	867
>20	314	240	210	213	247
All ages	352 609	338 152	330 804	325 498	327 394

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include ordinary secondary day schools, but not special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include the ESF schools.

Table 1

**Number of students in kindergartens by gender
from the 2015/16 to 2019/20 school years**

Gender	2015/16	2016/17	2017/18	2018/19	2019/20
Male	96 632	96 064	94 198	90 576	90 251
Female	88 766	87 968	86 949	83 826	84 046
All genders	185 398	184 032	181 147	174 402	174 297

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include nursery, lower and upper classes in kindergarten-cum-child care centres.

Table 2

**Number of students in primary schools by gender
from the 2015/16 to 2019/20 school years**

Gender	2015/16	2016/17	2017/18	2018/19	2019/20
Male	175 227	181 385	188 316	193 463	194 285
Female	162 331	167 623	173 733	179 002	178 943
All genders	337 558	349 008	362 049	372 465	373 228

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include ordinary primary schools, but not special schools. International schools include the ESF schools.

Table 3

**Number of students in secondary schools by gender
from the 2015/16 to 2019/20 school years**

Gender	2015/16	2016/17	2017/18	2018/19	2019/20
Male	181 704	174 043	170 079	167 444	168 386
Female	170 905	164 109	160 725	158 054	159 008
All genders	352 609	338 152	330 804	325 498	327 394

Notes:

1. Figures refer to the position as at mid-September of the respective school years.

2. Figures include ordinary secondary day schools, but not special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include the ESF schools.

**Number of students in special schools by school type
from the 2015/16 to 2019/20 school years**

School type	2015/16 (Note 1)	2016/17 (Note 1)	2017/18 (Note 1)	2018/19 (Note 1)	2019/20 (Note 1)
Visual Impairment	125	123	112	110	119
Hearing Impairment	87	89	84	64	71
Physical Disability	915	883	877	907	903
Mild Intellectual Disability (Note 2)	3 049	3 103	3 154	3 218	3 295
Moderate Intellectual Disability (Notes 2 & 3)	1 879	1 911	1 992	2 040	2 103
Severe Intellectual Disability (Note 3)	679	687	699	706	712
School for Social Development	600	553	594	614	647
Hospital School	369	333	314	280	351
Total	7 703	7 682	7 826	7 939	8 201

Notes:

1. Figures reflect 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 2015/16 school year 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.

**Number of students with special educational needs (SEN)
studying in public sector ordinary primary and secondary schools
by grade level and SEN type from the 2015/16 to 2019/20 school years ^(Note 1)**

Specific Learning Difficulties	P1 <small>(Note 2)</small>	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
2019/20	2	147	2 651	3 004	2 767	2 627	2 354	2 253	2 145	1 762	1 527	1 434

Intellectual Disability	P1 <small>(Note 2)</small>	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
2019/20	108	122	168	144	153	111	144	139	139	132	128	108

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
2019/20	977	879	1 166	1 159	1 126	1 092	939	914	858	665	543	487

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
2019/20	162	364	831	1 221	1 410	1 507	1 505	1 542	1 561	1 264	963	827

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
2019/20	15	19	17	18	27	15	18	17	37	29	14	26

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
2019/20	3	6	6	3	7	9	6	6	6	14	19	10

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
2019/20	69	64	79	62	64	55	60	43	53	50	49	51

Speech & 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
2019/20	29	1 160	645	438	303	236	187	106	91	57	42	26

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
2019/20	5	8	11	11	9	21	44	58	96	90	105	103

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 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 ordinary schools in the 2017/18 school year. The collection of relevant information of students with SEN requires parental consent. Given that many types of 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.

**Number of students with special educational needs (SEN)
studying in Direct Subsidy Scheme (DSS) schools
by grade level and SEN type in the 2019/20 school year** ^(Notes 1 & 2)

	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Specific Learning Difficulties	0	9	27	57	42	47	264	274	233	248	237	220
Intellectual Disability	0	0	0	0	2	0	18	8	17	8	10	8
Autism Spectrum Disorders	7	14	13	25	21	19	105	139	126	113	104	88
Attention Deficit / Hyperactivity Disorder	2	11	10	29	37	41	201	236	220	193	165	150
Physical Disability	1	1	1	0	0	0	4	4	2	8	5	4
Visual Impairment	0	0	0	0	0	0	1	1	2	2	0	1
Hearing Impairment	2	1	2	1	2	0	3	4	3	12	9	5
Speech & Language Impairment	0	0	0	0	0	0	15	0	0	1	0	0
Mental Illness	0	0	0	0	1	0	6	12	11	27	26	36

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Starting from the 2019/20 school year, the provision of Learning Support Grant (LSG) to DSS schools is based on the number of students with SEN and academic low achievers (applicable to primary schools) enrolled in each school, as well as the DSS LSG unit rate. Hence, DSS schools are required to submit SEN information of the students concerned to the EDB for calculating the allotment of the LSG. Before that, the relevant resources were included in the DSS unit subsidy, and we did not compile the numbers of students concerned.

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 2015/16 to 2019/20 school years

School Year	ESF		PIS		Other private international school		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
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
2019/20	354	463	230	301	561	403	1 145	1 167

* 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 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 mid-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 ordinary 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 2015/16 and 2018/19 school years**

No. of students with SEN requiring tier-2 support	No. of schools							
	2015/16		2016/17		2017/18 ^(Note 1)		2018/19 ^(Note 1)	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	0	2	1	2	9	1	0	1
1-10	15	81	11	57	41	50	13	39
11-20	26	72	26	77	23	67	18	54
21-30	35	49	26	56	19	57	20	64
31-40	55	27	47	27	47	34	31	36
41-50	63	22	62	26	57	30	72	34
51-60	51	25	62	19	65	21	80	21
61-70	33	21	37	25	41	21	53	25
71-80	19	25	22	25	28	14	46	19
81-90	7	17	9	15	10	23	27	15
91-100	4	13	8	18	8	18	13	15
More than 100	2	28	3	35	7	49	8	62

Notes:

- 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.
- Before the 2019/20 school year, ordinary schools were provided with additional resources with reference to different criteria and principles under various funding modes to support students with SEN. Those schools opting to implement IE Programme or IRTP (i.e. not opting for LSG) might not report to the EDB the tier of support required by each of their students and the number of all students receiving tier-3 support. Starting from the 2019/20 school year, the amount of LSG received by each public sector ordinary school under the enhanced LSG measure is calculated based on the number of their students with SEN requiring tier-2 and tier-3 support and the tier of support these students require. Schools are provided with additional resources under the same mode, which allows a more comprehensive and consistent approach in reporting the tier of support required by students with SEN, and the EDB collects complete data on the tier of support these students require from schools.

Table 2

Distribution of public sector ordinary 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 2015/16 and 2018/19 school years

No. of students with SEN requiring tier-3 support	No. of schools							
	2015/16		2016/17		2017/18 ^(Note 1)		2018/19 ^(Note 1)	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	42	77	39	72	66	60	32	50
1-5	253	294	259	295	270	309	283	299
6-10	10	6	11	8	12	9	41	21
11-15	1	3	1	4	3	1	11	11
16-20	1	0	2	1	1	3	6	0
More than 20	3	2	2	2	3	3	8	4

Notes:

- 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.
- Please refer to Note 2 of Table 1.

Table 1

**Number of students with special educational needs (SEN) requiring tier-2 support
in public sector ordinary primary and secondary schools
in the 2019/20 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
Primary	11 403	49	6 173	7 175	112	30	128	2 751	138
Secondary	9 500	333	3 327	6 731	126	48	72	666	699

Table 2

**Number of students with special educational needs (SEN) requiring tier-3 support
in public sector ordinary primary and secondary schools
in the 2019/20 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
Primary	40	836	915	247	13	8	11	0	24
Secondary	67	386	643	267	10	8	29	0	142

Note:

Please refer to Note 2 of Table 1 at Appendix 9.

**Number of public sector ordinary schools with
the Learning Support Grant (LSG) clawed back and the claw-back amount
from the 2014/15 to 2017/18 school years (for aided and caput schools)/
from the 2014-15 to 2017-18 financial years (for government schools)**

No. of schools Claw-back percentage and amount	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)	2017/18 school year (aided and caput schools) 2017-18 financial year (government schools)
Under 5%	34	18	6	9
5-10%	15	2	3	2
11-20%	17	8	3	4
21-30%	6	2	0	1
Over 30%	15	3	5	2
LSG claw-back amount (\$ million)	3.9	1.4	0.8	1.0

Notes:

Figures refer to the position as at March 2020.

- End -

CONTROLLING OFFICER'S REPLY

EDB327

(Question Serial No. 5826)

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, the Special Educational Needs Section, the Life-wide Learning and Library Section and the Gifted Education Section in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 453)

Reply:

The major areas of work of and total expenditure on the Native-speaking English Teacher Section, the Special Educational Needs Section, the Life-wide Learning and Library Section (restructured as the Life-wide Learning Section with effect from 2 May 2017), and the Gifted Education Section from 2015-16 to 2019-20 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 2015-16 and 2019-20 are set out in the table below:

Major Area of Work	Description
A. Curriculum development	To develop and implement literacy programmes and collaborative research and development projects (“Seed” projects) in both primary and secondary schools to facilitate the implementation of the English Language Curriculum Guide prepared by the Curriculum Development Council, promote pedagogical innovations and foster a culture of collaboration among English language teachers, including NETs.
B. School support services	To provide on-site professional support for both primary and secondary schools to foster collaboration between NETs 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	To offer professional development opportunities to English teachers, including NETs, through workshops, seminars, cluster meetings, experience-sharing sessions, etc.
D. Learning and teaching resources development	To develop printed and electronic learning and teaching resources for various initiatives of the NET Section, including literacy programmes and “Seed” projects.
E. Organisation of competitions for students	To organise competitions that provide a range of opportunities for students to use English in a creative and collaborative way. These competitions also provide professional development opportunities for participating teachers, including NETs.
F. Ad hoc projects	<ul style="list-style-type: none"> • Development of an e-platform from 2015-16 onwards to enhance the publicity for and accessibility 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); • The 20th Anniversary Conference of the ENET Scheme; and • Launching a project for developing primary and secondary students’ English public speaking skills in 2019-20.

The 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:

2015-16 (\$ million)	2016-17 (\$ million)	2017-18 (\$ million)	2018-19 (\$ million)	2019-20 (\$ million) (estimate)
1.5	0.9	0.7	0.3	0.4

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 supporting their implementation of the adapted curriculum through enhancing the learning and teaching resources for students with intellectual disabilities (ID). The major areas of work from 2015-16 to 2019-20 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 to 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 facilitate the implementation of the adapted curriculum 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”; and to provide adapted Applied Learning courses for students with ID as elective subject(s) in the senior secondary curriculum that complement other senior secondary subjects (with emphasis on practical learning elements that link to broad professional and vocational fields).

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

2015-16 (\$ million)	2016-17 (\$ million)	2017-18 (\$ million)	2018-19 (\$ million)	2019-20 (\$ million) (estimate)
17.8	21.4	22.0	21.8*	18.8

*Actual expenditure revised from the preceding year’s estimate

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

Restructured from the Life-wide Learning and Library Section on 2 May 2017, the Life-wide Learning Section is mainly responsible for the curriculum development and 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 supporting the implementation of "Reading across the Curriculum" in schools through quality library services). The major areas of work from 2015-16 to 2019-20 are set out in the table below:

Major Area of Work	Description
A. Curriculum development	<ul style="list-style-type: none"> • To promote the curriculum development, which includes Other Learning Experiences (OLE) and Student Learning Profile (SLP) at the senior secondary level, to foster students' whole-person development; and • To identify and promote good practices of library services in primary and secondary schools*.
B. Professional development programmes	<ul style="list-style-type: none"> • To enhance the professional capacity of school leaders and teachers to implement LWL, OLE and SLP; and • To support teacher-librarians in promoting information literacy and reading*.
C. Resources development and support services	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • To administer the LWL Grant to support schools in taking forward, on the present foundation, LWL with enhanced efforts; and • To administer the Student Activities Support Grant and the Hong Kong Jockey Club Life-wide Learning Fund[^] to support students with financial needs to participate in LWL activities organised or recognised by their schools.

* Taken over by the Curriculum Resources Section since 2 May 2017

[^] The Fund ceased to operate after the close of the 2018/19 school year.

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

2015-16 (\$ million)	2016-17 (\$ million)	2017-18 (\$ million)	2018-19 (\$ million)	2019-20 (\$ million) (estimate)
4.5	4.3	1.1	0.9	0.6

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.

Gifted Education Section

The Gifted Education (GE) Section is responsible for planning, co-ordinating and reviewing the implementation of the curriculum that caters for the special traits of gifted students and the changing demands of society. The major areas of work from 2015-16 to 2019-20 are set out in the table below:

Major Area of Work	Description
A. Curriculum development	To develop for schools' reference various guidelines, curriculum documents and tools on gifted education such as information folders and School Self-enhancing Tool; 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' professional capacity to promote 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; to provide secretariat support for the Advisory Committee on Gifted Education; and to support the deployment of the Gifted Education Fund.
E. Sending HK delegates to various overseas student competitions	To collaborate with tertiary education institutions and other educational organisations in providing 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.

The 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:

2015-16 (\$ million)	2016-17 (\$ million)	2017-18 (\$ million)	2018-19 (\$ million)	2019-20 (\$ million) (estimate)
8.1	7.5	6.0	5.2*	5.3

* Actual expenditure revised from the preceding year's estimate

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**EDB328****(Question Serial No. 5827)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (5) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

(1) Please provide the numbers of primary and secondary students having transferred to other schools in the past 5 years:

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

(2) Please provide a breakdown of the reasons for students' transfer; and

(3) What is the Education Bureau's policy on school transfer and support services provided for transferred students?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 454)

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 transferred primary and secondary students under the categories of those with special educational needs (SEN) and those without does not give a true or concrete picture for reference purposes.

(3)

The EDB provides placement assistance for school-age children in need upon request. If there is information indicating that the students have special reasons (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 ordinary 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 ordinary schools.

- End -

CONTROLLING OFFICER'S REPLY**EDB329****(Question Serial No. 5828)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please advise this Committee of:

- (1) the number of school bullying cases reported to the Education Bureau (EDB), and among the students involved, the number of those with special educational needs (SEN) in the past 5 years that were involved in these cases; and
- (2) the EDB's policy on handling school bullying and strategy for minimising such bullying.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 455)Reply:

(1) Based on the information collected from the Education Bureau's (EDB) 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 2014/15 to the 2018/19 school years) is as follows:-

School year	2014/15	2015/16	2016/17	2017/18	2018/19
Number of students involved in school bullying cases (students with SEN)	214 (23)	204 (30)	124 (48)	202 (48)	226 (45)

(2) The EDB will not tolerate any act of bullying in schools. In this connection, we have been requiring all schools through circulars and guidelines 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 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. The 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.

Through preventive education, training programmes and various guidance and discipline activities, the awareness of anti-bullying among students and staff is raised. 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 resolution skills. Starting from the 2011/12 school year, the EDB has launched the Harmonious School – Anti-bullying Campaign. Teaching resources/promotional materials, an anti-bullying charter and training for Student Peace Ambassadors to equip them with skills on conflict resolution and peer mediation 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. The EDB has also 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 facilitating schools in cultivating a harmonious and caring school culture.

We notice that there are more school bullying cases involving students with SEN in recent 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 school life, the 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

EDB330

(Question Serial No. 5829)

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 Government's annual expenditure on integrated education since the implementation of the New Funding Mode. Please tabulate the following figures:

- (1) a comparison of the unit cost of each type of special schools, and the unit costs for supporting students with and without special educational needs in ordinary 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.: 456)

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 ordinary schools. The EDB has been providing regular subvention for all ordinary 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 ordinary schools in catering for students with SEN, the EDB has been providing schools with additional resources, professional support and teacher training. To further enhance the effectiveness of integrated education (IE), the EDB has implemented a series of enhanced measures (including the enhanced Learning Support Grant (LSG)) starting from the 2019/20 school

year: (i) restructuring various subvented programmes for IE and extending the LSG to all public sector ordinary schools to replace the Intensive Remedial Teaching Programme and the IE Programme; (ii) increasing the LSG unit grant rate for tier-3 support to four times the rate for tier-2 support; (iii) converting/providing additional regular teaching post(s) titled as Special Educational Needs Support Teacher if the total amount of LSG received by the schools reaches the specific threshold. The total expenditure on additional support and services provided for students with SEN in ordinary schools on top of regular subvention from the 2015/16 to 2019/20 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 ordinary schools or separately calculating the percentage share of the expenditure on IE in the overall expenditure of education is inappropriate. The unit cost of each subsidised place in aided primary and secondary schools from 2015-16 to 2019-20 is set out at Appendix 2.

The average unit cost of each type of special school from the 2015/16 to 2019/20 school years and the percentage share of the expenditure on special education in the overall expenditure of education from 2015-16 to 2019-20 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 ordinary schools
from the 2015/16 to 2019/20 school years
(on top of regular subvention)**

School year	Expenditure (\$ million)
2015/16	1,310
2016/17	1,392
2017/18	1,638
2018/19	1,977
2019/20 (revised estimate)	3,116

**Unit cost of each subsidised place in
aided primary and secondary schools
from 2015-16 to 2019-20**

Financial Year	Primary School	Secondary School
2015-16	\$55,123	\$68,703
2016-17	\$57,417	\$75,360
2017-18	\$59,763	\$80,457
2018-19	\$63,449	\$86,686
2019-20 (revised estimate)	\$70,800	\$93,940

Part I

**Average unit cost of each type of special schools
from the 2015/16 to 2019/20 school years**

School Type \ School Year	2015/16	2016/17	2017/18	2018/19	2019/20
Visual Impairment	\$293,000	\$320,000	\$359,000	\$397,500	\$469,500
Hearing Impairment	\$293,000	\$306,000	\$343,500	\$395,500	\$441,000
Physical Disability	\$294,000	\$314,000	\$334,000	\$360,000	\$397,500
Mild Intellectual Disability	\$171,500	\$177,000	\$195,500	\$211,500	\$242,000
Moderate Intellectual Disability	\$253,000	\$260,000	\$285,500	\$304,500	\$339,000
Severe Intellectual Disability	\$329,000	\$342,000	\$361,500	\$389,000	\$442,500
School for Social Development	\$164,000	\$181,000	\$200,000	\$220,000	\$249,000
Hospital School	\$178,000	\$186,000	\$198,500	\$211,000	\$242,500

Part II

**Percentage share of the expenditure on special education
in the overall education expenditure from 2015-16 to 2019-20**

Financial Year	2015-16	2016-17	2017-18	2018-19	2019-20 (revised estimate)
Percentage Share (%)	2.9	3.3	3.3	2.8	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

EDB331

(Question Serial No. 5830)

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 a breakdown in respect of the following responsibilities discharged by the School Registration and Compliance Section of the Education Bureau in accordance with the Education Ordinance in the past 5 years:

- (1) the annual number of site inspections by nature (proactive inspections and inspections upon receipt of complaint); and
- (2) the annual number of warnings issued and prosecutions initiated by case type and nature.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 457)

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 relevant premises, 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
2015	586	53	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), 87(3)(c), 87(3)(e) and/or 87(3)(f) of the EO (Note 3)	5	Operating unregistered schools in contravention of sections 87(1)(a), 87(1)(aa), 87(3)(e) and/or 87(3)(f) of the EO (Note 3)
2016	451	58		13	
2017	573	57		9	
2018	493	45		12	
2019	642	37		8 (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.

Sections 87(3)(c), (e) and (f) also provide that any person who contravenes section 19(2); or any person who contravenes section 42(1) or (2); or 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: Figure as at 11 March 2020.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5831)

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.: 458)

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.

When the provision of free lunch at schools was incorporated into the regular assistance programme, stakeholders generally agreed that for better utilisation of public resources, the service should be targeted at the neediest primary students. At present, we have no plan to revise the eligibility including extending the programme to secondary schools or kindergartens.

The expenditure in the past 5 school years (i.e. from the 2014/15 to 2018/19 school years) is set out below:

School year	Expenditure (\$ million)
2014/15	163
2015/16	170
2016/17	174
2017/18	175
2018/19	174

- (ii) From the 2014/15 to 2018/19 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)
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
2018/19	Kindergarten	8 002
	Primary	23 617
	Secondary	28 055

(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 2014/15 to 2018/19 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	%
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		
2018/19	Primary	66 311	121 243	18.8%	40 490	80 208	12.4%	23 617	51 672	NA#
	Secondary	54 932			39 718			28 055		

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 2014/15 to 2018/19 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	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#
	2018/19	65 820	99.3%	23 490	NA#
Secondary	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#
	2018/19	54 070	98.4%	25 610	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*^θ

	School year	CSSA, full grant and half grant+	Percentage share among all CSSA, full grant and half grant students
Primary and secondary [^]	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 of primary and secondary students is not available.

⁺ Breakdown of 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	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#
	2018/19	58 223	87.8%	16 167	NA#
Secondary	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	41 113	72.2%	15 542	NA#
	2018/19	38 862	70.7%	13 906	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

EDB333

(Question Serial No. 5832)

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 the service cost per capita of each type of special schools for children with intellectual disabilities, disaggregated under the categories of day student, 5-day boarder and 7-day boarder.
- (2) Please provide 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, disaggregated under the categories of 5-day boarder and 7-day boarder and by gender.
- (3) Please provide the number of students who applied for extension of years of study in each type of special schools for children with intellectual disabilities in the past 5 years, together with grounds for application and rejection.
- (4) Please provide 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 in the past 5 years, disaggregated under the categories of day student and boarder.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 459)

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 2019/20 School Year	
	per School Place	per Boarding Place
Mild Intellectual Disability ^{Note}	\$242,000	Not applicable
Moderate Intellectual Disability	\$339,000	\$287,000
Severe Intellectual Disability	\$442,500	\$367,500

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 is 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, 2017/18 and 2018/19 school years, 9 out of the 10 schools for children with severe intellectual disability have a boarding section. The number of students in receipt of the Additional Grant and the expenditure involved are tabulated below:

School Year	Tier 1 support		Tier 2 support		Total expenditure on the grant (\$ million)
	5-day boarding	7-day boarding	5-day boarding	7-day boarding	
2014/15	15	38	21	34	3.7
2015/16	19	38	19	36	3.9
2016/17	24	49	25	34	4.5
2017/18	35	60	25	36	5.2
2018/19	39	77	27	35	6.0

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 these measures, the Education Bureau (EDB) provides these schools with additional school places and allows them to devise school-based policies 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 are 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**EDB334****(Question Serial No. 5833)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding suicide cases of primary and secondary students in the past 5 years, please tabulate the following information under the categories of suicide attempt, non-fatal suicide and fatal suicide:

- (1) numbers of cases;
- (2) causes;
- (3) age distribution; and
- (4) the policies that the Government has in place to prevent student suicide.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 460)Reply:

(1) to (3)

The Education Bureau (EDB) has all along required primary and secondary schools to report suspected fatal suicide cases of students to keep in view the situation and facilitate the provision of appropriate professional support for the schools concerned. 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	No. of cases
2014/15	9
2015/16	19
2016/17	19
2017/18	16
2018/19	20

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.

(4)

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 among 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. Starting from the 2019/20 school year, the EDB has allocated more resources to enhance the above development programmes to benefit more students. From the 2016/17 to 2018/19 school years, the EDB and the Department of Health jointly launched the Joyful@School Campaign to enhance students’ awareness and understanding of mental health and strengthen their ability to cope with environmental changes. Building on past experiences and insights, many schools have continued to promote mental health in schools subsequently. Besides, the EDB has chosen “Expressing gratitude, to cherish, be proactive and optimistic” as the theme for promoting values education in schools in the current and the next two school years. We will also provide relevant teaching resources, organise student activities and professional development programmes for teachers to encourage all schools in the territory to create a favourable ambiance for positive education. Furthermore, the Quality Education Fund (QEF) implemented “My Pledge to Act – Expressing gratitude, to cherish, be proactive and optimistic” Funding Programme for 3 consecutive school years starting from the 2019/20 school year. Publicly-funded schools and kindergartens joining the kindergarten education scheme may apply to the QEF for additional resources to organise relevant activities and to create a learning environment conducive to cultivating positive values among students. A total of 154 schools and 105 kindergartens have submitted applications in the 2019/20 school year.

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 has also provided teachers of primary and secondary schools with the “Professional Development Programme for Mental Health”, including 3-day elementary training for teachers at large and 5-day 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 has provided

schools with around 2 300 training places up to the 2019/20 school year. Besides, in each school year, the EDB also organises talks, seminars, 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 have additional resources to strengthen their support for these students’ learning, social, emotional and behavioural needs. Moreover, the Food and Health Bureau, in collaboration with the EDB, the HA and the Social Welfare Department, 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. There are 90 schools benefiting from this Scheme in the 2019/20 school year.

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 (the Task Force) 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 a correct understanding of developmental needs of children and adolescents as well as avoiding excessive competition. The Task Force submitted its report to the EDB on 29 April 2019, and the EDB has fully accepted the recommendations. Starting from the 2019/20 school year, the Federations of Parent-Teacher Associations and Parent-Teacher Associations of schools are provided with additional resources for enhancing home-school co-operation and promoting parent education. The EDB will soon launch a territory-wide “Positive Parent Campaign” to enable the public to understand the importance of happy and healthy development of children and enhance parents’ awareness of positive parenting through a series of publicity activities.

- End -

CONTROLLING OFFICER'S REPLY

EDB335

(Question Serial No. 5834)

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 details of the measures to prevent student suicides, the expenditures involved and the responsible parties.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 461)

Reply:

The Education Bureau (EDB) has been encouraging schools to adopt the Whole School Approach directed at 3 levels, namely “Universal”, “Selective” and “Indicated”, to promote mental health among 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. Starting from the 2019/20 school year, the EDB has allocated more resources to enhance the above development programmes. The expenditure in the 2018-19 financial year was around \$66 million and the estimated expenditure for the 2019-20 financial year is around \$76 million. From the 2016/17 to 2018/19 school years, the EDB and the Department of Health jointly launched the Joyful@School Campaign to enhance students’ awareness and understanding of mental health and strengthen their ability to cope with environmental changes. During the implementation period of the Campaign, schools (or in collaboration with non-governmental organisations) can submit proposals to the Quality Education Fund (QEF) for funding of not exceeding \$200,000 through simplified procedures to organise activities related to the Campaign. More than 800 applications were approved under the Campaign with total funding amount of over \$160 million. Building on past experiences

and insights, many schools have continued to promote mental health in schools subsequently. Besides, the EDB has chosen “Expressing gratitude, to cherish, be proactive and optimistic” as the theme for promoting values education in schools in the current and the next 2 school years. We will also provide relevant teaching resources, organise student activities and professional development programmes for teachers to encourage all schools in the territory to create a favourable ambiance for positive education. Expenditure related to promotion of this theme is subsumed under the recurrent expenditure of the EDB, and no breakdown of figures is available. Furthermore, the QEF implemented “My Pledge to Act – Expressing gratitude, to cherish, be proactive and optimistic” Funding Programme for 3 consecutive school years starting from the 2019/20 school year. Publicly-funded schools and kindergartens joining the kindergarten education scheme may apply to the QEF for additional resources to organise relevant activities and to create a learning environment conducive to cultivating positive values among students. A total of 154 schools and 105 kindergartens have submitted applications in the 2019/20 school year. As at February 2020, funding amount of about \$20 million was approved by the QEF.

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 has also provided teachers of primary and secondary schools with the “Professional Development Programme for Mental Health”, including 3-day elementary training for teachers at large and 5-day 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 has provided schools with around 2 300 training places up to the 2019/20 school year. Besides, in each school year, the EDB also organises talks, seminars, 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. Taken together, the revised estimated expenditure for teacher training courses on supporting students with SEN and various related training activities for the 2019/20 school year is about \$100 million. The estimated expenditure for the 2020/21 school year is about \$90 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 have additional resources to strengthen their support for these students’ learning, social, emotional and behavioural needs. Moreover, the Food and Health Bureau, in collaboration with the EDB, the HA and the Social Welfare Department, 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. There are 90 schools benefiting from this Scheme in the 2019/20 school year.

Regarding enhancement of family life and parent education, the EDB endeavours 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 (the Task Force) 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 a correct understanding of developmental needs of children and adolescents as well as avoiding excessive competition. The Task Force submitted its report to the EDB on 29 April 2019, and the EDB has fully accepted the recommendations. Starting from the 2019/20 school year, the Federations of Parent-Teacher Associations and Parent-Teacher Associations of schools are provided with additional resources for enhancing home-school co-operation and promoting parent education. The EDB will soon launch a territory-wide "Positive Parent Campaign" to enable the public to understand the importance of happy and healthy development of children and enhance parents' awareness of positive parenting through a series of publicity activities. In the 2019-20 financial year, the expenditure for promoting home-school co-operation and parent education is around \$64.38 million.

- End -

CONTROLLING OFFICER'S REPLY**EDB336****(Question Serial No. 5835)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please set out information on the school fees charged by kindergartens for their half-day classes and whole-day classes respectively (excluding classes for children aged 2 to 3) over the past 5 years by type of kindergartens and by 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 school fees	Average school fees	Median school fees	Average school fees	Median school fees	Average school fees	Median school fees	Average school fees	Median school fees	Average school fees	Median school fees	Average school 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.: 462)

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 KG type and District Council district from the 2015/16 to 2019/20 school years are tabulated at Appendix.

Median school fees and weighted average school fees charged by KGs operating HD and WD classes
by KG type and District Council district from the 2015/16 to 2019/20 school years

2015/16 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	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	N/A	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 KG 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

2019/20 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	1,800	10,500	11,600	N/A	N/A	12,600	13,500	44,000	44,000	78,000	78,000
Wan Chai	N/A	N/A	14,000	17,600	N/A	N/A	15,500	15,500	40,800	39,400	93,600	93,600
Eastern	4,000	3,100	9,500	10,100	N/A	N/A	13,800	12,600	37,800	42,700	50,400	50,400
Southern	6,500	6,500	9,700	9,600	N/A	N/A	16,800	15,400	N/A	N/A	N/A	N/A
Sham Shui Po	3,900	3,900	8,400	9,000	N/A	N/A	14,000	13,000	30,900	33,700	N/A	N/A
Yau Tsim Mong	3,400	3,400	2,700	2,900	N/A	N/A	14,100	14,200	22,400	22,400	N/A	N/A
Kowloon City	5,400	5,300	13,300	13,000	N/A	N/A	11,400	12,500	44,200	43,000	208,300	187,800
Wong Tai Sin	400	400	6,400	6,700	N/A	N/A	13,800	12,100	39,500	39,500	N/A	N/A
Kwun Tong	4,400	3,800	10,500	10,000	N/A	N/A	11,800	12,000	N/A	N/A	N/A	N/A
Tsuen Wan	3,000	2,900	10,500	9,500	N/A	N/A	16,800	13,800	N/A	N/A	N/A	N/A
Tuen Mun	6,500	5,800	8,500	9,100	N/A	N/A	11,100	11,000	35,100	35,100	67,600	67,600
Yuen Long	1,000	3,400	5,400	6,300	N/A	N/A	9,700	11,400	N/A	N/A	N/A	N/A
North	3,400	3,600	6,200	9,400	N/A	N/A	12,000	12,000	N/A	N/A	N/A	N/A
Tai Po	N/A	N/A	5,900	6,800	N/A	N/A	16,800	15,600	50,300	50,300	94,700	94,700
Sha Tin	N/A	N/A	7,600	8,400	N/A	N/A	12,000	10,900	N/A	N/A	69,700	69,700
Sai Kung	N/A	N/A	10,600	10,300	N/A	N/A	13,200	12,800	N/A	N/A	N/A	N/A
Islands	1,200	1,900	9,800	8,000	N/A	N/A	8,500	7,100	N/A	N/A	N/A	N/A
Kwai Tsing	N/A	N/A	6,800	7,500	N/A	N/A	9,200	9,500	N/A	N/A	N/A	N/A
All districts	3,400	4,000	8,100	8,900	N/A	N/A	12,600	12,300	39,500	41,000	93,600	104,400

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**EDB337****(Question Serial No. 5836)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please set out the numbers of kindergartens, school places and students at each class level in the past 5 years by type of kindergartens and by 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				
	No. of schools		No. of places		No. of students			No. of schools		No. of places		No. 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.: 463)

Reply:

The numbers of kindergartens (KGs), school places and students at each class level (K1, K2 and K3) by type of KGs and by district from the 2015/16 to 2019/20 school years are tabulated at Appendix.

Numbers of KGs, school places and students at each class level
by type of KGs and by district from the 2015/16 to 2019/20 school years

2015/16 school year

District	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 the 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

District	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 the 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
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 the PEVS (excluding FACs)					Local NPM KGs not joining the 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

District	Local NPM KGs joining the PEVS (excluding FACs)					Local NPM KGs not joining the 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
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 KG education Scheme (KG Scheme) (excluding FACs)					Local NPM KGs not joining the 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 the KG Scheme (excluding FACs)					Local NPM KGs not joining the 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

2019/20 school year

District	Local NPM KGs joining the KG Scheme (excluding FACs)					Local NPM KGs not joining the 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	1 200	1 209	1 165	1	258	74	57	81	9	847	232	246	264
Wan Chai	8	2 544	723	712	697	6	2 962	854	878	868	6	579	167	182	172
Eastern	40	7 366	1 906	1 956	2 047	2	2 068	557	529	461	17	1 493	358	343	396
Southern	11	2 166	580	558	601	0	0	0	0	0	8	735	224	224	246
Yau Tsim Mong	12	3 266	903	955	960	1	146	31	29	18	14	1 439	452	471	484
Sham Shui Po	30	8 624	2 454	2 436	2 473	2	674	161	159	158	13	1 484	480	495	495
Kowloon City	31	9 742	2 822	2 798	2 814	8	3 501	849	1 081	938	15	1 585	481	488	511
Wong Tai Sin	28	5 744	1 517	1 586	1 654	1	540	180	180	176	17	1 653	511	507	561
Kwun Tong	50	11 548	3 124	3 241	3 193	0	0	0	0	0	24	2 397	728	727	832
Sai Kung	28	6 423	1 810	1 756	1 913	0	0	0	0	0	13	1 130	384	353	367
Sha Tin	40	10 952	3 038	3 085	3 165	1	112	34	35	34	20	1 981	609	618	680
Tai Po	15	4 462	1 464	1 374	1 387	1	171	51	51	51	9	907	283	298	324
North	33	8 464	2 474	2 430	2 571	0	0	0	0	0	10	982	308	317	297
Yuen Long	52	14 480	4 565	4 206	4 393	0	0	0	0	0	18	1 868	605	620	615
Tuen Mun	41	10 509	2 997	3 078	3 112	2	161	35	34	37	19	1 590	504	491	519
Tsuen Wan	23	5 830	1 628	1 605	1 706	0	0	0	0	0	10	1 128	336	374	399
Kwai Tsing	39	8 910	2 366	2 446	2 500	0	0	0	0	0	19	1 840	537	567	604
Islands	19	3 046	923	928	951	0	0	0	0	0	5	474	120	131	131
Total	515	128 412	36 494	36 359	37 302	25	10 593	2 826	3 033	2 822	246	24 112	7 319	7 452	7 897

Notes:

1. Figures refer to the position as at September of the respective school years. Figures for 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**EDB338****(Question Serial No. 5837)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide information on the 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 KG type 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 the PEVS		Local private independent KGs		Non-local KGs		FACs	
	HD classes	WD classes	HD classes	WD classes	HD classes	WD classes	HD classes	WD classes	HD classes	WD classes
Median school fee										
Average school fee										
Highest school fee										
Lowest school fee										

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 464)

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 KG type, from the 2015/16 to 2019/20 school years are tabulated at Appendix.

Median, weighted average, highest and lowest school fees
charged by KGs operating HD and WD classes by KG type
from the 2015/16 to 2019/20 school years

2015/16 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	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	N/A	11,400	35,700	71,400	57,500	78,500	76,000	115,200
Weighted average school fee	3,000	8,100	N/A	11,000	36,100	80,600	59,100	72,800	77,200	122,100
Highest school fee	9,500	25,900	N/A	22,500	61,000	181,700	106,200	140,000	146,600	181,700
Lowest school fee	100	200	N/A	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	N/A	12,000	36,900	87,400	59,800	81,600	78,800	118,600
Weighted average school fee	3,700	8,700	N/A	11,600	38,500	90,300	61,800	75,600	80,600	126,000
Highest school fee	10,100	26,200	N/A	26,200	66,000	198,300	110,000	149,800	160,800	198,300
Lowest school fee	100	200	N/A	700	22,400	38,300	18,200	38,300	27,600	47,800

2019/20 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	N/A	12,600	39,500	93,600	61,900	81,600	83,600	121,000
Weighted average school fee	4,000	8,900	N/A	12,300	41,000	104,400	65,700	80,700	83,400	133,900
Highest school fee	10,100	27,400	N/A	27,400	69,500	208,300	116,600	163,300	156,100	208,300
Lowest school fee	100	200	N/A	700	22,400	45,700	19,800	41,900	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. "N/A" refers to classes which do not charge school fees after deducting the subsidy from the KG Scheme.

- End -

CONTROLLING OFFICER'S REPLY

EDB339

(Question Serial No. 5838)

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 advise this Committee whether the Administration has requirements in respect of the minimum average indoor and outdoor space for each student in local non-profit-making kindergartens (including former aided child care centres) joining the Pre-primary Education Voucher Scheme; if yes, of the details.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 465)

Reply:

The kindergarten (KG) sector is characterised by a high level of diversity, vibrancy and flexibility in operation. At present, KGs are located in a variety of premises, such as self-acquired or self-owned premises, privately leased premises, or premises in public housing estates. Regardless of the type of premises, ample space should be made available. In particular, activity rooms or classrooms in KGs should be spacious enough for children's learning and playing. In respect of floor space, every classroom in a KG should have an area of floor space of not less than 0.9 m² for each pupil according to the Education Regulations. In addition, the Education Bureau recommends that every classroom in a KG operating whole-day classes should have an area of floor space of not less than 1.8 m² for each pupil.

As for outdoor space, KGs may not be able to provide outdoor space owing to the limited land resources in Hong Kong. That said, KGs are advised to provide, as far as possible, an outdoor play area with easy access from indoors. If an outdoor play area is not available in a KG, an indoor play area should be provided at a rate of not less than 50% of the total classroom area.

The above requirements and recommendations are applicable to all KGs, including KGs joining the KG education scheme.

- End -

CONTROLLING OFFICER'S REPLY

EDB340

(Question Serial No. 5839)

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 this Committee with the following information related to full-time kindergarten teachers by their length of service in the past 5 years:

(i) Job-switching rate:

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					

(ii) Wastage rate:

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.: 466)

Reply:

The job-switching rates and wastage rates of 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 2015/16 to 2019/20 school years are tabulated at Appendices 1 and 2 respectively. 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 percentages will be misleading as it will change greatly even for small changes in the numbers of teachers. Hence, it is more appropriate to provide overall figures for these types of KGs.

Job-switching rates of teachers by length of service and KG type
from the 2015/16 to 2019/20 school years

(a) 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%			

(b) 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%			

(c) 2017/18 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)	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%			

(d) 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%			

(e) 2019/20 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)	11.3%	9.6%	6.4%	12.6%	10.0%
6-10 years	8.7%	5.8%			
11-15 years	7.0%	4.8%			
Over 15 years	4.3%	3.6%			

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 salaries, which is directly related to the working hours. Hence, separate figures for full-time teachers are not available.
3. Figures for the 2019/20 school year are provisional.

Wastage rates of teachers by length of service and KG type
from the 2015/16 to 2019/20 school years

(a) 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%			

(b) 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%			

(c) 2017/18 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)	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%			

(d) 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%			

(e) 2019/20 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)	13.2%	13.0%	7.7%	16.4%	17.6%
6-10 years	11.5%	12.8%			
11-15 years	8.6%	11.1%			
Over 15 years	9.9%	12.8%			

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 salaries, which is directly related to the working hours. Hence, separate figures for full-time teachers are not available.
3. The figures of the 2019/20 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY

EDB341

(Question Serial No. 5840)

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 duty 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 the 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 (broken down by air passage and local transport at the destinations); (ii) accommodation expenses; (iii) meal expenses; (iv) expenses on banquets or entertainment; and (v) expenses on gifts.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 467)

Reply:

Information about duty visits to the Mainland made by the Secretary for Education (SED) and Political Assistant to SED, Under Secretary for Education as well as Permanent Secretary for Education in 2019-20 is at Annexes A to C respectively.

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 (Note 2)	(A) Expenses on accommodation (\$)(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 & 28 May 2019	Beijing	To attend the 6th liaison meeting with the Ministry of Education and to visit the Advanced Innovation Centre for Future Education of Beijing Normal University	-	1,544	5,350	1,402	8,296
17 July 2019	Guangzhou	To meet the Department of Education of Guangdong Province for exchanges on educational co-operation between Hong Kong and Guangdong, to visit the site of the Nansha Campus of the Hong Kong University of Science and Technology at Qingshen, and to meet students participating in the Summer Camp for Sister Schools in the Greater Bay Area	-	No expenses as no over-night stay	No air passage (by train and car)	4,168	4,168
26 September 2019	Guangzhou	To accompany the Chief Executive in attending the groundbreaking ceremony for the Hong Kong University of Science and Technology (Guangzhou)	-	No expenses as no over-night stay	No air passage (by car)	-	Travelling expenses borne by the Chief Executive's Office

Notes:

- (1) The Secretary for Education would meet local students from Hong Kong where possible.
- (2) The Political Assistant to Secretary for Education did not accompany the Secretary for Education on duty visits or separately make duty visits to the Mainland in 2019-20.
- (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 to the Mainland made by
Under Secretary for Education (US(Ed))**

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 US(Ed) & official entourage from SED's Office (\$)(A)+(B)+(C)
16 May 2019	Guangzhou	To attend the 21st Plenary Meeting of the Guangdong-Hong Kong Co-operation Joint Conference	-	No expenses as no over-night stay	No air passage (by train)	878	878
25 June 2019	Zhuhai	To attend a symposium on the Qualifications Framework in the Greater Bay Area	-	No expenses as no over-night stay	No air passage (by car)	2,000	2,000
19 to 22 August 2019	Beijing	To join the 2019 Hong Kong Teachers and Students Study Tour	-	5,122	3,478	6,336	14,936
25 to 27 September 2019	Beijing	To attend the activities of the National Day Delegation from the Education Sector of Hong Kong 2019	-	Hotel accommodation sponsored by the Ministry of Education and the sponsored amount is not available	8,900	3,466	12,366
30 September to 2 October 2019	Beijing	To join the Hong Kong delegation led by the Chief Executive in celebration of the 70th anniversary of the founding of the People's Republic of China	-	Hotel accommodation sponsored by the Hong Kong and Macao Affairs Office and the sponsored amount is not available	Expenses on air passage borne by the Constitutional and Mainland Affairs Bureau	2,310	2,310

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 US(Ed) & official entourage from SED's Office (\$)(A)+(B)+(C)
7 November 2019	Shenzhen	To attend the plaque unveiling ceremony of the Guangdong-Hong Kong-Macao Greater Bay Area Centre and the "Radio the Greater Bay" of the China Media Group	-	No expenses as no over-night stay	No air passage (by car)	In-town transport sponsored by the organiser and the sponsored amount is not available	0

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.

**Duty visits to the Mainland made by
Permanent Secretary for Education (PS(Ed))**

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of Education Bureau officers participating in the visit	(A) Expenses on accommodation (\$)(Note 2)	(B) Expenses on air passage (\$)(Note 3)	(C) Other expenses (\$)(Note 4)	Total expenditure incurred in the Bureau (\$)(A)+(B)+(C)
27 to 29 May 2019	Beijing	To accompany the Secretary for Education in attending the 6th liaison meeting with the Ministry of Education and to visit the Advanced Innovation Centre for Future Education of Beijing Normal University	8	21,614	28,880	15,493	65,987
3 July 2019	Guangzhou	To attend the Hong Kong/Guangdong Expert Group on Co-operation in Education Meeting	10	No expenses as no overnight stay	No air passage (by high speed rail)	5,242	5,242
30 September to 2 October 2019	Beijing	To join the Hong Kong delegation led by the Chief Executive in celebration of the 70th anniversary of the founding of the People's Republic of China	1	Hotel accommodation sponsored by the Hong Kong and Macao Affairs Office and the sponsored amount is not available	Expenses on air passage borne by the Constitutional and Mainland Affairs Bureau	2,310	2,310

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

EDB342

(Question Serial No. 5841)

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 students 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.: 468)

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 2015/16 to 2019/20 academic years is set out below:

	Academic year									
	2015/16		2016/17		2017/18		2018/19		2019/20 ^{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	94	104	83	105	95	110	91	102	90	98
Institutions jointly offering the top-up Bachelor's degree programmes										
Number of non-local institutions	28	25	26	22	29	23	24	23	23	23
Number of operators (for registered programmes)/ Number of local institutions of higher education (for programmes exempted from registration)	24	8	19	8	22	8	16	6	15	6
Number of students enrolled	4 275	4 854	3 873	3 955	3 302	3 749	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 29 February 2020.

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

EDB343

(Question Serial No. 5842)

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.: 469)

Reply:

- (1) For the planning of education support measures for non-Chinese speaking (NCS) students, their need for support is determined by whether their language spoken at home is Chinese or not (instead of their ethnicity). The total numbers of NCS students studying in public sector primary and secondary schools from the 2015/16 to 2019/20 school years by grade and by ethnicity are set out in Appendices 1 and 2 respectively.

(2) to (4)

The total number of Chinese ethnicity students studying in public sector schools from the 2015/16 to 2019/20 school years by grade is set out 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 2015/16 to 2018/19 school years is tabulated below and around 60% of these students resumed schooling. Information for the 2019/20 school year is not yet available.

School year \ Grade	2015/16	2016/17	2017/18	2018/19
S4	1 010	943	833	815
S5	645	584	482	423
S6	11	95	126	91

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 ethnic minority students with SEN studying in public sector schools from the 2015/16 to 2019/20 school years by grade and by ethnicity is set out at Appendix 4.

**Number of non-Chinese speaking students
in public sector primary and secondary schools
by grade from the 2015/16 to 2019/20 school years**

Primary schools

Grade	2015/16 school year	2016/17 school year	2017/18 school year	2018/19 school year	2019/20 school year
P1	1 391	1 397	1 464	1 529	1 566
P2	1 422	1 454	1 487	1 519	1 544
P3	1 387	1 437	1 478	1 497	1 540
P4	1 232	1 408	1 458	1 465	1 521
P5	1 193	1 237	1 404	1 441	1 462
P6	1 103	1 169	1 227	1 372	1 411
Total	7 728	8 102	8 518	8 823	9 044

Secondary schools

Grade	2015/16 school year	2016/17 school year	2017/18 school year	2018/19 school year	2019/20 school year
S1	963	858	966	923	1 017
S2	794	865	825	884	862
S3	644	792	873	819	880
S4	682	693	828	883	821
S5	555	602	586	728	759
S6	506	541	582	552	683
Total	4 144	4 351	4 660	4 789	5 022

- Notes: (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Figures include government, aided and caput ordinary primary and secondary day schools, but not special schools.
- (3) Figures include students whose ethnicity is Chinese but who are non-Chinese speaking based on their spoken language at home.

**Number of non-Chinese speaking ethnic minority students
in public sector primary and secondary schools by grade
from the 2015/16 to 2019/20 school years**

2015/16 school year

Primary schools	P1	P2	P3	P4	P5	P6
Indonesian	25	16	18	10	15	14
Filipino	195	209	206	201	195	178
Indian	108	105	109	106	106	82
Pakistani	460	525	491	491	474	433
Nepalese	298	257	244	200	180	210
Japanese	19	14	12	10	10	3
Korean	5	7	4	2	3	5
Other Asian	56	59	79	47	62	50
White	78	92	86	55	43	37
Others	64	56	61	47	41	37
Total	1 308	1 340	1 310	1 169	1 129	1 049

Secondary schools	S1	S2	S3	S4	S5	S6
Indonesian	8	4	4	6	4	2
Filipino	137	120	87	83	64	65
Indian	68	78	55	64	58	53
Pakistani	414	339	267	289	225	220
Nepalese	138	137	111	128	121	93
Japanese	1	5	6	3	4	2
Korean	2	1	1	0	2	3
Other Asian	67	27	18	16	11	20
White	17	10	11	22	5	5
Others	51	19	29	26	15	12
Total	903	740	589	637	509	475

2016/17 school year

Primary schools	P1	P2	P3	P4	P5	P6
Indonesian	24	25	21	18	9	14
Filipino	198	200	208	212	201	193
Indian	106	112	109	116	113	107
Pakistani	451	484	530	518	503	481
Nepalese	288	306	258	244	206	182
Japanese	15	23	12	10	11	10
Korean	2	9	9	5	2	3
Other Asian	41	66	68	85	48	60
White	116	90	91	86	50	38
Others	66	65	55	52	47	33
Total	1 307	1 380	1 361	1 346	1 190	1 121

Secondary schools	S1	S2	S3	S4	S5	S6
Indonesian	8	9	3	6	5	4
Filipino	109	138	123	86	83	67
Indian	59	59	77	63	58	56
Pakistani	329	362	331	273	260	215
Nepalese	137	131	141	122	112	116
Japanese	6	2	3	5	2	4
Korean	4	2	1	1	2	2
Other Asian	62	48	30	17	14	11
White	14	13	10	13	8	5
Others	47	46	22	43	18	14
Total	775	810	741	629	562	494

2017/18 school year

Primary schools	P1	P2	P3	P4	P5	P6
Indonesian	26	28	24	24	17	8
Filipino	185	217	202	215	220	202
Indian	114	110	122	112	115	110
Pakistani	499	494	494	546	529	504
Nepalese	293	283	309	259	241	204
Japanese	16	15	20	8	10	11
Korean	13	3	5	9	6	2
Other Asian	48	51	72	68	85	53
White	98	118	93	82	76	43
Others	84	70	68	54	45	46
Total	1 376	1 389	1 409	1 377	1 344	1 183

Secondary schools	S1	S2	S3	S4	S5	S6
Indonesian	7	11	11	3	7	5
Filipino	144	97	133	127	74	85
Indian	79	66	58	75	56	57
Pakistani	379	331	385	330	233	247
Nepalese	124	135	131	154	102	106
Japanese	11	3	3	5	4	2
Korean	2	1	1	2	2	1
Other Asian	70	53	42	29	16	14
White	14	12	11	13	5	6
Others	61	46	48	28	30	15
Total	891	755	823	766	529	538

2018/19 school year

Primary schools	P1	P2	P3	P4	P5	P6
Indonesian	32	30	29	26	24	18
Filipino	193	189	223	198	214	217
Indian	154	123	119	120	118	112
Pakistani	477	529	515	501	542	527
Nepalese	292	292	281	312	259	236
Japanese	14	15	15	19	7	9
Korean	14	11	3	6	9	5
Other Asian	59	55	51	73	66	82
White	107	95	108	76	73	63
Others	82	91	58	67	51	46
Total	1 424	1 430	1 402	1 398	1 363	1 315

Secondary schools	S1	S2	S3	S4	S5	S6
Indonesian	10	8	11	11	4	6
Filipino	124	133	101	133	114	74
Indian	76	80	72	57	75	51
Pakistani	382	357	324	380	289	215
Nepalese	136	123	136	133	135	95
Japanese	10	10	4	3	5	4
Korean	2	3	2	1	3	2
Other Asian	54	49	39	46	22	15
White	7	7	16	16	7	4
Others	56	54	52	52	19	31
Total	857	824	757	832	673	497

2019/20 school year

Primary schools	P1	P2	P3	P4	P5	P6
Indonesian	43	32	33	29	27	23
Filipino	212	200	203	230	201	214
Indian	167	162	139	137	130	119
Pakistani	467	490	547	525	513	535
Nepalese	296	289	292	284	308	248
Japanese	12	17	14	16	21	8
Korean	9	13	11	5	6	9
Other Asian	69	69	62	58	74	64
White	99	102	91	100	66	68
Others	93	74	80	56	62	47
Total	1 467	1 448	1 472	1 440	1 408	1 335

Secondary schools	S1	S2	S3	S4	S5	S6
Indonesian	13	9	8	8	11	3
Filipino	149	126	135	110	106	110
Indian	78	72	77	70	57	72
Pakistani	408	360	368	320	336	272
Nepalese	170	133	123	141	116	122
Japanese	5	9	7	4	2	4
Korean	4	1	4	2	1	3
Other Asian	56	43	53	33	41	23
White	11	6	8	20	6	6
Others	53	49	49	53	40	16
Total	947	808	832	761	716	631

- Notes: (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Figures include government, aided and caput ordinary primary and secondary day schools, but not 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 do not include those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

**Number of Chinese ethnicity students
in public sector primary and secondary schools by grade
from the 2015/16 to 2019/20 school years**

Primary schools

Grade	2015/16 school year	2016/17 school year	2017/18 school year	2018/19 school year	2019/20 school year
P1	46 997	47 996	50 968	51 953	45 688
P2	47 598	47 014	47 972	50 778	51 726
P3	46 003	47 870	47 288	47 942	50 801
P4	43 252	46 524	48 286	47 595	48 125
P5	41 349	43 610	46 776	48 331	47 704
P6	40 006	41 305	43 530	46 463	48 001
Total	265 205	274 319	284 820	293 062	292 045

Secondary schools

Grade	2015/16 school year	2016/17 school year	2017/18 school year	2018/19 school year	2019/20 school year
S1	42 548	42 096	42 881	44 519	47 191
S2	43 979	42 091	41 939	42 664	44 277
S3	46 541	43 907	42 011	41 544	42 209
S4	49 359	45 429	42 934	40 906	40 349
S5	46 858	46 408	42 869	40 257	38 373
S6	48 927	44 075	43 641	40 344	38 137
Total	278 212	264 006	256 275	250 234	250 536

- Notes: (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Figures include government, aided and caput ordinary primary and secondary day schools, but not special schools.

**Number of non-Chinese speaking ethnic minority students with special educational needs
in public sector schools by grade and by ethnicity
from the 2015/16 to 2019/20 school years**

2015/16 school year

Ethnicity	Ordinary primary school						Ordinary secondary school					
	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian			2	1	1	2	1					
Filipino	4	6	4	8	3	9	1	4	2	3	2	1
Indian	2		3	4	5	1		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	
Japanese			2						1			
Thai		1	3	4	4	2	4		1	1		1
Korean		1				1						
Other Asian					1	1			1			
White	1	2	3	5	1	4	1	2	1	1		
Others		3	2	5	6	4	7	1	2	1	1	1

2016/17 school year

Ethnicity	Ordinary primary school						Ordinary secondary school					
	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian		2		2	2	1	1	1				
Filipino	1	8	5	6	7	4	5	2	3	3	3	3
Indian	1	5	2	3	3	5	1		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		3	1	1
Japanese			1	1						1		
Thai		1	4	4	4	6	6	2			1	
Korean		1	1									
Other Asian				1	1	1				1		
White		4	2	4	5	1	1		2			
Others	1	2	7	5	3	5	8	3	3	2	1	1

2017/18 school year

Ethnicity	Ordinary primary school						Ordinary secondary school					
	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian		1	4			2		1				
Filipino	2	5	8	5	9	8	5	3	3	5	3	3
Indian		6	7	2	2	3	4	1		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					1		1					
Thai		3	5	3	6	5	5	4	1			
Korean			1	1								
Other Asian					1						1	
White	1	2	5	2	4	6		1		1		
Others		2	6	7	6	3	8	4	5	1	1	1

2018/19 school year

Ethnicity	Ordinary primary school						Ordinary secondary school					
	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian		1	2	5					1			
Filipino	5	7	9	13	4	12	6	2	5	3	5	3
Indian	1		5	8		1	2	2	2		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				1		1		1				
Thai		1	4	7	3	6	4	2	3	2		
Korean			1	1	1	1						
Other Asian			1			1						1
White		2	2	5	3	4			1		1	
Others	1	3	6	5	6	6	8	3	4	4	3	1

2019/20 school year

Ethnicity	Ordinary primary school						Ordinary secondary school					
	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian		1	2	1	5		1			1		
Filipino	1	7	13	11	12	6	9	8	5	5	5	5
Indian	2	3	5	4	7		2	2	1	1		3
Pakistani	3	15	19	35	22	18	29	34	22	20	21	12
Nepalese	7	10	15	19	16	5	5	3	3	1	3	1
Japanese					1		1	1	1			1
Thai	1	1	4	5	6	4	6	4	2	2	1	
Korean				2	1	1	1					
Other Asian			1				2	1				
White		2	3	2	4	2		1				1
Others	2	4	7	9	9	6	5	7	6	5	4	2

- Notes:
- (1) Figures show the position as at September of the respective school years.
 - (2) Figures include government, aided and caput ordinary primary and secondary day schools, but not special schools.
 - (3) Students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking students. The figures above do not include students whose ethnicity is not Chinese but with Chinese as the spoken language at home.
 - (4) "Mixed" is not classified as an ethnicity.

- End -

CONTROLLING OFFICER'S REPLY

EDB344

(Question Serial No. 5843)

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 on the status of existing vacant school premises by district, including the District Lands Office concerned, location, site area, date of availability for occupancy, land status and current planned land use.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 470)

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 assess the VSP's suitability for school or other educational uses having regard to factors including the size, location, physical conditions, etc., of the relevant premises, as well as the educational needs and relevant policy measures. When the EDB confirms that the VSP is no longer required by the EDB for reallocation for school use, the EDB will, in accordance with the Central Clearing House Mechanism, 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. 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 2020, there are 9 VSP under the EDB's purview which are earmarked/retained for school or other educational uses. Information of the school premises concerned is as follows:-

Table — 9 VSP under the EDB’s purview (Position as at end-February 2020)

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	Eastern	HongKong Japanese School	9 Hau Yuen Path, Braemar Hill Road, North Point, Hong Kong	2017/18	2 900
2	Southern	St. Peter’s Secondary School	220 Aberdeen Main Road, Hong Kong	2012/13	6 000
3	Kowloon City	Hung Hom Government Primary School	68 Gillies Avenue South, Hung Hom, Kowloon	2009/10	1 900
4	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)
5	Wong Tai Sin	S.H.K. Yat Sau Primary School	1 Luk Lau Avenue, Choi Hung Estate, Wong Tai Sin, Kowloon	2016/17	
6	Wong Tai Sin	Cognitio College (Kowloon)	96 King Fuk Street, San Po Kong, Kowloon	2019/20	2 100
7	Sham Shui Po	Chi Yun School	19 Kwong Lee Road, Kowloon	2018/19	2 200
8	Tai Po	Tai Po Government Primary School	22 Wan Tau Kok Path, Tai Po, New Territories	1999/00	2 400
9	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.

- End -

CONTROLLING OFFICER'S REPLY**EDB345****(Question Serial No. 5844)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (5) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please advise this Committee of:

- (1) the number of Native-speaking English Teachers (NETs) employed by each special school and the average teacher-to-student ratio of each NET in the past 3 years; and
- (2) the total number of NETs employed by public sector primary and secondary schools in the territory and the average teacher-to-student ratio of each NET in the past 3 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 471)Reply:

The numbers of Native-speaking English Teachers (NETs) engaged in public sector primary and secondary schools from the 2017/18 to 2019/20 school years are set out below:

School year	No. of NETs in public sector primary schools	No. of NETs in public sector secondary schools
2017/18	460	396
2018/19	468	397
2019/20	468	396

Figures in the above table include 23, 27 and 29 NETs engaged in special schools in the 3 school years respectively.

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 collaborate with other English teachers to facilitate the development of 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

EDB346

(Question Serial No. 5845)

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.: 472)

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.

When the provision of free lunch at schools was incorporated into the regular assistance programme, stakeholders generally agreed that for better utilisation of public resources, the service should be targeted at the neediest primary students. At present, we have no plan to revise the eligibility including extending the programme to secondary schools or kindergartens.

The expenditure in the past 5 school years (i.e. from the 2014/15 to 2018/19 school years) is set out below:

School year	Expenditure (\$ million)
2014/15	163
2015/16	170
2016/17	174
2017/18	175
2018/19	174

- End -

CONTROLLING OFFICER'S REPLY**EDB347****(Question Serial No. 5846)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (5) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

What were the respective numbers of non-Chinese speaking students with special educational needs studying in mainstream schools and public sector special schools in the past 5 years?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 473)Reply:

The numbers of non-Chinese speaking (NCS) students with special educational needs (SEN) studying in public sector ordinary schools and special schools in the past 5 school years are provided below:

School year	NCS students with SEN	
	Ordinary schools	Special schools
2015/16	462	363
2016/17	512	367
2017/18	547	390
2018/19	611	401
2019/20	671	435

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

EDB348

(Question Serial No. 5847)

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:

Regarding the School-based After-school Learning and Support Programmes (Programme), please advise this Committee of the following:

- (i) last year's provision for the Programme;
- (ii) the number of schools took part in the Programme and their percentage share among all schools in the territory;
- (iii) the number of students benefitted 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) the number of people benefitted;
- (v) the number of one-off activities;
- (vi) the number of activities for long-term development;
- (vii) the amount of cash assistance provided to each student per year for participating in extra-curricular activities;
- (viii) the effectiveness of the Programme; and
- (ix) the estimated amount of provisions for the next 3 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 475)

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. 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 2019/20 school year, the total funding earmarked for the Programme is about \$240 million, including about \$112 million for the SBG and about \$128 million for the CBP Grant. For the SBG, 901 schools which constitute more than 90% of all the schools in the territory with about 197 700 students eligible for the grant have participated in the Programme. Among them, about 48 800, 116 600 and 32 300 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 414 projects organised by 169 NGOs are targeted at individual eligible students totaling about 100 000. To avoid labelling 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 to EDB, among others, an evaluation report on the effectiveness of the projects. 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 is effective and has achieved the afore-mentioned objectives. 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**EDB349****(Question Serial No. 5848)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (5) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide the unit costs per school place and per boarding place per year for each type of special schools.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 477)

Reply:

The average unit costs per school place and per boarding place for each type of special schools in the 2019/20 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	\$469,500	\$203,500
School for children with hearing impairment	\$441,000	\$375,500
School for children with physical disability	\$397,500	\$338,000
School for children with mild intellectual disability	\$242,000	Not applicable ^{Note 1}
School for children with moderate intellectual disability	\$339,000	\$287,000
School for children with severe intellectual disability	\$442,500	\$367,500
School for social development	\$249,000	Not applicable ^{Note 2}
Hospital school	\$242,500	Not applicable ^{Note 3}

Notes:

- (1) Schools for children with mild intellectual disability do not provide boarding service.
- (2) Residential home services provided in schools for social development are subvented by the Social Welfare Department.
- (3) Hospital School only provides educational services for hospitalised students and does not provide boarding services.

- End -

CONTROLLING OFFICER'S REPLY

EDB350

(Question Serial No. 5849)

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 government and aided 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.: 478)

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.

Number of Government and Aided Primary Schools by Number of Operating Classes from the 2015/16 to 2019/20 School Years

No. of Operating Classes	No. of Schools									
	2015/16		2016/17		2017/18		2018/19		2019/20	
	Government	Aided	Government	Aided	Government	Aided	Government	Aided	Government	Aided
5 or below	0	2	0	0	0	1	0	2	0	1
6	1	13	1	14	1	11	0	10	0	9
7	0	1	0	3	0	2	1	2	1	1
8	0	2	0	0	0	0	0	1	0	0
9	0	5	0	3	0	2	0	2	0	2
10	0	4	0	2	0	1	0	1	0	0
11	0	9	0	4	0	3	0	2	0	4
12	2	30	2	29	2	28	2	23	2	25
13	0	9	0	8	0	7	0	9	0	8
14	0	5	0	6	0	3	0	4	0	3
15	1	12	0	7	0	6	0	2	0	4
16	1	7	1	8	0	1	0	2	0	2
17	0	6	1	7	0	6	0	3	1	4
18	0	28	0	29	2	29	1	28	0	26
19	0	4	0	7	0	12	0	4	1	5
20	2	6	2	4	1	6	2	8	1	7
21	2	8	0	6	1	2	0	8	1	3
22	1	8	2	7	0	5	1	5	0	3
23	0	7	1	4	2	8	0	5	0	8
24	6	96	6	101	7	100	9	101	9	101
25	3	23	1	27	0	29	0	32	0	34

Appendix (cont'd)

No. of Operating Classes	No. of Schools									
	2015/16		2016/17		2017/18		2018/19		2019/20	
	Government	Aided	Government	Aided	Government	Aided	Government	Aided	Government	Aided
26	0	10	0	12	1	16	1	17	1	16
27	0	10	1	10	0	9	0	12	0	13
28	0	7	1	6	1	6	0	9	0	9
29	3	7	2	6	1	7	2	6	2	7
30	11	81	12	86	13	90	12	87	14	92
31	1	6	1	10	2	9	3	11	1	9
32	0	2	0	2	0	6	0	8	0	7
33	0	0	0	0	0	2	0	4	0	4
34	0	1	0	0	0	0	0	1	0	1
35	0	0	0	0	0	0	0	0	0	0
36	0	11	0	12	0	11	0	11	0	12
37 or above	0	1	0	1	0	3	0	3	0	2
Total	34	421	34	421	34	421	34	423	34	422

- Notes: (1) Figures refer to the position as at mid-September of the respective school years.
(2) Figures include government and aided ordinary primary schools, but not special schools.
(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

EDB351

(Question Serial No. 5850)

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 prescribed 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.: 479)

Reply:

All of the public sector special schools are provided with barrier-free access, except one school for social development because of site constraints (Note). In the 2019/20 school year, there are a total of 927 ordinary public sector and Direct Subsidy Scheme (DSS) schools in Hong Kong. Among them, 238 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 course of vetting and approving applications, 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 has so far approved a total of 46 lift installation applications through the annual MR mechanism from 2010-11 to 2017-18.

To expedite the lift installation works for schools, the Government announced in the 2018 Budget that it has earmarked \$2 billion and formed a dedicated team to centrally handle the lift installation works for schools without such provision. The consultants appointed by the EDB in March 2019 have arranged dedicated staff as scheduled to conduct preliminary technical feasibility assessment for those aided schools confirmed with lift installation needs. The relevant work was completed at the end of 2019. The EDB will conduct lift installation works for 125 aided schools. The lift installation timetable is being formulated and implemented based on the results of the technical feasibility assessments and the actual circumstances of individual schools. According to initial forecast, the first batch of around 12 lift installation projects that do not involve piling works will be completed by 2022-23. Around half of the projects are expected to be completed by 2024-25. As the remaining projects involve more complicated technical issues, we hope to complete them by 2026-27 as planned.

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.

Note: The concerned school for social development cannot be provided with barrier-free access because of site constraints, including the fact that the main entrance of the school premises is located on a slope with a steep gradient. Under the Lift Installation Programme, the consultant appointed by the EDB has re-examined the situation of the school. After discussing with the school, the consultant has initially confirmed that it is technically feasible to install a lift near the school's car park. We are formulating the details of the lift installation works for the school in the light of the assessment results and actual circumstances.

- End -

CONTROLLING OFFICER'S REPLY

EDB352

(Question Serial No. 5851)

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.: 480)

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 interventions for them. The progress of these students will be monitored by schools. Students showing severe or persistent learning difficulties despite intervention are 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 2014/15 to 2018/19 school years was about 3 800, 3 800, 4 200, 4 500 and 5 000 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

EDB353

(Question Serial No. 5852)

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 expenditures, enrolment, training hours and graduation rates of the Vocational Development Programmes and Youth College, as well as the industries to which the programmes relate;
- (2) the numbers of students with special educational needs (SEN) with a breakdown by institution, programme, disability/SEN type;
- (3) the expenditures on supporting students with SEN by type of support provided.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 481)

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 Secondary 3 or above 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 in. For example, the DVE programmes adopt a curriculum structure made up of credit-based modules with multiple entry and exit points. It allows flexible exit at intermediate stages with the award of Certificate of Vocational Education or continuation of studies to obtain the final award of DVE. Students who have completed Secondary 3 normally take three to four 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. 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 the YC alone is not available.

The number and the graduation rate of students attending full-time and part-time VPET programmes in the eight campuses of the YC in the recent five academic years are as follows –

Academic Year	Number of Students at All Levels	Graduation Rate*
2015/16	11 191	75%
2016/17	12 070	71%
2017/18	11 632	71%
2018/19	11 194	73%
2019/20 (provisional figures)	10 208	Not available yet as students will graduate in August 2020

* 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. From the 2015-16 to 2019-20 financial years, the average annual expenditure of the VDP was about \$20 million ^{Note}. The number of students and the completion rate of the VDP are listed below –

Academic Year	Number of Students	Completion Rate
2015/16	560	74%
2016/17	510	76%
2017/18	517	83%
2018/19	455	77%
2019/20	Staggered intakes over the academic year; admission is still in progress	

^{Note} The VDP is funded by the Employees Retraining Board and the Labour and Welfare Bureau.

The YC's programmes and the 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) pursuing Education Bureau-funded or self-financing programmes in member institutions of the VTC from the 2015/16 to 2019/20 academic years is as follows –

2015/16 Academic Year

Member Institution	Programme	No. of Students	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 Academic Year

Member Institution	Programme	No. of Students	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 Academic Year

Member Institution	Programme	No. of Students	Type of SEN
Technological and Higher Education Institute of Hong Kong	Undergraduate	19	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Autism Spectrum Disorders - Physical Disability - Others
Hong Kong Institute of Vocational Education / Hong Kong Design Institute	Higher Diploma	509	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Specific Learning Difficulties - Autism Spectrum Disorders - Hearing Impairment
	Diploma/Certificate	66	<ul style="list-style-type: none"> - 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 Academic Year

Member Institution	Programme	No. of Students	Type of SEN
Technological and Higher Education Institute of Hong Kong	Undergraduate	32	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	9	<ul style="list-style-type: none"> - Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit/ Hyperactivity Disorder - Intellectual Disability
	Diploma/Certificate	86	<ul style="list-style-type: none"> - Physical Disability - Hearing Impairment - Speech and Language Impairment - Others
Total no. of students		1 796	

2019/20 Academic Year (Provisional)

Member Institution	Programme	No. of Students	Type of SEN
Technological and Higher Education Institute of Hong Kong	Undergraduate	43	- 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	18	- Specific Learning Difficulties - Autism Spectrum Disorders - Physical Disability - Speech and Language Impairment - Others
Hong Kong Institute of Vocational Education / Hong Kong Design Institute	Higher Diploma	710	- 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	287	- 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	941	- 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	18	- Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit/ Hyperactivity Disorder - Intellectual Disability
	Diploma/Certificate	65	- Physical Disability - Hearing Impairment - Speech and Language Impairment - Others
Total no. of students		2 082	

(3) From the 2014-15 to 2018-19 financial years, a recurrent funding of \$12 million per year was allocated to the VTC by the Education Bureau to enhance the support services for students with SEN. Starting from the 2019-20 financial year, the recurrent funding has been increased to \$21.6 million per year, which includes the provision for emotional counselling services for students in need.

- End -

CONTROLLING OFFICER'S REPLY

EDB354

(Question Serial No. 5853)

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 form of a table, please advise this Committee of the following for the past 5 academic years:

- (1) the number of students with special educational needs (SEN) pursuing University Grants Committee (UGC)-funded full-time locally-accredited sub-degree and undergraduate programmes (including all years of study) by year of study and by SEN type;
- (2) the number of students with SEN pursuing UGC-funded full-time locally-accredited programmes by type of disabilities and by level of study; and
- (3) the number of students with SEN pursuing non-UGC-funded full-time locally-accredited programmes by type of disabilities and by level of study.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 482)

Reply:

(1) and (2)

According to the information provided by University Grants Committee (UGC)-funded universities, the number of students with special educational needs (SEN) pursuing UGC-funded full-time sub-degree and undergraduate programmes by level of study, year of study and type of disabilities from the 2015/16 to 2019/20 academic years is set out at **Annex 1**.

(3)

Based on the information provided by post-secondary institutions, the number of students with SEN pursuing non-UGC-funded full-time locally-accredited sub-degree and undergraduate programmes by level of study and type of disabilities from the 2015/16 to 2019/20 academic years is set out at **Annex 2**.

Annex 1

**Number of students with special educational needs (SEN) ^(Note 1) pursuing
University Grants Committee (UGC)-funded full-time sub-degree and
undergraduate programmes by level of study, year of study and type of disabilities
from the 2015/16 to 2019/20 academic years**

2015/16 Academic Year	Sub-degree			Undergraduate						
	1 st Year	2 nd Year	Total	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year	6 th 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						
	1 st Year	2 nd Year	Total	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year	6 th 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						
	1 st Year	2 nd Year	Total	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year	6 th 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	Sub-degree			Undergraduate						
	1 st Year	2 nd Year	Total	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year	6 th 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

2019/20 Academic Year (Provisional Figures)	Sub-degree			Undergraduate						
	1 st Year	2 nd Year	Total	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year	6 th Year	Total
Specific Learning Difficulties	-	1	1	14	10	16	13	1	-	54
Autism Spectrum Disorders	3	-	3	15	11	17	12	1	-	56
Attention deficit / hyperactivity disorder	-	-	-	26	18	22	17	-	-	83
Physical Disability	-	-	-	8	9	17	14	-	-	48
Visual Impairment	-	-	-	10	6	9	9	1	-	35
Hearing Impairment	2	-	2	16	18	21	34	-	1	90
Speech & Language Impairment	-	-	-	2	5	1	6	-	-	14
Mental Illness	2	1	3	14	18	24	31	2	-	89
Others ^(Note 2)	8	9	17	45	44	59	59	3	1	211
Total	15	11	26	150	139	186	195	8	2	680

Notes:

1. The above figures are provided by UGC-funded universities.
2. Including multiple types of disabilities. The classification of SEN types varies across universities and students may declare their disability status on a voluntary basis.

**Number of students with special educational needs (SEN) ^(Note 1) pursuing
non-University Grants Committee (UGC)-funded full-time locally-accredited
sub-degree and undergraduate programmes by SEN type
from the 2015/16 to 2019/20 academic years**

(Headcount)

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
Mental Illness (Note 2)	Not available	Not available
Others (Note 3)	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
Mental Illness (Note 2)	Not available	Not available
Others (Note 3)	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 2)	Not available	Not available
Others (Note 3)	159	70
Total	852	237

2018/19 Academic Year	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	132	46
Others (Note 3)	78	39
Total	1 023	330

2019/20 Academic Year (Provisional Figures)	Sub-degree	Undergraduate
Specific Learning Difficulties	428	66
Autism Spectrum Disorders	111	21
Attention Deficit/Hyperactivity Disorder	196	52
Physical Disability	48	27
Visual Impairment	35	20
Hearing Impairment	90	30
Speech & Language Impairment	67	19
Mental Illness	171	56
Others (Note 3)	96	50
Total	1 242	341

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. Students with mental illness (if any) were covered under “Others” by respective institutions in or before the 2017/18 academic year.
3. Including multiple types of disabilities. The classification of SEN types varies across institutions and students may declare their disability status on a voluntary basis.

- End -

CONTROLLING OFFICER'S REPLY

EDB355

(Question Serial No. 5854)

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 school 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.: 483)

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 at serving teachers in primary and secondary schools. The number of primary and secondary school teachers who attended the BAT Courses from the 2014/15 to 2018/19 school years is set out at the Appendix. Figures for the 2019/20 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.

**Number of teachers who attended the Basic, Advanced and Thematic Courses
from the 2014/15 to 2018/19 school years**

Course	Teacher	School Year				
		2014/15	2015/16	2016/17	2017/18	2018/19
Basic	Primary	230	229	269	303	335
	Secondary	360	418	521	480	499
Advanced	Primary	83	116	135	166	192
	Secondary	101	169	231	165	176
Thematic	Primary	167	208	217	232	221
	Secondary	347	286	298	315	293

- End -

EDB356

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5855)

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 type/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 type/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.: 484)

Reply:

The respective numbers of kindergartens (KGs), primary schools and secondary schools by district and type/sector from the 2015/16 to 2019/20 school years is set out at Appendix 1; the respective numbers of students in KGs, primary schools and secondary schools by district and type/sector is set out at Appendix 2; the respective numbers of students in KGs, primary schools and secondary schools by sex and type/sector is set out at Appendix 3; and the respective numbers 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 from the 2015/16 to 2019/20 school years is set out at Appendix 5. The number of students with SEN studying in Direct Subsidy Scheme (DSS) schools in the 2019/20 school year is set out at Appendix 6. The number of students with SEN studying in the English Schools Foundation (ESF) schools, other private international schools and private independent schools from the 2015/16 to 2019/20 school years is set out at Appendix 7. The figures are collected through the annual Student Enrolment Survey conducted by the EDB and refer to the position as at mid-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, the EDB does not maintain data on students with special needs at various kindergarten levels. We have not collected relevant figures from other private primary and secondary schools.

The number of special schools by school type from the 2015/16 to 2019/20 school years is set out at Appendix 8; and the number of students in special schools by school type is set out at Appendix 9. Since the number of students who need to be admitted to special schools is relatively small, the planning and provision of special schools 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 individualised education programme to cater for the special educational needs of individual students. Therefore, presenting the number of students by grade level and sex cannot reflect the actual operation in special schools.

Number of kindergartens by district and type from the 2015/16 to 2019/20 school years**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

2019/20 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	27	10	12	49
Wan Chai	20	9	3	32
Eastern	31	17	38	86
Southern	17	8	15	40
Yau Tsim Mong	16	15	8	39
Sham Shui Po	16	14	23	53
Kowloon City	49	24	29	102
Wong Tai Sin	7	18	23	48
Kwun Tong	16	27	35	78
Sai Kung	22	14	31	67
Sha Tin	24	22	36	82
Tai Po	9	9	19	37
North	7	10	31	48
Yuen Long	23	18	37	78
Tuen Mun	10	19	40	69
Tsuen Wan	18	9	14	41
Kwai Tsing	11	17	36	64
Islands	12	5	19	36
All districts	335	265	449	1 049

Notes:

- (1) Figures include kindergarten-cum-child care centres, but not special child care centres registered under the Social Welfare Department.
- (2) School districts are delineated by the District Council districts of the school campuses.

Number of primary schools by district and sector from the 2015/16 to 2019/20 school years

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

2019/20 school year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All sectors
Central & Western	2	14	0	6	5	27
Wan Chai	4	11	0	6	4	25
Eastern	3	23	2	2	6	36
Southern	2	9	2	5	6	24
Yau Tsim Mong	3	17	1	4	0	25
Sham Shui Po	3	18	3	8	1	33
Kowloon City	4	28	2	13	7	54
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	2	6	27
North	1	27	0	0	0	28
Yuen Long	3	43	2	3	0	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	421	21	67	44	587

Notes:

- (1) Figures include ordinary primary schools, but not special schools. International schools include the English Schools Foundation schools.
- (2) An international school may offer curriculum at primary and secondary levels concurrently. Therefore, the sum of the respective numbers at different levels may not add up to the total number of international schools.
- (3) School districts are delineated by the District Council districts of the main campuses of the schools. However, the districts for schools with decanting campuses are based on the District Council districts of the original campuses.

Number of secondary schools by district and sector from the 2015/16 to 2019/20 school years

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

2019/20 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	28	0	5	2	3	41
Wong Tai Sin	1	21	0	1	2	0	25
Kwun Tong	2	25	0	6	1	2	36
Sai Kung	1	18	0	7	1	1	28
Sha Tin	2	36	0	6	2	1	47
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	59	20	33	504

Notes:

- (1) Figures include ordinary secondary day schools, but not special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include the English Schools Foundation schools.
- (2) An international school may offer curriculum at primary and secondary levels concurrently. Therefore, the sum of the respective numbers at different levels may not add up to the total number of international schools.
- (3) School districts are delineated by the District Council districts of the main campuses of the schools. However, the districts for schools with decanting campuses are based on the District Council districts of the original campuses.

Number of students in kindergartens by district and type from the 2015/16 to 2019/20 school years

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

2019/20 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	3 989	780	1 434	6 203
Wan Chai	5 368	942	740	7 050
Eastern	3 925	1 141	5 860	10 926
Southern	1 588	707	2 076	4 371
Yau Tsim Mong	3 244	1 501	1 584	6 329
Sham Shui Po	3 237	1 638	5 038	9 913
Kowloon City	15 716	2 406	4 257	22 379
Wong Tai Sin	2 077	1 644	3 227	6 948
Kwun Tong	3 819	2 564	5 804	12 187
Sai Kung	3 321	1 197	4 524	9 042
Sha Tin	6 017	2 113	6 037	14 167
Tai Po	1 298	905	4 346	6 549
North	2 274	922	5 671	8 867
Yuen Long	6 605	1 840	7 903	16 348
Tuen Mun	2 671	1 552	7 561	11 784
Tsuen Wan	4 134	1 026	1 852	7 012
Kwai Tsing	2 986	1 560	5 395	9 941
Islands	1 028	491	2 762	4 281
All districts	73 297	24 929	76 071	174 297

Notes:

- (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Figures include nursery, lower and upper classes in kindergarten-cum-child care centres.
- (3) School districts are delineated by the District Council districts of the school campuses.

Number of students in primary schools by district and sector from the 2015/16 to 2019/20 school years

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

2019/20 school year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All sectors
Central & Western	684	7 758	0	2 648	1 250	12 340
Wan Chai	2 464	6 065	0	3 812	1 570	13 911
Eastern	2 200	14 713	1 254	1 088	3 331	22 586
Southern	761	4 365	1 467	3 052	5 255	14 900
Yau Tsim Mong	1 419	11 896	1 285	1 418	0	16 018
Sham Shui Po	2 160	13 490	1 686	4 993	999	23 328
Kowloon City	2 971	17 841	1 744	8 435	3 810	34 801
Wong Tai Sin	549	14 553	0	2 614	0	17 716
Kwun Tong	1 524	23 899	774	731	1 009	27 937
Sai Kung	705	12 588	2 956	203	1 888	18 340
Sha Tin	819	28 147	1 955	1 773	896	33 590
Tai Po	837	14 010	0	525	1 759	17 131
North	770	18 931	0	0	0	19 701
Yuen Long	2 740	29 127	1 513	564	0	33 944
Tuen Mun	662	23 235	783	84	550	25 314
Tsuen Wan	1 778	11 853	0	63	0	13 694
Kwai Tsing	0	18 820	518	0	0	19 338
Islands	0	6 739	0	1 061	839	8 639
All districts	23 043	278 030	15 935	33 064	23 156	373 228

Notes:

- (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Figures include ordinary primary schools, but not special schools. International schools include the English Schools Foundation schools.
- (3) School districts are delineated by the District Council districts of the school campuses. Starting from the 2019/20 school year, the districts for schools with decanting campuses are based on the District Council districts of the original campuses.

Number of students in secondary schools by district and sector from the 2015/16 to 2019/20 school years

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

2019/20 school year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All sectors
Central & Western	829	5 837	0	2 246	0	1 759	10 671
Wan Chai	2 120	7 094	0	1 610	0	1 065	11 889
Eastern	3 056	12 356	0	2 822	1	2 199	20 434
Southern	0	6 570	0	1 907	1 748	5 525	15 750
Yau Tsim Mong	1 308	8 387	485	2 444	100	0	12 724
Sham Shui Po	634	10 928	771	6 661	944	585	20 523
Kowloon City	1 338	20 675	0	4 498	1 220	2 540	30 271
Wong Tai Sin	417	13 908	0	1 307	552	0	16 184
Kwun Tong	1 402	18 154	0	4 921	49	867	25 393
Sai Kung	787	11 002	0	5 361	92	494	17 736
Sha Tin	1 412	23 031	0	4 766	1 698	1 240	32 147
Tai Po	445	11 012	0	1 396	0	211	13 064
North	1 062	13 531	0	1 170	0	365	16 128
Yuen Long	3 221	20 262	0	3 709	66	0	27 258
Tuen Mun	1 420	19 290	0	0	0	732	21 442
Tsuen Wan	839	8 439	0	0	0	0	9 278
Kwai Tsing	0	20 401	0	0	0	0	20 401
Islands	261	3 442	0	1 231	772	395	6 101
All districts	20 551	234 319	1 256	46 049	7 242	17 977	327 394

Notes:

- (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Figures include ordinary secondary day schools, but not special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include the English Schools Foundation schools.
- (3) School districts are delineated by the District Council districts of the school campuses. Starting from the 2019/20 school year, the districts for schools with decanting campuses are based on the District Council districts of the original campuses.

Number of students in kindergartens by sex and type from the 2015/16 to 2019/20 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
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
2019/20	Male	36 700	13 237	40 314	90 251
	Female	36 597	11 692	35 757	84 046

Notes:

- (1) Figures refer to the position as at mid-September of the respective school 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 2015/16 to 2019/20 school years

School year	Sex	Government	Aided	Direct Subsidy Scheme	Private	International	All sectors
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
2019/20	Male	12 729	145 107	9 398	14 933	12 118	194 285
	Female	10 314	132 923	6 537	18 131	11 038	178 943

Notes:

- (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Figures include ordinary primary schools, but not special schools. International schools include the English Schools Foundation schools.

Number of students in secondary schools by sex and sector from the 2015/16 to 2019/20 school years

District	Sex	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All sectors
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
2019/20	Male	11 131	119 282	683	24 529	3 562	9 199	168 386
	Female	9 420	115 037	573	21 520	3 680	8 778	159 008

Notes:

- (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Figures include ordinary secondary day schools, but not special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include the English Schools Foundation schools.

Number of students in kindergartens by grade and type from the 2015/16 to 2019/20 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
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
2019/20	Nursery	25 337	7 953	25 420	58 710
	Lower Class	25 020	8 287	25 227	58 534
	Upper Class	22 940	8 689	25 424	57 053

Notes:

- (1) Figures refer to the position as at mid-September of the respective school 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 2015/16 to 2019/20 school years

School year	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All sectors
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
2019/20	P1	3 580	43 655	2 742	6 077	4 411	60 465
	P2	4 120	49 135	2 759	6 117	4 000	66 131
	P3	3 969	48 384	2 721	5 842	3 888	64 804
	P4	3 728	45 894	2 686	5 390	3 738	61 436
	P5	3 797	45 396	2 434	5 077	3 579	60 283
	P6	3 849	45 566	2 593	4 561	3 540	60 109

Notes:

- (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Figures include ordinary primary schools, but not special schools. International schools include the English Schools Foundation schools.

Number of students in secondary schools by grade and sector from the 2015/16 to 2019/20 school years

School year	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All sectors
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
2019/20	S1	3 807	44 324	227	8 532	1 336	3 328	61 554
	S2	3 554	41 483	216	8 108	1 328	3 181	57 870
	S3	3 469	39 520	223	7 555	1 194	2 860	54 821
	S4	3 322	37 754	190	7 570	974	2 396	52 206
	S5	3 240	35 798	184	7 290	893	2 285	49 690
	S6	3 159	35 440	216	6 994	838	2 177	48 824
	S7	0	0	0	0	679	1 750	2 429

Notes:

- (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Figures include ordinary secondary day schools, but not special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include the English Schools Foundation schools.

**Number of students with special educational needs (SEN)
studying in public sector ordinary primary and secondary schools
by grade level and SEN type from the 2015/16 to 2019/20 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
2019/20	2	147	2 651	3 004	2 767	2 627	2 354	2 253	2 145	1 762	1 527	1 434

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
2019/20	108	122	168	144	153	111	144	139	139	132	128	108

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
2019/20	977	879	1 166	1 159	1 126	1 092	939	914	858	665	543	487

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
2019/20	162	364	831	1 221	1 410	1 507	1 505	1 542	1 561	1 264	963	827

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
2019/20	15	19	17	18	27	15	18	17	37	29	14	26

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
2019/20	3	6	6	3	7	9	6	6	6	14	19	10

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
2019/20	69	64	79	62	64	55	60	43	53	50	49	51

Speech & 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
2019/20	29	1 160	645	438	303	236	187	106	91	57	42	26

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
2019/20	5	8	11	11	9	21	44	58	96	90	105	103

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 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 ordinary schools in the 2017/18 school year. The collection of relevant information of students with SEN requires parental consent. Given that many types of 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)^(Note) studying in
Direct Subsidy Scheme (DSS) schools by grade level and SEN type in the 2019/20 school year**

	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Specific Learning Difficulties	0	9	27	57	42	47	264	274	233	248	237	220
Intellectual Disability	0	0	0	0	2	0	18	8	17	8	10	8
Autism Spectrum Disorders	7	14	13	25	21	19	105	139	126	113	104	88
Attention Deficit / Hyperactivity Disorder	2	11	10	29	37	41	201	236	220	193	165	150
Physical Disability	1	1	1	0	0	0	4	4	2	8	5	4
Visual Impairment	0	0	0	0	0	0	1	1	2	2	0	1
Hearing Impairment	2	1	2	1	2	0	3	4	3	12	9	5
Speech & Language Impairment	0	0	0	0	0	0	15	0	0	1	0	0
Mental Illness	0	0	0	0	1	0	6	12	11	27	26	36

Note:

Starting from the 2019/20 school year, the provision of Learning Support Grant (LSG) to DSS schools is based on the number of students with SEN and academic low achievers (applicable to primary schools) enrolled in each school, as well as the DSS LSG unit rate. Hence, DSS schools are required to submit SEN information of the students concerned to the EDB for calculating the allotment of the LSG. Before that, the relevant resources were included in the DSS unit subsidy, and we did not compile the numbers of students concerned.

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 2015/16 to 2019/20 school years

School year	ESF		PIS		Other private international school		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
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
2019/20	354	463	230	301	561	403	1 145	1 167

* 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 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 mid-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 2015/16 to 2019/20 school years**

School type	2015/16	2016/17	2017/18	2018/19	2019/20
School for Children with Visual Impairment	2	2	2	2	2
School for Children with Hearing Impairment	2	2	2	1	1
School for Children with Physical Disability	7	7	7	7	7
School for Social Development	7	7	8	8	8
School for Children with Intellectual Disability	41	41	41	41	41
Hospital School	1	1	1	1	1

Notes:

- (1) Figures refer to the position as at September of the respective school years.
- (2) From the 2015/16 to 2018/19 school years, the Hospital School operated classes at 18 hospitals. In the 2019/20 school year, the Hospital School operates classes at 20 hospitals.
- (3) 1 new school for social development commenced operation in the 2017/18 school year.
- (4) 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 2015/16 to 2019/20 school years**

School type	2015/16 ^(Note 1)	2016/17 ^(Note 1)	2017/18 ^(Note 1)	2018/19 ^(Note 1)	2019/20 ^(Note 1)
Visual Impairment	125	123	112	110	119
Hearing Impairment	87	89	84	64	71
Physical Disability	915	883	877	907	903
Mild Intellectual Disability ^(Note 2)	3 049	3 103	3 154	3 218	3 295
Moderate Intellectual Disability ^(Notes 2 & 3)	1 879	1 911	1 992	2 040	2 103
Severe Intellectual Disability ^(Note 3)	679	687	699	706	712
School for Social Development	600	553	594	614	647
Hospital School	369	333	314	280	351

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 2015/16 school year 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. The figures are categorised according to the respective class types.

- End -

CONTROLLING OFFICER'S REPLY

EDB357

(Question Serial No. 5856)

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 types of courses of Applied Learning Chinese (for non-Chinese speaking students), with course providers, expenditure, number of schools participated, number of NCS students enrolled for the 2015/17, 2016/18, 2017/19, 2018/20, and 2019/21 cohorts respectively:

Course of the Applied Learning Chinese (for non-Chinese speaking students)	Course Provider	Expenditure	No. of schools participated	No. of NCS students enrolled

The number of NCS students completed the Applied Learning Chinese (for non-Chinese speaking students) courses for the 2015-17, 2016-18, 2017-2019, 2018-2020, and 2019-2021 cohorts respectively, desegregated by results (i.e. attained, attained with distinction):

Types of courses of the Applied Learning Chinese (for non-Chinese speaking students) courses	No. of NCS students completed the course	No. of NCS students with Attained	“Attained with Distinction”	“Unattained”

The number of NCS students enrolled in the Applied Learning Chinese (for non-Chinese speaking students) courses and received subsidies simultaneously for alternative Chinese language examinations or the DSE Chinese language examination from 2015-17 to 2018-20 cohort;

Ways to ensure the professional capacity of the team providing the Applied Learning Chinese (for non-Chinese speaking students) courses, and the methods used to collect feedback from stakeholders towards the course quality;

What is the level in the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) a non-Chinese speaking student is expected to have before enrolling in the Applied Learning Chinese (for non-Chinese speaking students) courses and which level in the Learning Framework an NCS student is expected to reach after completing each of the Applied Learning Chinese (for non-Chinese speaking students) courses.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 485)

Reply:

In respect of the Applied Learning Chinese (for non-Chinese speaking (NCS) students) (ApL(C)) courses, the number of participating schools, number of student enrolment, number of students having completed their courses, and the results they attained in the Hong Kong Diploma of Secondary Education (HKDSE) Examination from the 2015-17 to the 2019-21 cohorts are set out below:

2015-17 cohort (2017 HKDSE Examination)							
Name of ApL(C) course	Course provider	No. of participating schools	No. of student enrolment	No. of NCS students having completed the course	No. of NCS students with “Attained”	No. of NCS students with “Attained with Distinction”	No. of NCS students with “Unattained”
ApL(C) – Chinese for the Service Industry	School of Continuing Education, Hong Kong Baptist University	7	125	104	79	20	5
ApL(C) – Practical Chinese in Hospitality	Hong Kong College of Technology	7	56	42	21	9	12
2016-18 cohort (2018 HKDSE Examination)							
ApL(C) – Chinese for the Service Industry	School of Continuing Education, Hong Kong Baptist University	17	138	110	70	30	10

ApL(C) – Practical Chinese in Hospitality	Hong Kong College of Technology	7	40	24	15	5	4
2017-19 cohort (2019 HKDSE Examination)							
ApL(C) – Chinese for the Service Industry	School of Continuing Education, Hong Kong Baptist University	14	132	112	80	28	4
ApL(C) – Practical Chinese in Hospitality	Hong Kong College of Technology	9	67	41	20	11	10
2018-20 cohort (2020 HKDSE Examination)							
ApL(C) – Chinese for the Service Industry	School of Continuing Education, Hong Kong Baptist University	18	111	Not applicable (course in progress)			
ApL(C) – Practical Chinese in Hospitality	Hong Kong College of Technology	8	58				
ApL(C) – Chinese in Business Service	School of Professional Education and Executive Development, The Hong Kong Polytechnic University	16	53				
2019-21 cohort (2021 HKDSE Examination)							
ApL(C) – Chinese in Practical Context	School of Continuing Education, Hong Kong Baptist University	11	32	Not applicable (course in progress)			
ApL(C) – Practical Chinese	Hong Kong College of Technology	2	47				
ApL(C) – Chinese in Business Service	School of Professional Education and Executive Development, The Hong Kong Polytechnic University	16	52				

For the ApL(C) courses offered from the 2015-17 to 2019-21 cohorts, the Government provided the Student Grant to all schools offering ApL(C) in the past 5 school years to fully subsidise students taking these courses. Details are as follows:

	2015/16 (\$ million)	2016/17 (\$ million)	2017/18 (\$ million)	2018/19 (\$ million)	2019/20* (\$ million)
ApL(C) – Chinese for the Service Industry ¹	3.3	4.8	4.7	3.4	2.3
ApL(C) – Practical Chinese in Hospitality ²	1.1	1.9	1.9	1.8	1.2
ApL(C) – Chinese in Business Service	(Course to be offered)		0.8	1.4	2.5

* As at 20 March 2020

Note:

¹ The course was renamed as ApL(C) – Chinese in Practical Context in the 2019-21 cohort

² The course was renamed as ApL(C) – Practical Chinese in the 2019-21 cohort

For eligible NCS students pursuing the local curriculum in day schools and entering for examinations under internationally-recognised alternative Chinese Language qualifications (note), their examination fees can be partly subsidised by the Education Bureau (EDB). As for the number of NCS students taking ApL(C) courses and subsidised to enter for alternative Chinese Language examinations, we do not have the relevant statistics.

Note: They include Chinese Language examinations under the General Certificate of Secondary Education (GCSE), International General Certificate of Secondary Education (IGCSE) and General Certificate of Education (GCE) Advanced Subsidiary Level (AS-Level) and Advanced Level (A-Level).

The course providers will form a professional team for each ApL(C) 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 of the course. Similar to other Applied Learning courses, the EDB monitors the effectiveness of ApL(C) through a quality assurance process, involving the relevant committee under the Curriculum Development Council, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, and the Hong Kong Examinations and Assessment Authority to monitor curriculum design, course delivery, and moderation of assessment respectively. We collect the stakeholders' views through relevant studies, curriculum development visits and quality assurance visits, and provide feedback on the course with a view to enhancing the implementation.

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**EDB358****(Question Serial No. 5857)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide information on admission of non-Chinese speaking (NCS) children by kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS)/free KG scheme 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 no. of schools under PEVS/KG Scheme
2014/15					
2015/16					
2016/17					
2017/18					
2018/19					

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 486)

Reply:

Information on admission of non-Chinese speaking (NCS) children by kindergartens (KGs) that joined the Pre-primary Education Voucher Scheme (PEVS)/KG education scheme (KG Scheme) in the past 5 school years (2015/16, 2016/17, 2017/18, 2018/19 and 2019/20 school years) is as follows:

	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 no. of schools joining the PEVS/KG Scheme
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
2019/20	426	170	5	13	761

Notes:

1. Figures reflect the position as at mid-September of the respective school years.
2. Figures cover students studying in KG-cum-child care centres.
3. Figures cover students whose ethnicity is Chinese but who are NCS based on the spoken language at home.

- End -

CONTROLLING OFFICER'S REPLY

EDB359

(Question Serial No. 5858)

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 this Committee with the following information for the past 5 school years:

- (1) the respective number of government and aided primary schools provided with Student Guidance Officers, Student Guidance Teachers and Student Guidance Service Grant in each year; and
- (2) the respective number of cases under the Comprehensive Student Guidance Service in primary schools, disaggregated by case type, in each year.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 487)

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. from 2015/16 to 2019/20) is as follows:

Number of Public Sector Primary Schools Provided with	2015/16 School Year	2016/17 School Year	2017/18 School Year	2018/19 School Year	2019/20 School Year
Student Guidance Officers	12	10	7	6	5
Student Guidance Teachers	125	121	119	113	105
Student Guidance Service Grant	317	323	328	114	36

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 under 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 2019/20 school year, 309 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 cases under the Comprehensive Student Guidance Service by case category for the past 5 years (i.e. from the 2014/15 to the 2018/19 school years) is summarised as follows:

Case Category	School Year				
	2014/15	2015/16	2016/17	2017/18	2018/19
Conduct Problems	1 306	1 254	1 277	1 256	1 266
Emotional/Psychological Problems	2 743	2 945	3 190	3 353	3 548
Family/Environmental Problems	1 976	1 940	1 941	2 089	2 186
Health/Physical Problems	103	92	94	87	89
Learning Problems	1 210	1 071	1 025	985	892
Social/Developmental Problems	460	426	407	481	509
Total	7 798	7 728	7 934	8 251	8 490

- End -

CONTROLLING OFFICER'S REPLY**EDB360****(Question Serial No. 5859)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

(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, school leavers and adult, and for each programme, the amount of the funding, the name of the institution/organisation running the programmes, the specific target group(s) of the programme (if any), the number of students enrolled and completed the programme, and levels attained, and whether the programme is pegged at any levels of the Qualifications Framework in 2018/19 and 2019/20. Please refer to the following table for the format.

Name of programme	Institution/organisation	Target participants	Expenditure (\$)	Fee	Study period	Mode of study	Attained QF level upon completion	Number of students enrolled	Number of students completed programme

(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, and whether final reports are accessible to the public.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 488)

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. Besides, 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. The estimated expenditure for the major Chinese language programmes concerned in the 2018/19 and 2019/20 school years is tabulated at Annex.
- (2) The EDB evaluates and monitors the implementation of the support programmes by various means, such as observing the immediate responses of participants, conducting questionnaire surveys, holding meetings with service providers and scrutinising the reports submitted by service providers.

**Chinese language programmes for non-Chinese speaking (NCS) students
offered in collaboration with tertiary institutions and non-governmental organisations
in the 2018/19 and 2019/20 school years**

Programme	Organisation commissioned to organise the programme	Target participants	Expenditure (\$ million)	Fees (if any)	Study Period	Mode of Study	Qualifications Framework level attained upon completion	Student Enrolment	Number of students who completed the programme
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	<u>2018/19:</u> 3.4 <u>2019/20:</u> 2.9*	Free	Whole school year	Remedial programmes after school hours and during holidays	Not applicable	<u>2018/19:</u> About 810 students <u>2019/20:</u> About 760 students	#
District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese language through fun activities such as games and creative art under the Language Fund	<u>2018/19:</u> (a) Hong Kong Christian Service (b) HKSKH Lady MacLehose Centre	NCS children aged 3 to 9	<u>2018/19:</u> 3.7	Free	<u>2018/19:</u> Whole school year	Group activities, indoor/outdoor extension learning activities as well as cultural visits and guided tours of community resources	Not applicable	<u>2018/19:</u> A total of about 400 students	#

Programme	Organisation commissioned to organise the programme	Target participants	Expenditure (\$ million)	Fees (if any)	Study Period	Mode of Study	Qualifications Framework level attained upon completion	Student Enrolment	Number of students who completed the programme
	<u>2019/20:</u> Dawn Foundation Limited		<u>2019/20:</u> 0.7*		<u>2019/20:</u> 8 weeks			<u>2019/20:</u> An estimate of about 200 students	
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	<u>2018/19:</u> (a) Yale-China Chinese Language Centre, The Chinese University of Hong Kong	NCS school leavers	<u>2018/19:</u> A total of 1.2	<u>2018/19:</u> (a) Course fees ranging from \$11,680 to \$47,770	Period of study depends on programme level and study progress, and ranges from 8 weeks to 1 year	Classroom teaching	<u>2018/19:</u> (a) Level 2	<u>2018/19:</u> (a) 96	<u>2018/19:</u> (a) 43
	(b) Baptist Oi Kwan Social Service			(b) \$800			(b) Level 1	(b) 77	(b) 47
	<u>2019/20:</u> (a) Yale-China Chinese Language Centre, The Chinese University of Hong Kong			<u>2019/20:</u> A total of 3.9			<u>2019/20:</u> (a) \$2,000	<u>2019/20:</u> (a) Level 2	<u>2019/20:</u> Pogrammes are in progress or undergoing accreditation
	(b) Baptist Oi Kwan								

Programme	Organisation commissioned to organise the programme	Target participants	Expenditure (\$ million)	Fees (if any)	Study Period	Mode of Study	Qualifications Framework level attained upon completion	Student Enrolment	Number of students who completed the programme
	Social Service (c) YMCA College of Careers			(b) \$800 (c) Foundation programme: \$200 Levels 1 and 2 programmes: \$500 (In both school years, up to 85% of the tuition fee can be reimbursed to participants who fulfill the relevant requirements upon completion of the above courses.)			(b) Levels 1 and 2 (c) Foundation, Levels 1 and 2		

* Estimated figures

As these programmes aim to provide support in learning Chinese for NCS students after school hours, participating students in principle stay in the programmes until completion of all lessons. Therefore, we do not differentiate the number of participants who completed the programmes from the total number of participants.

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

EDB361

(Question Serial No. 5860)

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 following:

(1) The numbers of primary and secondary school teachers in the territory who attended the Basic, Advanced and Thematic Courses (BAT Courses) on special educational needs, the cumulative number of these teachers, and the number of teachers who have yet to complete the BAT Courses in the past 5 school years.

(2) How does the Administration evaluate the effectiveness of existing BAT Courses?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 489)

Reply:

(1) and (2)

Starting from the 2007/08 school year, the Education Bureau (EDB) has been providing structured training courses on supporting students with special educational needs (SEN) pitched at basic, advanced and thematic levels (BAT Courses) for serving teachers in primary and secondary schools. The numbers of teachers in public sector ordinary primary and secondary schools who have completed the BAT Courses in the past 5 school years are tabulated as follows:-

Course	2015/16		2016/17		2017/18		2018/19		2019/20 (Provisional) ^{Note}	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Basic	221	364	259	444	283	406	314	395	305	445
Advanced	109	147	129	197	157	152	177	146	144	176
Thematic	201	250	204	248	217	270	209	265	233	272

Note: BAT Courses for the 2019/20 school year are not yet completed. Figures provided are the anticipated number of teachers who will complete the courses. To prevent the spreading of COVID-19, all kinds of teacher training courses have to be postponed or terminated. The above figures do not reflect the impact of the pandemic on the courses.

As of the 2018/19 school year, the number of public sector ordinary primary and secondary school teachers who have completed the Basic, Advanced and Thematic Courses is 8 008, 3 272 and 6 789 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 serve 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 primary and secondary school by the end of the 2019/20 school year. As the training cycle is coming to an end in the 2019/20 school year, we have conducted a review on the experiences gained by the tertiary institutions which were commissioned to organise the teacher training courses on special education and collect views from stakeholders regarding

teacher training in special education, including course content, operation mode, training hours and training targets of BAT Courses. We are also working on the arrangements for the next training cycle, including considering the provision of more diversified and effective training modes, such as designing online training courses. Besides, to prevent the spreading of COVID-19, all kinds of teacher training courses for the 2019/20 school year have to be postponed or terminated. As such, we expect to see a drop in the total number of teachers who have completed the BAT Courses in the current training cycle. We will review the impact of the pandemic on the training courses and adjust the arrangements for the next training cycle taking into account the actual needs.

- End -

CONTROLLING OFFICER'S REPLY

EDB362

(Question Serial No. 5861)

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.: 490)

Reply:

The number of students with special educational needs (SEN) applying for special examination arrangements in the Hong Kong Diploma of Secondary Education Examination in the past 5 years, set out by type of SEN and special examination arrangements, is at the Appendix.

Number of Students Applying for Special Examination Arrangements in the Hong Kong Diploma of Secondary Education Examination from the 2015/16 to 2019/20 School Years#

(by type of SEN)

Year of examination	Physical disabilities	Visual disabilities	Aural disabilities	Oral disabilities	Special 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
2019	99	48	219	215	1 318	1 185	3 084
2020*	89	45	192	239	1 335	1 229	3 129

Statistics reflect the number of candidates whose applications have been approved, excluding rejected and withdrawn applications.

* Figures as at March 2020.

**Number of Students Applying for Special Examination Arrangements in the Hong Kong Diploma of Secondary Education Examination
from the 2015/16 to 2019/20 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
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	3 044 [^]	2 456	3	91	5	176	81	3	12	224	225
2020*	3 077 [^]	2 523	3	81	1	152	101	1	16	272	244

Statistics reflect the number of candidates whose applications have been approved, excluding rejected and withdrawn applications.

* Figures as at March 2020.

[^] Including both written and oral examinations.

- End -

CONTROLLING OFFICER'S REPLY**EDB363****(Question Serial No. 5862)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please advise this Committee of the following information in the past 5 school years:

(1) the number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools by school level and by SEN type; and

(2) the number of students with special needs admitted by primary and secondary schools. Please set out the figures in the form of a table:

No. of students with special needs admitted	Primary schools	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.: 491)Reply:

(1) and (2)

From the 2015/16 to 2019/20 school years, the number of students with special educational needs (SEN) studying in public sector ordinary primary and secondary schools, disaggregated by school level and SEN type, is set out at Appendix 1; the number of public sector ordinary primary and secondary schools disaggregated by number of students with SEN is set out at Appendix 2.

**Number of students with special educational needs (SEN)
studying in public sector ordinary primary and secondary schools
by school level and SEN type from the 2015/16 to 2019/20 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
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
2019/20	Primary	11 200	810	6 400	5 500	110	30	390	2 810	70
	Secondary	11 480	790	4 410	7 660	140	60	310	510	500

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 ordinary 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 ordinary schools in the 2017/18 school year. The collection of relevant information about students with SEN requires parental consent. Given that many types of 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 ordinary primary and secondary schools
by number of students with SEN from the 2015/16 to 2019/20 school years**

No. of Students with SEN	2015/16		2016/17		2017/18		2018/19		2019/20	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	0	0	0	0	0	0	0	0	0	0
1-5	5	14	1	8	1	3	3	1	2	1
6-10	13	37	10	29	7	19	4	10	3	4
11-20	29	73	30	64	25	64	24	51	21	47
21-30	50	57	38	63	30	62	21	65	17	52
31-40	110	30	73	32	68	43	44	47	36	56
41-50	87	22	99	27	95	25	88	29	69	36
More than 50	160	157	203	167	228	173	272	186	307	193

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

- End -

CONTROLLING OFFICER'S REPLY

EDB364

(Question Serial No. 5863)

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 details of and statistics on the use of the following aids/support services, including physiotherapy, occupational therapy, speech therapy, braille books, audiobooks, other assistive devices (please specify categories of devices) and sign language interpretation services, by students with special educational needs under the special education system and integrated education system in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 492)

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 SEN will attend ordinary 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 braille staff, according to the specific needs of their students. All students in special schools could benefit from the above specialist services in accordance with their individual needs.

To help public sector ordinary 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, Top-up Fund for procurement of special furniture and equipment or carrying out minor conversion work for students with disabilities, etc. Schools should deploy 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. 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

EDB365

(Question Serial No. 5864)

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 inform this Committee of:

- (1) the number of students with special educational needs (SEN) in English Schools Foundation schools and other private international schools in the past 5 school years;
- (2) the number of additional places for supporting students with SEN in newly developed or expanded international schools (including primary and secondary schools); and
- (3) the terms of service agreements with international schools in regard to the provision of support for students with SEN.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 493)

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 5 successful applicants have included support measures for students with SEN in their school proposals, such as measures to identify students with SEN, 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 2015/16 to 2019/20 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.

Number of students with special educational needs (SEN) in the English Schools Foundation (ESF) schools and other private international schools from the 2015/16 to 2019/20 school years

School year	ESF		Other private international schools		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
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
2019/20	354	463	561	403	915	866

* 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 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 mid-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

EDB366

(Question Serial No. 5865)

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 following:

- (1) whether all official information of the Education Bureau (EDB) is available in both Chinese and English, our official languages;
- (2) the number of parent briefing sessions on Primary One Admission (POA) and Secondary School Places Allocation (SSPA) systems conducted in English; the districts where these briefing sessions were held; and the number of participating parents in the past 5 school years;
- (3) the number of dedicated briefing sessions on the POA and SSPA systems with simultaneous interpretation services for parents of non-Chinese speaking (NCS) students; the districts where these briefing sessions were held; and the number of participating parents in the past 5 school years;
- (4) information disseminated or publications published by the EDB, including blogs, webpages, school directories, reports on school quality and videos (particularly information and publications that inform parents' and students' school choices), that are only available in Chinese but not English;
- (5) information disseminated or publications published by the EDB, including school directories and reports on school quality (particularly information and publications that inform parents' and students' school choices), that are available in both Chinese and English online but only Chinese in print.
- (6) information disseminated or publications published by the EDB, including blogs, webpages, school directories, reports on school quality and videos (particularly information and publications that inform parents' and students' school choices), that are available in languages other than Chinese and English, and the languages they are available in; and

(7) if information about schools and the education system provided by the EDB is available in Chinese only, by what means can parents of NCS students make an informed school choice for their children, and whether the EDB can still claim that parental choice is the reason behind certain schools having a particular high proportion of ethnic minority students.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 494)

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 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) with simultaneous interpretation services in major ethnic minority (EM) languages provided. In the school years from 2015/16 to 2019/20, 9 to 10 sessions on POA which were open to all parents of NCS students were organised annually in Kwun Tong and Kowloon City, which are the locations easily accessible to parents. The number of participating parents in the briefing sessions was 311, 269, 261, 286 and 373 from the 2015/16 to 2019/20 school years respectively. As regards SSPA, since it is not uncommon for primary schools to offer counselling on admission to Secondary 1 specifically on making 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 or Kowloon City from the 2015/16 to 2019/20 school years and the number of participating parents was 73, 68, 73, 95 and 81 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) to (6) EDB is committed to encouraging and supporting the integration of NCS students (especially EM students) into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese language. A dedicated webpage on education services for NCS students, which contains information about the education system and schools, has been set up for NCS students and their parents. All relevant information (including information related to making school choices) is published in Chinese and English, with translation into major EM languages provided where applicable for the easy reference of non-Chinese speakers. Details are tabulated at Annex.
- (7) As elucidated above, information about the education system and schools provided by EDB is available in both Chinese and English. 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. This is conducive to their children's learning of the Chinese language as well as integration into the community. 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. 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 kindergartens 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 schools admitting NCS students 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. From the 2019/20 school year onwards, EDB has further enhanced the newly added column by requesting the schools concerned to provide more details of the relevant support measures. EDB encourages schools to continue to enrich the content of the English version of the School Profiles and their school webpages. Furthermore, EDB has set up a hotline for NCS students and their parents, and if necessary, simultaneous interpretation services can be arranged through the Centre for Harmony and Enhancement of Ethnic Minority Residents funded by the Home Affairs Department. We believe that our provision of information on the education system and schools can encourage NCS students to choose to study in mainstream schools. Starting from the 2020/21 school year, EDB will strengthen parent education for parents of NCS students and encourage them to enrol their children to local kindergartens and strengthen their communication with schools. We will provide a series of parent education programmes for NCS parents to help them support their children's learning, encourage their children to master the Chinese language, and help them have more comprehensive understanding of the multiple pathways available to their children.

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 (Under the "Discretionary Places Admission" stage of the POA system, applicants applying for the school which their 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. 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, including parent education that we have been committed to strengthening in recent years, are conducive to encouraging NCS students to choose to study in mainstream schools and facilitating their Chinese learning and integration into the community.

Information or publications released by the Education Bureau (EDB) as mentioned in item (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 2020/21 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 2020/21 School Year	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
Poster on Kindergarten Education Scheme –2020/21 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 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)
Sample Electronic 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, Punjabi (Indian)
Knowing More About Children’s Learning – Parents’ Pamphlet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)
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 – Frequently Asked Questions (Specifically for Non-Chinese Speaking Students)	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)

Information or publications released by the Education Bureau (EDB) as mentioned in item (6)	Language versions other than English and Chinese
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 – Frequently Asked Questions on New Notification Arrangements for Successful Discretionary Places Applicants (Specifically for Non-Chinese Speaking Students)	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)

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CONTROLLING OFFICER'S REPLY

EDB367

(Question Serial No. 5866)

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 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 the EDB is “committed to encouraging and supporting NCS students’ integration into the community”.

Will the government inform this Council of:

- (1) the list of official information of the Education Bureau that is available in Chinese only;
- (2) 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 choice, that are only available in Chinese but not English;
- (3) 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 choice, that are available in both printed and web versions in Chinese but only available in web versions in English;
- (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 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; and
- (5) 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;

- (6) 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 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20;
- (7) 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 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20;
- (8) How will the EDB improve its communication with NCS parents and better promote EDB policies and school information to parents given not all information is equally bilingual?
- (9) What means have the EDB adopted to disseminate the relevant information and leaflet to NCS parents (e.g. list out the locations where NCS parents can access different leaflets)? What is the corresponding expenditure?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 495)

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) to (4) and (9) EDB is committed to encouraging and supporting the integration of non-Chinese speaking (NCS) students (especially ethnic minority (EM) students) into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese language. A dedicated webpage on education services for NCS students, which contains information about the education system and schools, has been set up for NCS students and their parents. All relevant information (including information related to making school choices) is published in Chinese and English, with translation into major EM languages provided where applicable for the easy reference of non-Chinese speakers. Relevant details and means of access are tabulated at Annex. 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.
- (5) and (8) As elucidated above, information about the education system and schools provided by EDB is available in both Chinese and English. 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. This is conducive to their children's learning of the Chinese language as well as integration into the community. 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. 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 kindergartens 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 admitting NCS students 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. From the 2019/20 school year onwards, EDB has further enhanced the newly added column by requesting the schools concerned to provide more details of the relevant support measures. EDB encourages schools to continue to enrich the content of the English version of the School Profiles and their school webpages. Furthermore, EDB has set up a hotline for NCS students and their parents, and if necessary, simultaneous interpretation services can be arranged through the Centre for Harmony and Enhancement of Ethnic Minority Residents funded by the Home Affairs Department (HAD). We believe that our provision of information on the education system and schools can encourage NCS students to choose to study in mainstream schools. Starting from the 2020/21 school year, EDB will strengthen parent education for parents of NCS students and encourage them to enrol their children to local kindergartens and strengthen their communication with schools. We will provide a series of parent education programmes for NCS parents to help them support their children's learning, encourage their children to master the Chinese language, and help them have more comprehensive understanding of the multiple pathways available to their children.

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.

- (6) and (7) 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 NCS children. In the 2015/16 school year, 2 dedicated briefing sessions for parents of NCS children were organised in Wong Tai Sin and Tuen Mun, and the total number of participants was 43. Starting from the 2016/17 school year, we have organised briefing sessions in collaboration with the Support Service Centres for Ethnic Minorities funded by HAD. To reach out to parents of NCS children, we have released information on briefing sessions through EM newspapers. In the 2016/17 school year, a total of 7 dedicated briefing sessions were organised in Wan Chai, Yau Tsim Mong, Yuen Long, Tuen Mun, Kwai Tsing, Kwun Tong and Wong Tai Sin, and the turnout was 159. In the 2017/18 school year, a total of 7 dedicated briefing sessions were organised in Yau Tsim Mong, Wan Chai, Yuen Long, Kwai Tsing, Tuen Mun, Kwun Tong and Sham Shui Po, and the turnout was 88. In the 2018/19 school year, 6 dedicated briefing sessions were organised in Sham Shui Po, Kwai Tsing, Wan Chai, Yuen Long, Yau Tsim Mong and Tuen Mun, and 3 short talks were organised in Tuen Mun, Yau Tsim Mong and Kwai Tsing in collaboration with the Support Service Centres for Ethnic Minorities, and the total turnout was 125. As for the 2019/20 school year, since some briefing sessions or short talks are yet to be held, relevant information is not available at this stage. Simultaneous interpretation services in major EM languages were/will be provided to the participants as appropriate at all of these briefing sessions and short talks. In addition to directly reaching out to parents of NCS children through the above-mentioned briefing sessions and short talks, 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 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) with simultaneous interpretation services in major EM languages provided. In the school years from 2015/16 to 2019/20, 9 to 10 sessions on POA which were open to all parents of NCS students were organised annually in Kwun Tong and Kowloon City, which are the convenient locations easily accessible to parents. The number of participating parents in the briefing sessions was 311, 269, 261, 286 and 373 from the 2015/16 to 2019/20 school years respectively. As regards SSPA, since it is not uncommon for primary schools to offer counselling on admission

to Secondary 1 specifically on making 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 or Kowloon City from the 2015/16 to 2019/20 school years and the number of participating parents was 73, 68, 73, 95 and 81 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.

Information or publications released by the Education Bureau (EDB) as mentioned in items (4) and (9)	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)	<ul style="list-style-type: none"> • 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 the Home Affairs Department (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 2020/21 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 2020/21 School Year	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Website of EDB
Poster on Kindergarten Education Scheme –2020/21 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 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 the Education Bureau (EDB) as mentioned in items (4) and (9)	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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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
Sample Electronic Household Application Form for Student Financial Assistance Schemes with Explanatory Notes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Website of SFO
Communication Cue Cards for Non-Chinese Speaking Families in Kindergartens	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Website of EDB
Knowing More About Children’s Learning – Parents’ Pamphlet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	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

Information or publications released by the Education Bureau (EDB) as mentioned in items (4) and (9)	Language versions other than English and Chinese	Means of access
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
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 – Frequently Asked Questions (Specifically for Non-Chinese Speaking Students)	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)	<ul style="list-style-type: none"> • Website of EDB • Primary schools participating in SSPA
Secondary School Places Allocation System – Frequently Asked Questions on New Notification Arrangements for Successful Discretionary Places Applicants (Specifically for Non-Chinese Speaking Students)	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Website of EDB
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

EDB368

(Question Serial No. 5867)

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, 2017 and 2018 "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:

- (1) How many applicants checked the option "Cannot use Chinese as learning medium" on the "Application Form for Admission to Primary One" in the 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20 school years admission respectively; and
- (2) What percentage of the students who checked the option "Cannot use Chinese as learning medium" got allocated to schools in the Discretionary Place and the Central Allocation round respectively;
- (3) 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 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20 school years admission respectively.
- (4) 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.

- (5) EDB mentioned they conducted a questionnaire survey in February 2018 to understand stakeholders' opinions on whether the List should be retained when processing the school selection procedures during the CA stage for parents of NCS applicant children participating in the POA in 2018. Please state the details of the survey regarding how the parents were reached, timeline and the related expenditure.
- (6) The number of public primary schools (including DSS schools) which received grants to support NCS students in Chinese learning in the past 5 years;
- (7) 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).
- (8) The Ombudsman direct investigation report in 2019 pointed out that there is a discrepancy between information about schools on the eight schools listed in the Appendix 3 of the "Notes on How to Complete the 'Application Form for Admission to Primary One'" and the actual situation. How is the EDB responding to rectify the situation?

[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.: 496)

Reply:

- (1) The number of applicants who chose the option "Cannot use Chinese as learning medium" on the application form for Primary One Admission (POA) is 700, 756, 648, 796 and 825 from the 2015/16 to 2019/20 school years respectively.
- (2) The percentage of students who chose the option "Cannot use Chinese as learning medium" and were allocated a Primary 1 place at the Discretionary Places Admission stage is 63.6%, 60.7%, 65.7%, 61.7% and 61.3%, and the percentage of students allocated a Primary 1 place at the Central Allocation stage is 36.4%, 39.3%, 34.3%, 38.3% and 38.7% from the 2015/16 to 2019/20 school years respectively.
- (3) The percentage of students who chose the option "Cannot use Chinese as learning medium" and were subsequently admitted by the schools listed in Appendix 3 of the "Notes on How to Complete the Application Form for Admission to Primary One" (the Notes) is 48.0%, 46.4%, 43.5%, 37.8% and 34.6% from the 2015/16 to 2019/20 school years respectively.

- (4), (7) and (8) 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 in the past (i.e. Appendix 3) in the Notes for POA mainly aims to cater for the needs of NCS students and their parents.

The schools on the list are those primary schools traditionally admitting more NCS students in the past, instead of those admitting more NCS students at present. Some parents choose to enrol NCS students in these schools because these schools have accumulated more experience in supporting NCS students (such as school-based support measures, teaching materials, etc), but not because these schools have admitted more NCS students. 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 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 Notes that the schools listed in Appendix 3 are only for the reference of parents who are still in need.

EDB will continue promoting parent education actively and provide parents of NCS students with more information and support for making school choices. Since the 2015/16 school year, the Committee on Home-School Co-operation has published the English printed version of the Primary School Profiles for distribution to parents of NCS students studying at K3 level via kindergartens 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 Primary School Profiles for primary schools to provide information on relevant support for NCS students. All public sector schools and Direct Subsidy Scheme (DSS) schools admitting NCS students 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 the Chinese language. Since the 2019/20 school year, EDB has further enhanced the new column by requiring the schools concerned to provide more details on the relevant support measures. EDB encourages schools to continue to enrich the content of the English version of the School Profiles and their school webpages, and will continue to keep in view the needs of parents of NCS children in respect of making school choices, review regularly the situation of the primary schools listed in Appendix 3 and listen to the views of

various parties on the POA mechanism, including conducting questionnaire surveys among parents of NCS applicant children during the Central Allocation stage under POA every year to collect their views on retaining the school list, and review the arrangement in a timely manner as appropriate.

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.

- (5) To gauge the views of relevant stakeholders on the provision of the primary school list in Appendix 3, EDB conducted a questionnaire survey among parents of NCS children participating in POA 2018 on whether Appendix 3 should be retained when parents made their choice of schools for Central Allocation in February 2018. Such questionnaire surveys were also conducted when the parents made their choice of schools for Central Allocation in POA 2019 and POA 2020. The work is absorbed by existing staff establishment, and a breakdown of the expenditure involved is not available.
- (6) Starting from the 2014/15 school year, EDB has substantially increased the additional funding to schools, 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 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. From the 2015/16 to 2019/20 school years, the number of the primary schools concerned is 85, 98, 106, 114 and 116 respectively. As regards schools admitting a relatively small number of NCS students (i.e. 1 to 9 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 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 2019/20 school years, 49, 87, 106, 104 and 100 (provisional) primary schools were

provided with the additional funding to offer after-school Chinese language support programmes respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB369

(Question Serial No. 5868)

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:

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 NCS students among all students of these schools from 2014/15 to 2019/20.
- (2) Please tabulate by district, the respective number of students and the number of primary and secondary schools where non-Chinese speaking 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 2019/20.
- (3) Please tabulate by district, the respective number of students and 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 2019/20.
- (4) Please inform the Council how can the Council monitor whether there is de facto racial segregation in the education system?
- (5) Please tabulate the information or publications published with translation into major EM languages provided to NCS students and their parents, with the way to obtain the information (e.g. website with link provided, printed etc.)

- (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, 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.: 497)

Reply:

- (1) to (3) For the planning of education support measures for non-Chinese speaking (NCS) students, their need for support is determined by whether their language spoken at home is Chinese or not (instead of their ethnicity). According to the information collected through the annual Enrolment Survey, the number of schools with 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 from the 2015/16 to 2019/20 school years are tabulated at Annex A. The number of schools with NCS students and NCS ethnic minority (EM) students as well as the respective number of NCS students and NCS EM students studying in the schools concerned disaggregated by the percentage of NCS students and NCS 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 2015/16 to 2019/20 school years are tabulated at 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. 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.
- (4) to (6) EDB is committed to encouraging and supporting the integration of NCS students (notably EM students) into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese language. A dedicated webpage on education services for NCS students, which contains information about the education system and schools, has been set up for NCS students and their parents. All relevant information (including information related to making school choices) is published in Chinese and English, with translation into major EM languages provided where applicable for the easy reference of non-Chinese speakers. Details on the publications and means of access are tabulated at Annex D.

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. This is conducive to their children's learning of the Chinese language as well as integration into the community. 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. 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 kindergartens 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 schools admitting NCS students 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. From the 2019/20 school year onwards, EDB has further enhanced the newly added column by requesting the schools concerned to provide more details of the relevant support measures. 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, simultaneous interpretation services can be arranged through the Centre for Harmony and Enhancement of Ethnic Minority Residents funded by the Home Affairs Department. We believe that our provision of information on the education system and schools can encourage NCS students to choose to study in mainstream schools. Starting from the 2020/21 school year, EDB will strengthen parent education for parents of NCS students and encourage them to enrol their children to local kindergartens and strengthen their communication with schools. We will provide a series of parent education programmes for NCS parents to help them support their children's learning, encourage their children to master the Chinese language, and help them have more comprehensive understanding of the multiple pathways available to their children.

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. 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, including parent education that we have been committed to strengthening in recent years, are conducive to encouraging NCS students to choose to study in mainstream schools and facilitating their Chinese learning and integration into the community.

Number of schools with non-Chinese speaking (NCS) students by number of NCS students and the percentage of NCS students among all students of individual schools from the 2015/16 to 2019/20 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								
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%
2018/19	Number of schools	145	205	59	31	7	2	28
	Percentage of NCS students among all students of individual schools	0%	0.1%-5.3%	1.0%-12.8%	2.6%-36.4%	6.7%-39.1%	14.9%-29.1%	15.3%-99.0%
2019/20	Number of schools	145	195	65	32	9	1	29
	Percentage of NCS students among all students of individual schools	0%	0.1%-4.0%	1.3%-7.5%	2.7%-36.0%	6.6%-39.6%	30.1%	12.3%-99.2%
Secondary school								
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%
2018/19	Number of schools	151	186	58	21	11	3	22
	Percentage of NCS students among all students of individual schools	0%	0.1%-3.2%	1.2%-10.5%	2.9%-15.6%	3.9%-93.2%	12.6%-57.9%	15.5%-99.3%
2019/20	Number of schools	149	185	57	21	12	3	24
	Percentage of NCS students among all students of individual schools	0%	0.1%-4.8%	1.3%-10.1%	2.9%-20.8%	3.8%-28.9%	13%-26.7%	15.9%-99.5%

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include public sector schools and Direct Subsidy Scheme schools, but not special schools.
3. Figures include those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.

**Number of schools with non-Chinese speaking (NCS) students and
number of NCS students studying in the schools concerned
by percentage of NCS students among all students of individual schools
from the 2015/16 to 2019/20 school years**

Percentage of NCS students among all students of individual schools	Number of primary schools										Number of secondary schools									
	2015/16		2016/17		2017/18		2018/19		2019/20		2015/16		2016/17		2017/18		2018/19		2019/20	
	Number of schools	Number of NCS students	Number of schools	Number of NCS students	Number of schools	Number of NCS students	Number of schools	Number of NCS students	Number of schools	Number of NCS students	Number of schools	Number of NCS students	Number of schools	Number of NCS students	Number of schools	Number of NCS students	Number of schools	Number of NCS students	Number of schools	Number of NCS students
0%	146	-	150	-	150	-	145	-	145	-	175	-	180	-	162	-	151	-	149	-
>0% - 10%	289	2 006	284	2 113	282	2 248	289	2 429	289	2 618	251	1 812	245	2 000	259	2 209	268	2 430	267	2 557
>10% - 20%	8	458	8	626	11	731	14	1 034	13	1 021	3	348	3	299	6	466	8	623	10	775
>20% - 30%	9	721	11	922	9	866	7	621	4	438	7	914	6	776	5	732	4	608	6	585
>30% - 40%	2	291	4	428	7	744	6	577	9	805	3	368	4	520	3	275	2	158	1	217
>40% - 50%	3	549	2	289	3	625	3	773	3	767	3	515	2	291	3	520	2	330	2	378
>50% - 60%	4	588	3	562	0	0	1	346	1	336	3	1 243	4	1 116	5	1 235	7	1 511	6	1 438
>60% - 70%	2	404	2	562	2	599	2	378	3	552	3	551	3	718	1	186	2	357	3	456
>70% - 80%	3	670	2	448	2	450	4	1 063	2	637	2	897	3	1 253	5	1 872	3	1 202	3	1 177
>80% - 90%	3	951	4	1 259	6	1 959	3	1 218	4	1 434	2	840	2	728	2	651	2	1 007	2	999
>90%	6	2 320	5	2 057	3	1 400	3	1 410	3	1 443	2	1 294	2	1 270	2	1 237	3	1 255	2	1 214

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include public sector schools and Direct Subsidy Scheme schools, but not special schools.
3. Figures include those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.

**Number of schools with non-Chinese speaking (NCS) ethnic minority (EM) students and
number of NCS EM students studying in the schools concerned
by percentage of NCS EM students among all students of individual schools
from the 2015/16 to 2019/20 school years**

Percentage of NCS EM students among all students of individual schools	Number of primary schools										Number of secondary schools									
	2015/16		2016/17		2017/18		2018/19		2019/20		2015/16		2016/17		2017/18		2018/19		2019/20	
	Number of schools	Number of NCS EM students	Number of schools	Number of NCS EM students	Number of schools	Number of NCS EM students	Number of schools	Number of NCS EM students	Number of schools	Number of NCS EM students	Number of schools	Number of NCS EM students	Number of schools	Number of NCS EM students	Number of schools	Number of NCS EM students	Number of schools	Number of NCS EM students	Number of schools	Number of NCS EM students
0%	164	-	164	-	162	-	156	-	157	-	196	-	199	-	175	-	166	-	163	-
>0% - 10%	271	1 653	271	1 833	274	2 094	282	2 297	278	2 388	230	1 458	226	1 610	249	1 960	253	2 072	254	2 229
>10% - 20%	12	763	11	767	10	722	13	984	15	1 096	3	266	5	484	5	521	10	799	11	848
>20% - 30%	7	531	8	594	8	576	5	275	3	181	7	839	4	436	3	357	3	326	5	544
>30% - 40%	1	107	4	502	6	798	5	500	8	887	3	365	4	513	3	272	1	69	0	0
>40% - 50%	3	573	2	331	2	442	3	748	2	511	3	500	2	290	4	606	3	455	2	369
>50% - 60%	3	410	2	363	0	0	1	340	2	583	3	1 228	3	947	3	975	5	1 204	7	1 498
>60% - 70%	2	398	2	551	2	587	2	372	2	281	3	1 033	4	1 317	3	1 103	4	1 244	2	767
>70% - 80%	3	655	2	448	3	610	4	1 059	2	636	1	213	3	1 084	3	854	2	612	3	882
>80% - 90%	3	939	4	1 248	5	1 783	3	1 208	4	1 417	2	815	1	202	2	638	2	646	1	598
>90%	6	2 309	5	2 057	3	1 397	3	1 406	3	1 435	2	1 281	2	1 251	2	1 221	2	1 173	2	1 202

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include public sector schools and Direct Subsidy Scheme (DSS) schools (among which 1 DSS school offering non-local curriculum is excluded for not having provided information on ethnicity of NCS students) but not 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.

Information or publications released by the Education Bureau as mentioned in items (4) to (6)	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)	<ul style="list-style-type: none"> • 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 the Home Affairs Department (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 2020/21 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 2020/21 School Year	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Website of EDB
Poster on Kindergarten Education Scheme –2020/21 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 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 the Education Bureau as mentioned in items (4) to (6)	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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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
Sample Electronic Household Application Form for Student Financial Assistance Schemes with Explanatory Notes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Website of SFO
Communication Cue Cards for Non-Chinese Speaking Families in Kindergartens	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Website of EDB
Knowing More About Children’s Learning – Parents’ Pamphlet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	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

Information or publications released by the Education Bureau as mentioned in items (4) to (6)	Language versions other than English and Chinese	Means of access
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
Primary One Admission – Notes to Parents on Central Allocation	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	Distributed by post to all parents of NCS students who are participating in the Central Allocation stage
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)	<ul style="list-style-type: none"> • Website of EDB • Primary schools participating in the Secondary School Places Allocation System (SSPA)
Secondary School Places Allocation System –New Notification Arrangements for Successful Discretionary Places Applicants 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 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

EDB370

(Question Serial No. 5869)

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:

- (1) of the participants, their number, their categories and expenditure of the “Seminar on Identification and Intervention for the Students Affected by Abuse and Domestic Violence” in the past 5 school years;
- (2) whether any support has been provided for students suffering domestic violence; if yes, of the details; and
- (3) of the respective expenditure on provision of support for students suffering domestic violence in the past 5 school years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 498)

Reply:

(1) to (3)

The Government attaches great importance to the well-being and safety of children and has kept reminding schools through various channels for early identification and provision of support for students in need. Students affected by 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 Education Bureau (EDB) has also updated the relevant circular and documents 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 frontline teachers' awareness of early identification and provision of support for students affected by domestic violence, the EDB has collaborated with the SWD and the Police to organise seminars on "Identifying, Preventing and Handling Suspected Child Abuse Cases" and "Identification and Intervention for the Student Affected by Abuse and Domestic Violence" on an annual basis. With educational psychologists and representatives from relevant departments as key speakers, these seminars seek to enhance school personnel's knowledge of child abuse and domestic violence, and their ability in identification of suspected cases, crisis assessment and multi-disciplinary collaboration. In the past 5 school years, a total of 31 seminars/workshops were held with an attendance of about 6 200 participants, including principals, teachers, school social workers and guidance personnel from primary and secondary schools, special schools and kindergartens. These training activities are collaborative efforts among departments and the expenses involved are subsumed under the relevant departments' overall expenditure.

To support students in need (including those exposed to domestic violence), 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. For students affected by domestic violence, 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 from schools (including school social workers, student guidance personnel and school-based educational psychologists) will work in collaboration with family social workers to help the affected students solve their family problems. To enhance students' resilience, schools may 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. Schools are also encouraged to make use of teaching resources provided by the EDB, such as lesson plans on "Prevention and Helping Students Affected by Domestic Violence" and "Self-protection", in delivering guidance service, and to strengthen their parent education programmes and parent-child activities.

The EDB has been providing schools with various resources to meet students' adjustment needs in learning and whole person development. It is not possible to apportion the expenditure involved in addressing the needs of students affected by domestic violence.

- End -

CONTROLLING OFFICER'S REPLY

EDB371

(Question Serial No. 5870)

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:

- (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) 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 supporting students with SEN; if yes, of the details; if no, of the reasons;
- (4) the proportion of teachers with adequate training, with a breakdown by mainstream and special schools; and
- (5) the Government's strategies to provide all teachers with training in supporting students with SEN.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 500)

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 continuously enhancing the School-based Speech Therapy Service; 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 ordinary primary and secondary schools in the territory. The ratio of educational psychologist to school has also progressively improved to 1:4 for schools with comparatively large number of students with SEN. Starting from the 2017/18 school year, the LSG for public sector ordinary 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 ordinary 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 2019/20 school year, all public sector ordinary primary and secondary schools have been provided with a SENCO.

Besides, the EDB has implemented a series of enhanced measures (including the enhanced LSG) starting from the 2019/20 school year: (i) restructuring various subvented programmes for IE and extending the LSG to all public sector ordinary schools to replace the Intensive Remedial Teaching Programme and the IE Programme; (ii) increasing the LSG unit grant rate for tier-3 support to four times the rate for tier-2 support; (iii) converting/providing additional regular teaching post(s) titled as Special Educational Needs Support Teacher if the total amount of the LSG received by the schools reaches the specific threshold. Other measures include upgrading the SENCO post to promotion rank in public sector ordinary schools with comparatively large number of students with SEN; further extending the Enhanced SBEPS; creating school-based speech therapist posts in the public sector ordinary schools by phases; and providing the Grant for Supporting Non-Chinese Speaking (NCS) Students with SEN to public sector ordinary schools admitting NCS students with SEN under a three-tier structure. Under the above measures, schools have a more stable teaching force and additional resources for flexible deployment to support the implementation of IE.

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, schools are basically implementing WSA to IE 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 ordinary schools, in the 2015/16 school year, we have further raised the training targets for each of the public sector ordinary 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).

As the training cycle is coming to an end in the 2019/20 school year, we have conducted a review on the experiences gained by the tertiary institutions which were commissioned to organise the teacher training courses on special education and collected views from stakeholders regarding teacher training in special education, including course content, operation mode, training hours and training targets of BAT Courses. We are also working on the arrangements for the next training cycle, including considering the provision of more diversified and effective training modes, such as designing online training courses. Besides, to prevent the spreading of COVID-19, all kinds of teacher training courses for the 2019/20 school year have to be postponed or terminated. As such, we expect to see a drop in the total number of teachers who have completed the BAT Courses in the current training cycle. We will review the impact of the pandemic on the training courses and adjust the arrangements for the next training cycle taking into account the actual needs.

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 2018/19 school year, the percentage of teachers having received special education training in public sector ordinary primary and secondary schools is about 43% and 33% 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 ordinary schools 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

EDB372

(Question Serial No. 5871)

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 no. of complaints			
No. of schools being complained against			
No. of completed cases			
No. of pending cases			
Average time required for waiting			
Average time required for processing			

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 501)

Reply:

The number of complaints received by the Education Bureau (EDB) from parents of students with special educational needs from the 2015/16 to 2019/20 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)
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	7
2018/19	2	1	4	2	1	4	2	1	1
2019/20 (as at 29 February 2020)	0	1	2	0	1	2	0	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 complaint case and a longer time for complicated cases.

- End -

CONTROLLING OFFICER'S REPLY**EDB373****(Question Serial No. 5872)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please advise this Committee of:

- (1) the common types and figures of complaints against schools that the Education Bureau (EDB) received from parents of students with special educational needs in the past 5 years:

	Common types of complaints					
	Type 1		Type 2		Type 3	
	Complaint item	No. of complaints	Complaint item	No. of complaints	Complaint item	No. of complaints
Kindergarten						
Primary school						
Secondary school (Secondary 1 to Secondary 3)						
Secondary school (Secondary 4 to Secondary 6)						
University						
Total						

- (2) the strategies that the Government has adopted to handle the complaints lodged by parents of students with special educational needs.

Reply:

(1) The common types of complaints against schools that the Education Bureau (EDB) received from parents of students with special educational needs (SEN) from the 2015/16 to 2019/20 school years are tabulated as follows:

	Common Types of Complaints		
	Type 1	Type 2	Type 3
	Complaint item	Complaint item	Complaint item
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) Since complaints may cover extensively and have different focuses, and a single complaint very often involves more than one issue, the above is merely a crude categorisation. Related complaints appearing more than once are put under the same type. Hence, the specific number of each type of complaints is not available.
- (ii) During the above period, the EDB did not receive any complaints from parents of university students with SEN.

(2) Fostering 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 communication and cooperation with parents for mutual understanding of their respective 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 learning progress, adjust 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 in establishing or enhancing 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) and work out direct solutions through discussions with parents accordingly. 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 at which both

parties will come together to negotiate a settlement. If the issue 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 and legal sectors and the field of social work, as well as educational psychologists. 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 in strengthening 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 for more effective fulfilment of their leadership role in strategically promoting the Whole School Approach to integrated education, including enhancing home-school cooperation, so that teachers can form close partnership with parents in supporting 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, the EDB will intervene and provide support as appropriate. In areas of school administration that are likely to cause misunderstanding (e.g. student admission), the EDB will also invite the Equal Opportunities Commission to explain to the school personnel the points to note under the anti-discrimination ordinances so as to enhance their awareness in this aspect.

- End -

CONTROLLING OFFICER'S REPLY

EDB374

(Question Serial No. 5873)

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 programmes currently offered by tertiary institutions; and
- (2) As special education covers a number of different areas, will the Administration consider resuming the previous two-year special education training for teachers?

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 503)

Reply:

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, it is understood 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 for in-service teachers. Starting from the 2016/17 academic year, EdUHK has also offered a UGC-funded part-time top-up Bachelor of Education (Honours) (Early Childhood Education) in Leadership and Special Needs programme. Moreover, both EdUHK and the University of Hong Kong offer UGC-funded Postgraduate Diploma in Education programmes, in which Special Education can be chosen as a major.

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, the EDB does not have plans to resume the previous two-year special education training for teachers.

- End -

CONTROLLING OFFICER'S REPLY**EDB375****(Question Serial No. 5874)**

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 of the total number of Secondary 3 school leavers in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 504)

Reply:

According to the information 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 2014/15 to 2018/19 school years is tabulated below:

School year	2014/15	2015/16	2016/17	2017/18	2018/19
Number of S3 school leavers with SEN	320	320	420	420	520

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, these students left school mainly to continue their studies or receive training in other schools/ institutions, including private schools, attending full-time or part-time courses run by the Vocational Training Council, apprenticeship schemes or pre-employment vocational training, overseas institutes, 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

EDB376

(Question Serial No. 5875)

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 registered teachers who committed acts of misconduct, including the types of misconduct involved, the number of teachers penalised for their misconduct, and the number of teachers who had their registration cancelled in the past 10 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 505)

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. To answer the Member's question in a timely and proper manner, we now provide the relevant information for the past 5 years. From 2015 to 2019, 30 teachers had their registration cancelled or application refused by the EDB. Teachers in these cases were 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

EDB377

(Question Serial No. 6829)

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 5 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.: 1311)

Reply:

The monthly salary in respect of the position of Secretary for Education (SED) was \$298,115 from April 2015 to June 2017, \$333,900 from July 2017 to June 2018, \$340,250 from July 2018 to June 2019, and is \$348,100 with effect from July 2019. 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**EDB378****(Question Serial No. 6628)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Does the estimated provision of \$69,808.4 million for the Education Bureau (EDB) in 2020/21 contain any portion for expenditure on gender education? If yes, please provide the relevant breakdown of expenditure and estimates. If no, please provide, in a table covering the past 5 years, the number of “inspections and school visits” that the EDB conducted to learn about “the implementation of values education (including sex education) in schools” and “good practices” that the EDB collected “for dissemination and sharing”, and in particular, “good practices” about sex education.

Year	No. of inspections	No. of school visits	No. of instances where good practices were disseminated and shared in schools	No. of good practices about sex education
2015				
2016				
2017				
2018				
2019				

Asked by: Hon CHU Hoi-dick (LegCo internal reference no.: 2001)Reply:

As part of values education, sex education with its related learning elements, such as personal development, hygiene, puberty, making friends, dating, marriage, protecting the body, gender equality and preventing discrimination, is included in the curricula of Key Learning Areas, relevant 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 sex-related topics with students from the perspective of values education, including prevention of discrimination; different attitudes and notions of 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”, “Responsibility” and “Care for Others” lay emphasis on the need for students to develop an attitude of respecting and tolerating others and being responsible. This enables students to be tolerant and respect others’ sexual values and orientations, and learn about their responsibilities relating to sex 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”, “From Internet Culture to Gender Equality” and “Preventing Sexually Transmitted Diseases and AIDS”, 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 on different topics, such as “diversity and inclusiveness” 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 behaviour through arranging learning activities such as discussion, sharing and reflection. The EDB also provides various subsidies and grants, including the Operating Expenses Block Grant/Expanded Operating Expenses Block Grant and Life-wide Learning Grant, to schools for their flexible deployment to implement their school-based curriculum and conduct learning activities that promote values education (including sex education). Since the relevant expenditure and manpower resources incurred in curriculum development, developing L&T resources and organising professional development programmes are subsumed under the recurrent expenditure of the EDB, no breakdown of figures is available.

The EDB has been promoting whole-school curriculum planning in schools to provide a curriculum with equal emphasis on knowledge, skills, values and attitudes to foster students’ whole-person development, which includes values education (including sex education). We learn about the curriculum implementation as well as learning and teaching in schools through different channels such as inspections, school visits and focus group meetings. Values education is not an independent subject, but is embedded in the classroom learning of different subjects and other related learning activities (such as voluntary services, exchange activities and field trips). During the school visits, the EDB officers would learn about the teaching situation in schools as a whole but would not exchange views with schools solely on values education/sex education. Therefore, statistics on the number of inspections or schools visits for values education/sex education are not available. During the discussions or meetings with teachers, EDB officers would share good practices and experiences of other schools with them for their reference in light of the contexts and developmental needs of individual schools. However, from the perspective of actual operation, it is difficult to quantify the good practices and experiences collected or disseminated during our discussions with schools, and to keep a detailed record of the number of such instances. Hence, we do not have either the relevant statistics on the number of instances where good practices were disseminated and shared or the number of good practices.

- End -

CONTROLLING OFFICER'S REPLY**EDB379****(Question Serial No. 6632)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please list out the Chinese language teaching and learning materials targeting non-Chinese speaking (NCS) students, developed by different developers (e.g. institutions, organizations) commissioned by the Education Bureau, from 2014/15 to 2019/20 school years:

Title of teaching materials	Target subject and content	Funding source	Funding Amount (\$)	Principal developer/ research institute (including name of its affiliates)	Beneficiaries (for whom the materials are made)	Level according to the Learning Framework	No. of schools received this material	Is it accessible online (If yes, please provide the link)

Asked by: Hon CHU Hoi-dick (LegCo internal reference no.: 2016)Reply:

The Education Bureau (EDB) has been developing learning materials and teaching reference materials (including series on teaching with picture books, series on teaching of writing, teaching packages on Chinese festivals, etc.) jointly with experts in language and curriculum 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 to 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 separate breakdown of the related expenditure is not available. Besides, the EDB has been providing funding support to schools, tertiary institutions and organisations through the Quality Education Fund, the Language Fund, etc. for developing learning and

teaching resources to cater for non-Chinese speaking students' learning needs. Details are as follows:-

Titles of teaching materials/ research	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))	Arrangement and channel for distributing/ releasing the completed materials (if applicable) (Note)
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)	2, 4
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)	1, 3
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	Not applicable
Chinese Self-learning App for NCS Students	To develop a self-learning and parent-child co-learning app for NCS students to learn Chinese	Language Fund	Open Knowledge Association Limited	Primary 1 to Secondary 1 NCS students	September 2019	In progress	Not applicable
“Chinese Cultural Readings for Non-Chinese Speaking Students: Historical Personages” Digitization and Interactive Learning Programme	To produce an e-version of the Chinese Cultural Readings for non-Chinese Speaking Students: Historical Personages with enhanced contents	Language Fund	Open Knowledge Association Limited	NCS students at junior and senior secondary levels	September 2019	In progress	Not applicable
DIY-Learn Chinese with Fun	To promote “300 commonly-used Chinese characters” using comic books, flash cards, electronic games and mobile apps	Language Fund	School of Continuing and Professional Education, City University of Hong Kong	NCS students in primary and secondary schools	September 2019	In progress	Not applicable

Titles of teaching materials/ research	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))	Arrangement and channel for distributing/ releasing the completed materials (if applicable) (Note)
A Self-learning Open Platform of Chinese for Non-Chinese Speaking Learners	To build an open online learning platform for non-Chinese speakers to self-learn Chinese	Language Fund	The Education University of Hong Kong	Any non-Chinese speakers interested in learning Chinese (including Cantonese)	September 2019	In progress	Not applicable
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)	3
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)	2
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)	2, 3
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)	1
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)	2
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)	Not applicable (the deliverable is a school-based e-learning platform)
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)	1
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)	Public performance

Titles of teaching materials/ research	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))	Arrangement and channel for distributing/ releasing the completed materials (if applicable) (Note)
“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)	3
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, Faculty of Education, The University of Hong Kong	Secondary school students	June 2015	Completed (May 2017)	1
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)	1
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)	Not applicable (programmes were broadcast on campus TV)
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)	1, 2
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)	2, 3
“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)	2, 3
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)	Not applicable (the deliverable is a school-based e-learning platform)

Titles of teaching materials/ research	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))	Arrangement and channel for distributing/ releasing the completed materials (if applicable) (Note)
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)	1
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)	2
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)	1
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)	Not applicable (the deliverable is a school-based e-learning platform)
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)	1, 2, 3
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)	2, 3
"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)	2, 3
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)	Not applicable (the deliverable is under preparation)

Titles of teaching materials/ research	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))	Arrangement and channel for distributing/ releasing the completed materials (if applicable) (Note)
Quality Education Fund Thematic Network on Utilising “Chinese Language Learning Progression Framework for Non-Chinese Speaking Children in Kindergartens in Hong Kong” for Effective Chinese Learning	Kindergarten teachers (Classroom Teaching Handbook on the Framework)	Quality Education Fund	Centre for Advancement of Chinese Language Education and Research, Faculty of Education, The University of Hong Kong	Kindergarten teachers	September 2017	In progress	Not applicable
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	Completed (October 2019)	1
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	Completed (January 2020)	Exhibition

Notes:

- 1 - By uploading the materials to the website of the EDB or organisation(s) concerned
- 2 - Through briefing sessions and teacher training programmes
- 3 - By direct distribution to schools and organisation(s) concerned
- 4 - By developing mobile applications for download

- End -

CONTROLLING OFFICER'S REPLY**EDB380****(Question Serial No. 6633)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding the admission of non-Chinese speaking (NCS) students under Free Quality Kindergarten Education Scheme and additional funding support for NCS students, will the government inform the council:

(a) The numbers of kindergartens (KGs) under the Free Quality Kindergarten Education Scheme that received admission application(s) or conducted interview(s) for NCS children or admitted NCS student(s) in the 2018/19 school year 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

(b) To ensure KGs comply with the KG admission guidelines, collection of admission related information by the Education Bureau (EDB) such as the number of ethnic minority applicants, bilingual information on admission application, language used during interviews, and provision of interpretation service is necessary. Has the EDB collected respective information? If yes, please provide the numbers of KGs that have taken the above measures in the recent 2 years. If not, why not and how does the EDB monitor whether the KGs have complied with the admission guidelines?

(c) What information is collected in the annual survey on admission?

(d) The number of enquiries regarding admission of NCS children received each month by respective regional offices. If the above data is not provided, how does the EDB evaluate the work of regional offices for ethnic minority stakeholder?

Asked by: Hon CHU Hoi-dick (LegCo internal reference no.: 2017)

Reply:

(a) and (b)

We have, through circulars, admission guidelines and briefing sessions, reminded all 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 the number of admission applications received, information on admission application, applicants' backgrounds (such as the spoken language at home), the number of applicants interviewed, language used during interviews, interpretation service, the number of students admitted 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 standing directives on admission arrangements as specified by the EDB from time to time. We monitor KGs' compliance with the guidelines and directives through the annual survey on admission arrangement of K1 classes, school visits and examination of relevant information. For the 2018/19 school year, the numbers of KGs joining the Scheme and the numbers of those KGs with NCS students, by District Council district, are tabulated at Appendix 1.

(c)

Every year, the EDB conducts survey on admission arrangements for Nursery (K1) classes in KGs to ensure KGs' compliance with the relevant guidelines and directives on admission procedures. We examine whether KGs have complied with the requirements of not setting any quota on the distribution and collection of admission application forms and have collected application and registration fees according to the approved ceilings. We also ascertain if KGs have put in place a clear school-based admission mechanism (including admission procedures, admission criteria, and the number of applicants to be interviewed) and whether they have informed parents in advance of the details of their school-based admission mechanism through effective channels (e.g. guidance notes in admission application forms, admission guidelines/leaflets and school webpage). To ensure that parents of NCS children are provided with sufficient information, we also examine if admission application forms and school information are available in both Chinese and English, and if icons or simple messages in English are provided on school webpage to let parents know how to obtain the English version of the information.

(d)

The Regional Education Offices (REOs) of the EDB provide comprehensive and integrated services to schools and the public at district level, which include handling enquiries, applications and complaints (including matters related to KG admission of NCS children) made via different channels (e.g. by letter, email or telephone or in person) by various

stakeholders, including school personnel, parents, students and members of the public. In general, the REOs are able to provide the information and assistance requested by the enquirers. The EDB has not compiled statistics on the number of cases/enquiries concerned.

Numbers of KGs joining the KG education scheme (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 mid-September 2018.
2. Figures include K1, K2 and K3 classes of KG-cum-child care centres.
3. School district is determined by the District Council district in which the school premises is located.
4. Figures cover those students whose ethnicity is Chinese but who are NCS based on the spoken language at home.

- End -

CONTROLLING OFFICER'S REPLY**EDB381****(Question Serial No. 6634)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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:

(a) The numbers of kindergartens (KGs) under the Free Quality Kindergartens Education Scheme provided with the additional funding support for NCS students and the expenditure in the 2019/20 school year:

No. of NCS students	Expenditure (\$)	No. of KGs that applied for the additional funding	No. of KGs that received the additional funding	% of KGs that received the additional funding out of all KGs admitting NCS students (%)
1-4				
5-7				
8-15				
16-30				
31 or above				

(b) The numbers of kindergartens (KGs) under the Free Quality Kindergartens Education Scheme provided with the additional funding support for NCS students in 2018/19 and 2019/20 school year by district:

District	No. of KGs in total	Number of KGs admitting the respective no. of NCS students						Percentage of KGs admitting NCS students among all KGs (%)	Number of KGs that received additional funding	Percentage of schools that received additional funding among all KGs with NCS students
		0	1-8	8-15	16-25	26-50	51 or above			

(c) the numbers of KG with remaining grants at the end of the academic year 2018/19 and 2019/20;

(d) the application procedure and timeline for a KG with NCS to receive the additional grants for NCS students;

(e) the use of funding with details as follow in 2018/19 and 2019/20 school year:

	2018/19		2019/20	
	Actual expenditure	No. of KGs adopting this mode of support	Actual expenditure	No. of KGs adopting this mode of support
Adaptations to curriculum and teaching strategies				
Arranging teaching assistants to provide support in class				
Arranging small group learning				
Individual teaching				
Professional development				
Purchasing learning and teaching resources				
Procuring professional services				
Organizing cross-cultural activities				
Others				

(f) how does the EDB evaluate the effectiveness and the accountability of the NCS support funding.

Asked by: Hon CHU Hoi-dick (LegCo internal reference no.: 2018)

Reply:

(a)

For the 2019/20 school year, the numbers of kindergartens (KGs) joining the kindergarten education scheme (Scheme-KGs) and admitting non-Chinese speaking (NCS) students, and the numbers of KGs receiving the additional grant for supporting NCS students and their percentage shares by number of NCS students are tabulated at Appendix 1.

(b)

Starting from the 2017/18 school year, Scheme-KGs 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. The numbers of KGs receiving the additional grant and their percentage shares in the 2018/19 school year by District Council district are tabulated at Appendix 2.

The Education Bureau (EDB) has, starting from the 2019/20 school year, provided a five-tiered grant for Scheme-KGs according to the number of NCS students admitted. A KG admitting 1 NCS student also receives the grant, and the grant rate for the highest tier is a double of that in the past. The numbers of KGs receiving the grant and their percentage shares in the 2019/20 school year by District Council district and by number of NCS students are tabulated at Appendix 3.

(c)

Scheme-KGs are encouraged to optimise the use of the grant to cater for the needs of students. They may also need to retain some surplus to meet contingencies and adjust strategies on manpower deployment and support for students where necessary. Hence, Scheme-KGs are allowed to accumulate a surplus up to the current year provision of the grant. Should there be any excessive surplus, the EDB will claw back the surplus of the grant based on the annual audited accounts. Since schools are still submitting their accounts for the 2018/19 school year and the 2019/20 school year has not yet come to a close, we are unable to provide the relevant information for these two years.

(d)

Scheme-KGs admitting eligible NCS students for their nursery (K1), lower (K2) and upper (K3) classes adopting the local curriculum are eligible for the grant for supporting NCS students. Application for the grant is not required. The grant rate is calculated by the EDB based on the information of eligible NCS students submitted by KGs. KGs should report the estimated number of eligible NCS students in September of the new school year via the EDB's system in June every year. The EDB will, on the basis of the information collected, calculate the provisional grant rate for the first instalment and disburse the grant to KGs in the commencement month of the school year. Upon the start of the school year, the EDB will verify the number of eligible NCS students as at the specified date in mid-September and adjust the grant rate as appropriate. As regards the grant rate for the second instalment, the EDB will calculate the provisional grant rate according to the number of eligible NCS students in early March of the same school year as captured in the system, and disburse the grant in April of the same school year. The EDB will adjust the grant rate for the second instalment as appropriate according to the verified number of eligible NCS students as at the specified date in mid-April of the same school year.

(e)

According to the school reports submitted by the KGs provided with the additional resources in the 2018/19 school year, the general deployment of the grant is tabulated below. As for the 2019/20 school year, the KGs being provided with the grant for supporting NCS students will submit the school reports to the EDB by the end of August 2020, and we are thus unable to provide the related figures at this stage. To cope with NCS students' needs, progress and effectiveness in learning, KGs provide them with flexible and diversified school-based support in order to facilitate their learning and development. The school-based support for NCS students provided by the KGs is diverse, it even suits the specific needs of individual students, and part of which may benefit Chinese speaking students as well. As such, it is difficult to require KGs to record the information in details and on separate items. Given the flexible deployment of resources and manpower by KGs, the expenditure for the items in the table below cannot be separately identified.

	No. of KGs adopting this mode of support in the 2018/19 school year
Adaptations to curriculum and teaching strategies	135
Arranging teaching assistants to provide support in class	89
Arranging small group learning/individual teaching	143
Professional development	146
Purchasing learning and teaching resources	90
Procuring professional services	51
Organising cross-cultural activities	126

(f)

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 is to serve as internal indicators for school-based planning and review. Through school visits, the EDB will examine how the measures to support NCS students are taken forward and how the resources are deployed by KGs, and will offer advice when necessary. Moreover, through quality review (QR), the EDB conducts overall performance review of a KG and the assessment of its support for NCS students is incorporated under catering for students with diverse needs. The QR reports will be uploaded onto the EDB website for public information.

**Numbers of Scheme-KGs
receiving the additional grant for supporting NCS students
in the 2019/20 school year
(by number of NCS students)**

Number of NCS students	Estimated expenditure (\$ million)	Number of KGs receiving the additional grant	Percentage of KGs receiving the additional grant among the total no. of KGs admitting NCS students
1-4	10.7	213	100%
5-7	10.5	53	100%
8-15	33.4	84	100%
16-30	27.5	46	100%
31 or more	27.9	35	100%

Notes:

1. Figures refer to the position as at January 2020. As the grant is calculated by the EDB based on the student enrolment information of KGs, the number of KGs and expenditure involved may vary during the school year due to updating of enrolment information of NCS students by schools.
2. Scheme-KGs admitting eligible NCS students for local curriculum classes (including K1, K2 and K3 classes) are eligible for the grant for supporting NCS students. Application for the grant is not required.
3. Figures include K1, K2 and K3 classes of KG-cum-child care centres.
4. Figures include students whose ethnicity is Chinese but who are NCS based on the spoken language at home.

**Numbers of Scheme-KGs
receiving the additional grant for supporting NCS students
in the 2018/19 school year
(by District Council district)**

District	Number of Scheme-KGs	Number of Scheme-KGs admitting NCS students	Percentage of KGs admitting NCS students among Scheme-KGs	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%	15	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%	12	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%	6	100%
Sai Kung	41	23	56.1%	7	100%
Sha Tin	59	31	52.5%	3	100%
Tai Po	24	12	50.0%	1	100%
North	43	12	27.9%	0	Not applicable
Yuen Long	70	37	52.9%	23	100%
Tuen Mun	59	31	52.5%	13	100%
Tsuen Wan	33	13	39.4%	6	100%
Kwai Tsing	57	37	64.9%	17	100%
Islands	23	20	87.0%	14	100%

Notes:

1. Figures include K1, K2 and K3 classes of KG-cum-child care centres.
2. Figures include students whose ethnicity is Chinese but who are NCS based on the spoken language at home.
3. “Not applicable” indicates that no KG in the district has admitted 8 or more NCS students.

**Numbers of Scheme-KGs
receiving the additional grant for supporting NCS students in the 2019/20 school year
(by District Council district and number of NCS students)**

District	Number of Scheme-KGs	Number of KGs admitting NCS students (by number of students)						Percentage of KGs admitting NCS students among the total no. of KGs	Number of KGs receiving the additional grant	Percentage of KGs receiving the additional grant among the total no. of KGs admitting NCS students
		0	1-4	5-7	8-15	16-30	31 or more			
Central & Western	24	8	7	1	3	2	3	66.7%	16	100.0%
Wan Chai	14	4	1	1	3	2	3	71.4%	10	100.0%
Eastern	57	19	21	5	7	3	2	66.7%	38	100.0%
Southern	19	4	9	2	3	1	0	78.9%	15	100.0%
Yau Tsim Mong	26	10	8	0	2	2	4	61.5%	16	100.0%
Sham Shui Po	43	21	7	2	2	8	3	51.2%	22	100.0%
Kowloon City	46	25	8	4	4	1	4	45.7%	21	100.0%
Wong Tai Sin	45	17	17	3	8	0	0	62.2%	28	100.0%
Kwun Tong	74	41	23	3	5	2	0	44.6%	33	100.0%
Sai Kung	41	15	13	5	4	1	3	63.4%	26	100.0%
Sha Tin	60	31	19	5	5	0	0	48.3%	29	100.0%
Tai Po	24	12	9	1	2	0	0	50.0%	12	100.0%

District	Number of Scheme-KGs	Number of KGs admitting NCS students (by number of students)						Percentage of KGs admitting NCS students among the total no. of KGs	Number of KGs receiving the additional grant	Percentage of KGs receiving the additional grant among the total no. of KGs admitting NCS students
		0	1-4	5-7	8-15	16-30	31 or more			
North	43	27	14	2	0	0	0	37.2%	16	100.0%
Yuen Long	70	27	11	6	16	6	4	61.4%	43	100.0%
Tuen Mun	60	27	15	7	6	5	0	55.0%	33	100.0%
Tsuen Wan	33	18	7	1	4	2	1	45.5%	15	100.0%
Kwai Tsing	58	20	17	5	9	6	1	65.5%	38	100.0%
Islands	24	4	7	0	1	5	7	83.3%	20	100.0%

Notes:

1. Figures refer to the position as at January 2020. As the grant is calculated by the EDB based on the student enrolment information of KGs, the number of KGs involved may vary during the school year due to updating of enrolment information of NCS students by schools.
2. Figures include K1, K2 and K3 classes of KG-cum-child care centres.
3. Figures include students whose ethnicity is Chinese but who are NCS based on the spoken language at home.

- End -

CONTROLLING OFFICER'S REPLY

EDB382

(Question Serial No. 6635)

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:

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 and recommendations as necessary. Will the government please inform this council:

(a) The number of KGs applied for the designated subsidy to support NCS students. Among these application, the number of KGs which successfully received the grants in 2018/19 and 2019/20;

(b) The number of KGs the EDB visited in 2018/19 and 2019/20 school year regarding the support of NCS students;

(c) The number of staffs in the EDB responsible for the visits and their respective department/unit;

(d) 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;

(e) The number of KGs with satisfactory monitoring and evaluation plan to assess effectiveness of measures;

(f) The number of KGs which required improvement on the support regarding the teaching and learning of NCS students;

(g) 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.: 2019)

Reply:

(a)

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 2018/19 school year, 152 out of the 155 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.

To enhance the support for NCS students in KGs, the Education Bureau (EDB) has, starting from the 2019/20 school year, provided a five-tiered grant for KGs joining the Scheme according to the number of NCS students admitted and these KGs are not required to submit an application for the grant. As at January 2020, a total of 431 KGs have been provided with the grant. As the grant is calculated by the EDB based on the student enrolment information of KGs, the number of KGs involved may vary during the school year due to updating of the enrolment information of NCS students by schools.

(b) to (f)

In the 2018/19 school year, we visited 81 KGs in receipt of the grant. As the 2019/20 school year has not yet come to a close, we are unable to provide the related figures at this stage. The tasks pertinent to handling, supporting and overseeing KGs' support for NCS students are under the purview of the Kindergarten Education Division of the EDB. Since the manpower involved is subsumed under the overall manpower and expenditure of the EDB, no breakdown is available. On the whole, nearly all KGs in receipt of the grant had assigned a teacher or a senior teacher to co-ordinate school-based support measures. Moreover, most of the KGs were keen on joining relevant training and the school-based professional support services provided by the EDB or post-secondary institutions with a view to enhancing their support measures. Observations from school visits indicated that these KGs had adopted diversified strategies to enhance the support for NCS students having regard to their learning needs. For example, adaptations were made to curriculum and teaching strategies, teaching assistants were arranged to provide support in class, and small group learning or individual teaching was arranged on a need basis. Besides, we found that teachers who had completed relevant training courses shared what they learnt with their fellow colleagues and put the effective strategies into practice in class.

On deployment of resources, according to the school reports submitted by the KGs receiving the additional resources in the 2018/19 school year, 126 KGs had used the grant to employ additional teachers, while 74 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. As for the 2019/20 school year, the KGs receiving the grant for supporting NCS students will submit school reports to the EDB by the end of August 2020, and therefore we are unable to provide the related figures at this stage.

(g)

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 is to serve as internal reference for school-based planning and review. As for quality review (QR), we conduct overall performance review of a KG and the assessment of its support for NCS students is incorporated under catering for students with diverse needs. The QR reports will be uploaded onto the EDB website for public information. 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 Profile of KGs to outline KGs' support measures for NCS students. All KGs receiving the grant have provided relevant information in the Profile. Starting from the 2019/20 school year, KGs are not required to submit an application for the additional grant. Therefore, there is no application for such funding.

- End -

CONTROLLING OFFICER'S REPLY**EDB383****(Question Serial No. 6637)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding the Regional Education Offices of the Education Bureau, will the government inform the council of the following in the recent 3 school years:

(a) The number of services and the respective number disaggregated by districts:

	Types of services			
Districts	Handle enquiries	Handle applications	Handle complaints	Others

(b) The number of service needs received from the respective channels disaggregated by districts:

	Types of service need received from different channels				
Districts	Letter	Email	Telephone	In person	Others

(c) The number of services provided to various stakeholders disaggregated by districts

	Types of services provided to various stakeholders				
Districts	School personnel	Parents	Students	Members of the public	Others

(d) The number of enquiries disaggregated by relevance to kindergarten, primary or secondary school and the enquiries related to NCS students;

(e) The list of trainings and workshop received by the staff members of Regional Education Offices, with details of the trainer, topics, attendance, and how many of these trainings are related to the education issues of NCS students.

Asked by: Hon CHU Hoi-dick (LegCo internal reference no.: 2021)

Reply:

(a) to (d) The Regional Education Offices (REOs) of the Education Bureau (EDB) provide comprehensive and integrated services to schools and the public at the district level. Their major tasks include implementing at the district level the EDB's policies as well as the guidelines and administrative codes provided to schools and kindergartens by divisions under the EDB, and liaising with schools, kindergartens, teachers and parent groups to gather their views on education policies and measures and relay them to the divisions concerned. In addition, the REOs render support to schools in the event of crises or difficulties, and handle 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 services provided and the cases/enquiries handled by the REOs as mentioned in the question.

(e) The EDB is determined to provide training and development activities for staff, and encourage them to participate in training or sharing programmes organised by other institutions (such as universities) and enrol in relevant programmes that suit their developmental needs. Officers of different divisions/sections (including REOs) attend training to cater for their personal development and to meet operational needs. Besides, the experience they have gained in different posts, and the sharing and interaction among peers are conducive to professional development and the discharge of duties. The EDB has not collected relevant information on individual divisions, staff members or training programmes.

- End -

CONTROLLING OFFICER'S REPLY

EDB384

(Question Serial No. 6698)

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:

Classes have been suspended because of coronavirus outbreak. Please provide the following information for this period:

(1) The Education Bureau (EDB) has mentioned that some schools have kept their premises open so that students can stay there if they have such a need. How many kindergartens, primary and secondary schools have kept their premises open for students? How many students have used this service?

(2) As primary and secondary schools have been using the Internet for homework arrangements and online teaching, how does the EDB support families without computers?

Asked by: Hon CHU Hoi-dick (LegCo internal reference no.: 6026)

Reply:

(1) During class suspension, all kindergartens, primary, secondary and special schools have kept their premises open so as to take care of students who have to go back to school for lack of carer at home, handle school's basic and essential affairs and parents' enquiries. We have not kept statistics on students' return to school during class suspension.

(2) During class suspension, primary and secondary schools should optimise the use of different modes of learning, such as e-learning, to enable students to continue to systematically engage in a moderate amount of learning so as to achieve the goal of "suspending classes without suspending learning". As far as we understand, for students who are unable to undertake online learning due to the lack of the necessary equipment (such as computers), schools have been actively providing support, for example by lending them the necessary equipment for use. Homework assignments and worksheets are printed and mailed to students or collected by parents from schools according to their actual needs. In fact, "suspending classes without suspending learning" can be achieved through various means. In addition to studying the school curriculum, students may engage in extensive reading and take the opportunity to explore and learn more about the epidemic (for example,

public health, health education, life education, etc.), that can cater to their interest and needs.

We have been keeping in view and taking various measures to support grassroots students in e-learning. For example, the Student Finance Office and the Social Welfare Department have implemented the Subsidy Scheme for Internet Access Charges since the 2010/11 school year to provide eligible families with Internet access subsidies so as to facilitate needy students' online learning at home. Starting from the 2018/19 school year, the EDB also provides, through the Community Care Fund, subsidises for needy primary and secondary students for purchasing mobile computer devices to facilitate the practice of e-learning in public sector schools. To alleviate parents' burden in defraying these expenses, the Government will provide an additional \$1,000 to each recipient of the Student Grant in the 2019/20 school year, i.e. the Student Grant amount of this year will be increased from \$2,500 to \$3,500, through the newly established Anti-epidemic Fund. No separate applications by parents are necessary. Involving an additional expenditure of about \$900 million, this helps reduce parents' pressure arising from extra spending on purchase of learning materials or e-learning devices for their children. Moreover, to help needy students engage in e-learning at home, the Hong Kong Jockey Club Charity Trust has given 100 000 local primary and secondary school students free Internet access (via mobile data SIM cards) for 4 months with the help of 2 non-governmental organisations.

- End -

CONTROLLING OFFICER'S REPLY

EDB385

(Question Serial No. 3301)

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 the support for students and training for teachers in respect of integrated education and for non-Chinese speaking (NCS) students, please provide the following information in the past 5 years (2015/16 to 2019/20 school years):

- (a) 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;
- (b) the number of primary and secondary schools which have not yet met the targets set in the five-year teacher professional development framework on integrated education;
- (c) since receiving NCS students in mainstream schools will become a norm, does the EDB have any plan to reference the 3-tier training model in integrated education to require a certain number and % of teachers in each school to receive certain training regarding the teaching and support to NCS students? If no, why?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 72)

Reply:

- (a)
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 ordinary school teachers having completed the BAT Courses from the 2015/16 to 2019/20 school years and the expenditure on BAT Courses are set out at Table 1 and Table 2 below respectively:

Table (1)

Course	2015/16		2016/17		2017/18		2018/19		2019/20 (Provisional) ^{Note}	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Basic	221	364	259	444	283	406	314	395	305	445
Advanced	109	147	129	197	157	152	177	146	144	176
Thematic	201	250	204	248	217	270	209	265	233	272

Note: BAT Courses for the 2019/20 school year are not yet completed. Figures provided are the anticipated number of teachers who will complete the courses. To prevent the spreading of COVID-19, all kinds of teacher training courses have to be postponed or terminated. The above figures do not reflect the impact of the pandemic on the courses.

Table (2)

Course	Expenditure (\$ million)				
	2015/16	2016/17	2017/18	2018/19	2019/20 (Revised estimate)
Basic	8.3	10.4	10.3	11.0	11.4
Advanced	12.6	16.3	15.5	16.8	16.5
Thematic	24.2	25.3	27.9	28.1	30.1
Total	45.1	52.0	53.7	55.9	58.0

(b)

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 ordinary 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, it is not meaningful to set out the number of schools that fail to achieve training targets.

Moreover, on top of the BAT Courses, the EDB arranges training activities for teachers each school year, which include thematic seminars, conferences, experience sharing sessions, 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.

(c)

For teaching the Chinese Language and other subjects to non-Chinese speaking (NCS) students, different sections/units of the EDB provide training courses for teachers on an ongoing basis. The content of these courses covers understanding and interpreting the curriculum, teaching strategies, etc. We also continuously review and refine such provisions of training. Besides, the mode for teachers' professional development is diversified. In addition to training courses, the professional capacity of teachers can be enhanced through school-based professional support services and learning communities. Since the number of NCS students admitted to different schools and their Chinese proficiency vary substantially, training needs differ among schools and teachers. Apart from encouraging teachers to participate in various external training courses and activities organised for teachers, schools may provide more opportunities for internal exchange and experience sharing among their teachers, including collaborative lesson planning and collaborative teaching, to strengthen the teaching professional team.

- End -

CONTROLLING OFFICER'S REPLY

EDB386

(Question Serial No. 3302)

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:

Will the government inform this Council in tabular format, of:

- (a) The number of non-Chinese speaking (NCS) students who have participated in Primary One Admission (POA) System and the number of NCS students in K.3 in each of the school years from 2015/16 to 2019/20;
- (b) The number of NCS students who were admitted through the "Discretionary Places Admission" stage in POA in each of the school years from 2015/16 to 2019/20;
- (c) The percentage of students in (b) admitted by the eight primary schools in Appendix 3 of the "Application Form for Admission to Primary One";
- (d) The number of NCS students who were allocated primary one place at the "Central Allocation" stage in POA in each of the school years from 2015/16 to 2019/20;
- (e) The percentage of students in (d) admitted by the eight primary schools in Appendix 3 of the "Application Form for Admission to Primary One";
- (f) The number of NCS students who have participated in Secondary School Places Allocation System (SSPA) in each of the school years from 2015/16 to 2019/20 and their percentage among all NCS students in P.6 in those school years;
- (g) The number of NCS students who were admitted through the "Discretionary Places Admission" stage in SSPA in each of the school years from 2015/16 to 2019/20;
- (h) The number of NCS students who were allocated secondary one place at the "Central Allocation" stage in SSPA in each of the school years from 2015/16 to 2019/20;

- (i) The numbers of NCS students admitted into Primary 1 and Secondary 1 of Direct Subsidies Scheme (DSS) schools each of the years from 2015/16 to 2019/20 respectively and their respective percentages among all NCS Primary One students and all NCS Secondary One students in public schools in each of those school years.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 73)

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 2015/16 to 2019/20 school years is 3 075, 3 075, 3 218, 3 418 and 3 450 respectively. The number of NCS students participating in the Primary One Admission (POA) System from 2016 to 2019 (i.e. for admission to Primary 1 from the 2016/17 to 2019/20 school years) is 1 270, 1 370, 1 423 and 1 434 respectively. POA 2020 has not yet completed and the relevant figures are therefore not available.
- (b) and (c) The number of NCS students admitted through the “Discretionary Places Admission” stage of POA from 2016 to 2019 (i.e. for admission to Primary 1 from the 2016/17 to 2019/20 school years) is 763, 818, 816 and 878 respectively, among which 29.5%, 24.4%, 26.2% and 25.4% were admitted to the 8 schools listed in Appendix 3 of the POA Application Form in the respective school years. POA 2020 has not yet completed and the relevant figures are therefore not available.
- (d) and (e) The number of NCS students allocated a Primary 1 place at the “Central Allocation” stage of POA from 2016 to 2019 (i.e. for admission to Primary 1 from the 2016/17 to 2019/20 school years) is 507, 552, 607 and 556 respectively, among which 28.0%, 19.0%, 19.4% and 24.3% were allocated to the 8 schools listed in Appendix 3 of the POA Application Form in the respective school years. POA 2020 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 2016 to 2019 (i.e. for admission to Secondary 1 from the 2016/17 to 2019/20 school years) is 1 390, 1 458, 1 464 and 1 612 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 94.5%, 94.3%, 92.1% and 88.5%. SSPA 2020 has not yet completed and the relevant figures are therefore not available.

(g) and (h) The number of Primary 6 NCS students allocated a Secondary 1 place at the “Discretionary Places” stage of SSPA from 2016 to 2019 (i.e. for admission to Secondary 1 from the 2016/17 to 2019/20 school years) is 947, 920, 931 and 917 respectively. The number of Primary 6 NCS students allocated a Secondary 1 place at the “Central Allocation” stage is 443, 538, 533 and 695 respectively. SSPA 2020 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 2015/16 to 2019/20 school years is 192, 177, 161, 169 and 155 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 12.1%, 11.2%, 9.9%, 10.0% and 9.0%.

As for Secondary 1, the number of NCS students admitted to DSS schools from the 2015/16 to 2019/20 school years is 767, 790, 806, 820 and 865 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 44.3%, 47.9%, 45.5%, 47.0% and 46.0%.

- End -

CONTROLLING OFFICER'S REPLY

EDB387

(Question Serial No. 3303)

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 Quality Education Fund (QEF) Steering Committee has set aside \$3 billion for a funding programme for application by schools to launch school-based curriculum development and student support measures, carrying out relevant school improvement works and procuring supplies. In this connection, please provide the following information for the 2018/19 to 2019/20 school years, with a breakdown by primary school, secondary school, kindergarten and special school:

- (1) What were the numbers of school applications and projects involved?
- (2) What were the percentages of schools and projects approved for funding? What were the respective funding amounts?
- (3) What were the types of projects applying for funding? Which projects were denied funding?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 74)

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.

Excluding the applications withdrawn by some of the schools, as at March 2020, 464, 422, 50 and 83 applications were made by secondary schools, primary schools, special schools and kindergartens respectively, totaling 1 019 applications. The applications are related to school-based curriculum development and/or student support measures. 193 secondary schools, 192 primary schools, 17 special schools and 50 kindergartens have been approved with 270, 262, 25 and 55 applications respectively, totaling 612 applications, with respective funding amount of about \$193 million, \$213 million, \$14 million and \$13 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

EDB388

(Question Serial No. 3304)

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:

Will the government inform this Council of:

- (a) Details of funding (excluding that spent by schools under the implementation of the “Chinese Language Curriculum Second Language Learning Framework”) designated for the education of parents of non-Chinese speaking (NCS) students, including the amount of each batch of funding, the names of any non-governmental organizations receiving the funding, the period covered by each batch of funding, the target group of each batch of funding in each of the years from 2015/16 to 2019/20;
- (b) The number of education-related events, talks, sessions or forums for parents funded, commissioned or organized by the government in each of the years from 2015/16 to 2019/20, with number NCS parents attending each of the events with the following details:

name of the event	content	Period	organizer (institutions, NGOs or the department of EDB, please specify)	frequency/ no. of events	funding source	expenditure	main language for the event	total no. of participants	total no. of NCS parents participated	provision of interpretation service	mode of evaluation

- (c) The number of education-related events, talks, sessions or forums which are designated for parents of NCS students funded, commissioned or organized by the government in each of the years from 2015/16 to 2019/20, with number NCS parents attending each of the events with the following details:

name of the event	content	Period	organizer (institutions, NGOs or the department of EDB, please specify)	frequency/ no. of events	funding source	expenditure	main language for the event	total no. of participants	total no. of NCS parents participated	provision of interpretation service	mode of evaluation

- (d) The number of enquiries and complaints from NCS students and parents received by each Regional Education Office of the Education Bureau in each of the school years from 2015/16 to 2019/20 and the number of these complaints substantiated and the number of these complaints unsubstantiated in each of these years.
- (e) The number of enquiries and complaints from all students and parents on lack of school information received by each Regional Education Office of the Education Bureau in each of the schools years from 2015/16 to 2019/20 and the number of these complaints substantiated and the number of these complaints unsubstantiated in each of these years.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 76)

Reply:

- (a) to (c) Starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding to schools, 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 tandem with the implementation of the "Learning Framework" and the creation of an inclusive learning environment in schools, schools also hope that parents of NCS students can understand the details of the education provided by schools for their children and actively participate in home-school co-operation activities. Therefore, schools will flexibly deploy the additional funding to organise briefings and seminars for parents of NCS students. As the above activities are not organised by EDB and EDB does not collect the related information, relevant statistics are not available.

From the 2015/16 to 2019/20 school years, the education-related programmes organised annually by EDB for parents were normally conducted in Cantonese and no interpretation services were provided. We do not collect information on the number of parents of NCS students participating in these programmes separately. Regarding the education-related programmes provided for parents

of NCS students, they cover different areas such as the kindergarten education scheme, admission arrangements for Nursery (K1) classes in kindergartens, admission to Primary 1 and Secondary 1 in public sector schools, and educational support and careers guidance for NCS students. Simultaneous interpretation services in major ethnic minority languages are provided during these events where necessary. Details of the relevant programmes are tabulated at Annex. Besides, tertiary institutions and/or non-governmental organisations are commissioned to organise diversified modes of education-related programmes including seminars, briefing sessions, workshops, etc. for parents of NCS students as appropriate. 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, encourage these parents to enrol their children to schools with an immersed Chinese language environment, and enhance the capability of these parents to support NCS students in life planning education. For instance, starting from 2013, parents of NCS students may accompany their children to attend the Summer Bridging Programme with a view to enhancing their exposure to, and use of, Chinese which in turn will strengthen their support for their children in learning the Chinese language. 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. In addition, starting from the 2020/21 school year, we will provide a series of parent education programmes for parents of NCS students, so as to help them support their children's learning, encourage their children to master the Chinese language, and help them have more comprehensive understanding of the multiple pathways available to their children.

About 240, 190, 150, 140 and 90 parents of NCS students participated in the Summer Bridging Programme from 2015 to 2019 respectively, and a total of about 300 parents of NCS students participated in the parent workshops organised by the Chinese Language Learning Support Centres.

Apart from the above programmes and those mentioned at Annex, we do not maintain a record of the number of participants of other activities for parents of NCS students involving different parties including schools, tertiary institutions and non-governmental organisations. 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.

- (d) and (e) From the 2015/16 to 2019/20 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.

**Education-related programmes provided for parents of non-Chinese speaking (NCS) students
by the Education Bureau (EDB) from the 2015/16 to 2019/20 school years**

Name of events	Content	Period	Organiser	Frequency/ No. of events	Main language used at the event	Total no. of participants	Total no. of participating parents of NCS students	Provision of interpretation service	Mode of evaluation
Briefing Session for Parents of NCS Students: Education Support for NCS Students and Primary One Admission (POA) 2016	Education support for NCS students in learning Chinese and POA mechanism	Aug 2015	EDB	1	English	41	41	Yes	Observation
Seminar on Admission Arrangements for Nursery (K1) Classes in Kindergartens for the 2016/17 School Year	Briefing on the procedures, points to note and other related matters for admission arrangements for K1 classes in kindergartens for the 2016/17 school year	Sep 2015	EDB	1	English	32	32	Yes	Listening to views from participants
Education Support Measures for NCS Students and Secondary School Places Allocation (SSPA) 2014/2016	Briefing on the education support for NCS students, an overview of SSPA and sharing from schools (tips for making school choices)	Dec 2015	EDB	1	English	73	73	Yes	Observation
Briefing Session for Parents of NCS Students: Central Allocation (CA) of POA 2016	CA mechanism under POA, procedures and points to note for making school choices at CA stage	Jan 2016	EDB	8	English	270	270	Yes	Observation

Name of events	Content	Period	Organiser	Frequency/ No. of events	Main language used at the event	Total no. of participants	Total no. of participating parents of NCS students	Provision of interpretation service	Mode of evaluation
Seminar on Admission Arrangements for Nursery (K1) Classes in Kindergartens for the 2017/18 School Year	Briefing on the procedures, points to note and other related matters for admission arrangements for K1 classes in kindergartens for the 2017/18 school year	Jul 2016	EDB	1	English	11	11	Yes	Listening to views from participants
Briefing Session for Parents of NCS Students: Education Support for NCS Students and POA 2017	Education support for NCS students in learning Chinese and POA mechanism	Aug 2016	EDB	1	English	85	85	Yes	Observation
Seminar on Admission Arrangements for Nursery (K1) Classes in Kindergartens for the 2017/18 School Year	Briefing on the procedures, points to note and other related matters for admission arrangements for K1 classes in kindergartens for the 2017/18 school year	Sep to Oct 2016	EDB	6	English	146	146	Yes	Listening to views from participants
Education Support Measures for NCS Students and SSPA 2015/2017	Briefing on the education support for NCS students, an overview of SSPA and sharing from schools (tips for making school choices)	Dec 2016	EDB	1	English	68	68	Yes	Observation

Name of events	Content	Period	Organiser	Frequency/ No. of events	Main language used at the event	Total no. of participants	Total no. of participating parents of NCS students	Provision of interpretation service	Mode of evaluation
Briefing Session for Parents of NCS Students: CA of POA 2017	CA mechanism under POA, procedures and points to note for making school choices at CA stage	Jan 2017	EDB	8	English	184	184	Yes	Observation
Seminar on Admission Arrangements for Nursery (K1) Classes in Kindergartens for the 2018/19 School Year	Briefing on the procedures, points to note and other related matters for admission arrangements for K1 classes in kindergartens for the 2018/19 school year	Jul 2017	EDB	1	English	13	13	Yes	Listening to views from participants
Briefing Session for Parents of NCS Students: Education Support for NCS Students and POA 2018	Education support for NCS students in learning Chinese and POA mechanism	Aug 2017	EDB	2	English	52	52	Yes	Observation
Seminar on Admission Arrangements for Nursery (K1) Classes in Kindergartens for the 2018/19 School Year	Briefing on the procedures, points to note and other related matters for admission arrangements for K1 classes in kindergartens for the 2018/19 school year	Sep to Oct 2017	EDB	6	English	73	73	Yes	Listening to views from participants

Name of events	Content	Period	Organiser	Frequency/ No. of events	Main language used at the event	Total no. of participants	Total no. of participating parents of NCS students	Provision of interpretation service	Mode of evaluation
Education Support Measures for NCS Students and SSPA 2016/2018	Briefing on the education support for NCS students, an overview of SSPA and sharing from schools (tips for making school choices)	Dec 2017	EDB	1	English	73	73	Yes	Observation
Briefing Session for Parents of NCS Students: CA of POA 2018	CA mechanism under POA, procedures and points to note for making school choices at CA stage	Jan 2018	EDB	8	English	209	209	Yes	Questionnaire and observation
Seminar on Admission Arrangements for Nursery (K1) Classes in Kindergartens for the 2019/20 School Year	Briefing on the procedures, points to note and other related matters for admission arrangements for K1 classes in kindergartens for the 2019/20 school year	Jul 2018	EDB	1	English	15	15	Yes	Questionnaire
Briefing Session for Parents of NCS Students: Education Support for NCS Students and POA 2019	Education support for NCS students in learning Chinese and POA mechanism	Aug to Sep 2018	EDB	2	English	76	76	Yes	Questionnaire and observation

Name of events	Content	Period	Organiser	Frequency/ No. of events	Main language used at the event	Total no. of participants	Total no. of participating parents of NCS students	Provision of interpretation service	Mode of evaluation
Seminar on Admission Arrangements for Nursery (K1) Classes in Kindergartens for the 2019/20 School Year	Briefing on the procedures, points to note and other related matters for admission arrangements for K1 classes in kindergartens for the 2019/20 school year	Sep to Oct 2018	EDB	5	English	81	81	Yes	Questionnaire
Education Support Measures for NCS Students and SSPA 2017/2019	Briefing on the education support for NCS students, an overview of SSPA and sharing from schools (tips for making school choices)	Dec 2018	EDB	1	English	95	95	Yes	Questionnaire and observation
Briefing Session for Parents of NCS Students: CA of POA 2019	CA mechanism under POA, procedures and points to note for making school choices at CA stage	Jan 2019	EDB	8	English	210	210	Yes	Questionnaire and observation
Short talk on measures for supporting NCS children	Briefing on a series of measures for supporting NCS children in kindergartens	Jun to Aug 2019	EDB	3	English	20	20	Yes	Listening to views from participants

Name of events	Content	Period	Organiser	Frequency/ No. of events	Main language used at the event	Total no. of participants	Total no. of participating parents of NCS students	Provision of interpretation service	Mode of evaluation
Seminar on Admission Arrangements for Nursery (K1) Classes in Kindergartens for the 2020/21 School Year	Briefing on the procedures, points to note and other related matters for admission arrangements for K1 classes in kindergartens for the 2020/21 school year	Jul 2019	EDB	1	English	24	24	Yes	Questionnaire
Briefing Session for Parents of NCS Students: Education Support for NCS Students and POA 2020	Education support for NCS students in learning Chinese and POA mechanism	Aug to Sep 2019	EDB	2	English	122	122	Yes	Questionnaire and observation
Seminar on Admission Arrangements for Nursery (K1) Classes in Kindergartens for the 2020/21 School Year	Briefing on the procedures, points to note and other related matters for admission arrangements for K1 classes in kindergartens for the 2020/21 school year	Sep to Oct 2019	EDB	6	English	49	49	Yes	Questionnaire
Education Support Measures for NCS Students and SSPA 2018/2020	Briefing on the education support for NCS students, an overview of SSPA and sharing from schools (tips for making school choices)	Dec 2019	EDB	1	English	81	81	Yes	Questionnaire and observation

Name of events	Content	Period	Organiser	Frequency / No. of events	Main language used at the event	Total no. of participants	Total no. of participating parents of NCS students	Provision of interpretation service	Mode of evaluation
Briefing Session for Parents of NCS Students: CA of POA 2020	CA mechanism under POA, procedures and points to note for making school choices at CA stage	Jan 2020	EDB	8	English	251	251	Yes	Questionnaire and observation

Note: As information on some education-related programmes provided for parents of NCS students is not collected, the above information is not exhaustive.

- End -

CONTROLLING OFFICER'S REPLY

EDB389

(Question Serial No. 3305)

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:

In "Hong Kong Poverty Situation Report on Ethnic Minorities 2016" released in February 2018, dropout rates of certain ethnic minority groups were provided and the report stated that these dropout rates were higher than the total population average. It is important to identify at which grade level there is a trend for NCS students to start leaving school so as to identify the risk factors.

Will the government inform this Council of:

- (a) The number of non-attendance students in each of the grade levels from S1 to S6 from 2014/15 to 2019/20, and among them, the number of NCS and ethnic minority students;
- (b) If such data disaggregated by language and ethnicity is not available, how is the government evaluating the situation of NCS students' drop-out situation in order to decide suitable policy intervention;
- (c) List out the details of any support, including the amount of funding spent, relevant non-governmental organizations providing the support, and the number of attendance of all students, and dedicated programmes to NCS and ethnic minority students to prevent them from dropping out;
- (d) Details of any support, including the amount of funding spent, to NCS and ethnic minority students to provide an alternative pathway for secondary 3 to 5 school leavers and for such school leavers to obtain a formal qualification for the purposes of employment and further study;
- (e) Number of all students and NCS students who took leaves for more than 1 month, and the number of schools with such cases.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 77)

Reply:

(a) to (c) and (e)

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 and reasons for absence. 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 2018/19 school years are tabulated below. Information for the 2019/20 school year is not yet available.

School year Grade level	2014/15	2015/16	2016/17	2017/18	2018/19
S1	570	700	557	734	609
S2	711	595	503	741	690
S3	1 484	1 095	969	1 081	1 030
S4	1 698	1 153	967	992	956
S5	1 168	758	609	595	512
S6	8	11	96	150	115

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 does not compile data on the total number of students who have taken leave for more than 1 month or collect information on the number of NCS students and schools concerned. As such, the relevant information is not available.

The EDB will examine each non-attendance case and 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 suitable for teenagers who have not completed secondary education or with other needs. 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 EDB does not compile data on the names of the relevant NGOs or collect information on the funding for the training programmes or courses.

(d)

The 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, the EDB commissioned an 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 enabled 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 has continued to commission an NGO to organise career exploration activities for NCS students, including visits to post-secondary institutions, workplace visits and work experience programmes, etc., to help them make informed choices on further studies and careers, set personal goals and plan their future. In the 2018/19 and 2019/20 school years, around 320 and 620 students benefited from the service respectively, and the expenditures incurred were about \$0.7 million and \$1.3 million. In addition, starting from the 2020/21 school year, we will provide a series of parent education programmes for NCS parents to help them support their children's learning, encourage their children to master the Chinese language and help them have more comprehensive understanding of the multiple pathways available to their children. The five-year initiative will involve an estimated average annual expenditure of \$3 million.

Besides, the full-time Diploma of Vocational Education programmes operated by VTC for S3 to S5 school leavers (including NCS students) are generally subvented by the EDB. VTC also provides different pre-employment programmes specifically for NCS students to obtain formal qualifications for employment and further studies. NCS students can also apply for other pre-employment programmes. NCS students on VTC pre-employment programmes can enjoy various support services to help them learn more effectively and adapt to campus life. These services include academic and learning support, such as student orientation activities, additional tutorial classes, counseling and coaching, peer support through the peer mentorship scheme, various student activities promoting a culture of inclusion and integration with the community, and advisory support for articulation and career development. VTC does not keep a breakdown of the resources deployed to provide support services for NCS students.

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CONTROLLING OFFICER'S REPLY

EDB390

(Question Serial No. 3306)

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 broken down by institution, funding mode and academic level from the 2016/17 to 2019/20 academic years:

- (1) The first year intake places, tuition fees, related unit costs and government subsidies for healthcare and allied health programmes of each institution in each academic year;
- (2) The number of graduates of healthcare and allied health programmes of each institution in each academic year; and
- (3) For programmes that are subject to professional accreditation, such as healthcare programmes, will they be assessed by corresponding professional bodies prior to their inclusion in the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP)? If yes, please set out the institutions and programmes that were included under the SSSDP before they were professionally accredited in each academic year. If no, what are the reasons? How will the Administration ensure that graduates of these programmes receive the relevant recognised professional qualifications?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 80)

Reply:

- (1) to (2) With regard to programmes funded by the University Grants Committee (UGC), the names of UGC-funded healthcare and allied health programmes, their level, mode and normal duration of study, and their respective numbers of approved intake places, actual intakes and graduates in the academic years from 2016/17 to 2019/20 are set out at Annex 1.

Under the prevailing mechanism, the UGC provides recurrent grants to the 8 UGC-funded universities in the form of a block grant. The universities are

free to use the block grant to provide programmes of different levels of study and disciplines. The UGC has derived the average student unit costs of UGC-funded programmes by level of study, academic programme category (APC) and teaching/research cost, which are based on the actual costs reported by universities. 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. According to the information provided by universities, the content of healthcare and allied health programmes are mainly mapped to 3 APCs (i.e. (i) Medicine, (ii) Dentistry and (iii) Studies Allied to Medicine and Health). The average student unit costs of undergraduate programmes under each of the above category from the 2016/17 to 2018/19 academic years are as follows:-

Academic Programme Category	Average student unit costs of undergraduate programmes ^{Note 1}		
	2016/17	2017/18	2018/19 ^{Note 2}
(i) Medicine	\$522,000	\$524,000	\$571,000
(ii) Dentistry	\$645,000	\$642,000	\$585,000
(iii) Studies Allied to Medicine and Health	\$268,000	\$271,000	\$286,000

Notes:

1. The above figures also cover the actual costs of other undergraduate programmes which bear relevance to the 3 APCs, and the costs of related programmes vary among universities.
2. Provisional figures.

The relevant figures for the 2019/20 academic year are not readily available.

For non-UGC-funded programmes, according to the information self-reported by institutions, the estimated intake places and average annual tuition fees of full-time locally-accredited non-UGC-funded healthcare and allied health programmes from the 2016/17 to 2019/20 academic years are set out at Annex 2, and their respective numbers of graduates in the 2016/17 and 2017/18 academic years are set out at Annex 3. The numbers of graduates for the 2018/19 and 2019/20 academic years are not yet available. We do not collect data on the unit costs of programmes offered by the institutions.

- (3) Designated programmes in selected disciplines under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) are all full-time locally-accredited self-financing undergraduate/sub-degree programmes. The time for a programme that involves professional accreditation to be included under the SSSDP depends on the circumstances of individual cases. As of the 2020/21 academic year, among the SSSDP programmes that involve accreditation by corresponding professions, only the Bachelor of Science (Honours) in Physiotherapy offered by Tung Wah College in the 2018/19 academic year is still undergoing accreditation. Generally speaking, accreditation by the Supplementary Medical Professions Council is undertaken

on a continuous basis all year round and the result will be announced before the graduation of the first cohort of students of the programme concerned. After consulting relevant policy bureaux and taking into account various views and factors, including the application information submitted by the Tung Wah College for the accreditation of the Bachelor of Science (Honours) in Physiotherapy programme, the institution's experience in offering other allied health programmes, the effectiveness of the programme in nurturing talent in support of specific industries with keen manpower demand, and the benefits of releasing the subsidy as soon as possible to alleviate students' financial burden, the Education Bureau (EDB) has included the programme under the SSSDP starting from the 2019/20 academic year. The EDB and relevant policy bureaux will closely monitor the situation and urge the Tung Wah College to obtain professional accreditation for the programme.

Level of study, mode of study, normal duration of study, approved intake places, actual intakes, and number of graduates of UGC-funded programmes by university and health disciplines from the 2016/17 to 2019/20 academic years

University	Programme Name	Level of study	Mode of study	Normal duration of study	Academic year	Approved intake places	Actual intakes	No. of places in the year of admission of graduates ^{Note 1}	No. of graduates
Doctor									
The Chinese University of Hong Kong	Bachelor of Medicine and Bachelor of Surgery	Undergraduate programme	Full-time	6 years	2016/17	235	240	210 [2012/13 old academic structure]	209
					2017/18	235	235	210 [2012/13 new academic structure]	231
					2018/19	235	229	210 [2013/14]	212
					2019/20	265	290	Not applicable	
The University of Hong Kong	Bachelor of Medicine and Bachelor of Surgery	Undergraduate programme	Full-time	6 years	2016/17	235	239	210 [2012/13 old academic structure]	213
					2017/18	235	235	210 [2012/13 new academic structure]	201
					2018/19	235	242	210 [2013/14]	210
					2019/20	265	275	Not applicable	

University	Programme Name	Level of study	Mode of study	Normal duration of study	Academic year	Approved intake places	Actual intakes	No. of places in the year of admission of graduates ^{Note 1}	No. of graduates
Nurse									
The Chinese University of Hong Kong	Bachelor of Nursing	First-year first-degree	Full-time	5 years	2016/17	197	190	197[2012/13 new academic structure]	247
		Senior year undergraduate		3 years		60	58	60 [2014/15]	
		First-year first-degree		2017/18	197	196	197 [2013/14]	245	
		Senior year undergraduate			3 years	60	55		60 [2015/16]
		First-year first-degree		2018/19	197	189	197 [2014/15]	242	
		Senior year undergraduate			3 years	60	52		60 [2016/17]
		First-year first-degree		2019/20	217	211	Not applicable		
		Senior year undergraduate			3 years	60		58	

University	Programme Name	Level of study	Mode of study	Normal duration of study	Academic year	Approved intake places	Actual intakes	No. of places in the year of admission of graduates ^{Note 1}	No. of graduates
The Hong Kong Polytechnic University	Bachelor of Science (Honours) in Nursing	First-year first-degree	Full-time	5 years	2016/17	173	171	173 [2012/13 new academic structure]	208
		Senior year undergraduate		3 years		40	40	40 [2014/15]	
		First-year first-degree		2017/18	173	172	173 [2013/14]	202	
		Senior year undergraduate			3 years	40	39		40 [2015/16]
		First-year first-degree		2018/19	173	172	173 [2014/15]	200	
		Senior year undergraduate			3 years	40	40		40 [2016/17]
		First-year first-degree		2019/20	193	192	Not applicable		
		Senior year undergraduate			3 years	40			39
	Bachelor of Science (Honours) in Mental Health Nursing	Undergraduate programme	Full-time	5 years	2016/17	70	70	70 [2012/13 new academic structure]	70
					2017/18	70	70	70 [2013/14]	63
					2018/19	70	70	70 [2014/15]	70
					2019/20	70	72	Not applicable	

University	Programme Name	Level of study	Mode of study	Normal duration of study	Academic year	Approved intake places	Actual intakes	No. of places in the year of admission of graduates ^{Note 1}	No. of graduates
The University of Hong Kong	Bachelor of Nursing	First-year first-degree	Full-time	5 years	2016/17	190	189	190 [2012/13 new academic structure]	213
		Senior year undergraduate		3 years		25	25	25 [2014/15]	
		First-year first-degree		2017/18	190	187	190 [2013/14]	212	
		Senior year undergraduate			3 years	25	25		25 [2015/16]
		First-year first-degree		2018/19	190	187	190 [2014/15]	207	
		Senior year undergraduate			3 years	25	25		25 [2016/17]
		First-year first-degree		2019/20	210	204	Not applicable		
		Senior year undergraduate			3 years	25		25	
Medical Laboratory Technologist									
The Hong Kong Polytechnic University	Bachelor of Science (Honours) in Medical Laboratory Science	Undergraduate programme	Full-time	4 years	2016/17	54	53	44 [2013/14]	42
					2017/18	54	55	44 [2014/15]	41
					2018/19	54	56	44 [2015/16]	43
					2019/20	54	58	Not applicable	

University	Programme Name	Level of study	Mode of study	Normal duration of study	Academic year	Approved intake places	Actual intakes	No. of places in the year of admission of graduates ^{Note 1}	No. of graduates
Radiographer									
The Hong Kong Polytechnic University	Bachelor of Science (Honours) in Radiography	Undergraduate programme	Full-time	4 years	2016/17	110	106	98 [2013/14]	93
					2017/18	110	103	98 [2014/15]	96
					2018/19	110	117	98 [2015/16]	85
					2019/20	110	113	Not applicable	
Physiotherapist									
The Hong Kong Polytechnic University	Bachelor of Science (Honours) in Physiotherapy	Undergraduate programme	Full-time	4 years	2016/17	130	128	110 [2013/14]	102
					2017/18	130	137	110 [2014/15]	101
					2018/19	130	135	110 [2015/16]	108
					2019/20	150	151	Not applicable	
Occupational therapist									
The Hong Kong Polytechnic University	Bachelor of Science (Honours) in Occupational Therapy	Undergraduate programme	Full-time	4 years	2016/17	100	101	90 [2013/14]	92
					2017/18	100	102	90 [2014/15]	90
					2018/19	100	102	90 [2015/16]	85
					2019/20	100	99	Not applicable	

University	Programme Name	Level of study	Mode of study	Normal duration of study	Academic year	Approved intake places	Actual intakes	No. of places in the year of admission of graduates ^{Note 1}	No. of graduates
Dentist									
The University of Hong Kong	Bachelor of Dental Surgery	Undergraduate programme	Full-time	6 years	2016/17	73	74	53 [2012/13 old academic structure]	55
					2017/18	73	72	53 [2012/13 new academic structure]	51
					2018/19	73	74	53 [2013/14]	50
					2019/20	80	78	Not applicable	
	Master of Dental Surgery	Taught postgraduate programme	Full-time	3 years	2019/20	20	20	Not applicable	
Chinese Medicine Practitioner									
Hong Kong Baptist University	Bachelor of Chinese Medicine and Bachelor of Science (Honours) in Biomedical Science	Undergraduate programme	Full-time	6 years	2016/17	30	35	30 [2012/13 old academic structure]	37
					2017/18	30	31	30 [2012/13 new academic structure]	33
					2018/19	30	33	30 [2013/14]	31
					2019/20	30	33	Not applicable	
The Chinese University of Hong Kong	Bachelor of Chinese Medicine	Undergraduate programme	Full-time	6 years	2016/17	25	26	25 [2012/13 old academic structure]	27
					2017/18	25	28	25 [2012/13 new academic structure]	25
					2018/19	25	26	25 [2013/14]	30
					2019/20	25	25	Not applicable	

University	Programme Name	Level of study	Mode of study	Normal duration of study	Academic year	Approved intake places	Actual intakes	No. of places in the year of admission of graduates ^{Note 1}	No. of graduates
The University of Hong Kong	Bachelor of Chinese Medicine	Undergraduate programme	Full-time	6 years	2016/17	24	24	24 [2012/13 old academic structure]	24
					2017/18	24	24	24 [2012/13 new academic structure]	21
					2018/19	24	25	24 [2013/14]	23
					2019/20	24	26	Not applicable	

University	Programme Name	Level of study	Mode of study	Normal duration of study	Academic year	Approved intake places	Actual intakes	No. of places in the year of admission of graduates ^{Note 1}	No. of graduates
Clinical Psychologist									
The Chinese University of Hong Kong	Master of Social Science in Clinical Psychology	Taught postgraduate programme	Full-time	2 years	2016/17	19	18	19 [2015/16]	17
					2017/18	19	17	19 [2016/17]	18
					2018/19	19	17	19 [2017/18]	14
					2019/20	19	15	Not applicable	
The University of Hong Kong	Master of Social Sciences	Taught postgraduate programme	Full-time	2 years	2016/17	19	17	- [2015/16]	1
					2017/18	-	-	19 [2016/17]	13
					2018/19	19	19	- [2017/18]	4
					2019/20	19	15	Not applicable	
Optometrist									
The Hong Kong Polytechnic University	Bachelor of Science (Hons) in Optometry	Undergraduate programme	Full-time	5 years	2016/17	40	42	34 [2012/13 new academic structure]	36
					2017/18	40	45	34 [2013/14]	32
					2018/19	40	47	34 [2014/15]	38
					2019/20	45	48	Not applicable	

University	Programme Name	Level of study	Mode of study	Normal duration of study	Academic year	Approved intake places	Actual intakes	No. of places in the year of admission of graduates ^{Note 1}	No. of graduates
Pharmacist									
The Chinese University of Hong Kong	Bachelor of Pharmacy	Undergraduate programme	Full-time	4 years	2016/17	60	59	55 [2013/14]	50
					2017/18	60	32	55 [2014/15]	49
					2018/19	60	53	55 [2015/16]	49
					2019/20	61	61	Not applicable	
The University of Hong Kong	Bachelor of Pharmacy	Undergraduate programme	Full-time	4 years	2016/17	30	29	25 [2013/14]	31
					2017/18	30	30	25 [2014/15]	31
					2018/19	30	16	25 [2015/16]	27
					2019/20	30	32	Not applicable	
Speech Therapist									
The University of Hong Kong	Bachelor of Science in Speech and Hearing Sciences	Undergraduate programme	Full-time	5 years	2016/17	48	56	48 [2012/13 new academic structure]	44
					2017/18	48	56	48 [2013/14]	47
					2018/19	48	39	48 [2014/15]	46
					2019/20	48	50	Not applicable	

Notes:

1. The University Grants Committee (UGC) assumes 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. “-” denotes nil.

Estimated intake places and average annual tuition fees of full-time locally-accredited non-UGC-funded post-secondary healthcare-related programmes by institution and level of study from the 2016/17 to 2019/20 academic years

Academic year	Institution	Sub-degree		Undergraduate ⁽¹⁾⁽²⁾		Taught postgraduate level ⁽³⁾	
		Estimated intake place	Average annual tuition fee (\$)	Estimated intake place	Average annual tuition fee (\$)	Estimated intake place	Average annual tuition fee (\$)
2016/17	Caritas Institute of Higher Education	-	-	120	101,640	-	-
	The Chinese University of Hong Kong	-	-	-	-	479	47,500 - 130,000
	The University of Hong Kong and its School of Professional and Continuing Education and HKU SPACE Community College	69	63,000 - 66,000	-	-	74 [@]	27,250 - 69,000
	The Open University of Hong Kong	170	82,575	330	111,800 - 115,600	-	-
	The Hong Kong Polytechnic University	-	-	-	-	290	30,000 - 165,600
	Tung Wah College	150	88,150	475	42,000 - 115,600	-	-
	Total	389	-	925	-	843	-

Academic year	Institution	Sub-degree		Undergraduate ⁽¹⁾⁽²⁾		Taught postgraduate level ⁽³⁾	
		Estimated intake place	Average annual tuition fee (\$)	Estimated intake place	Average annual tuition fee (\$)	Estimated intake place	Average annual tuition fee (\$)
2017/18	Caritas Institute of Higher Education	-	-	200	104,720	-	-
	The Chinese University of Hong Kong	-	-	-	-	489	55,000 - 136,000
	The University of Hong Kong and its School of Professional and Continuing Education and HKU SPACE Community College	69	63,000 - 66,000	-	-	75 [@]	14,995 - 424,200
	The Open University of Hong Kong	250	86,670	340	111,800 - 115,920	-	-
	The Hong Kong Polytechnic University	-	-	-	-	350	30,000 - 165,600
	Tung Wah College	150	88,150	605	109,475 - 129,030	-	-
	Total	469	-	1 145	-	914	-

Academic year	Institution	Sub-degree		Undergraduate ⁽¹⁾⁽²⁾		Taught postgraduate level ⁽³⁾	
		Estimated intake place	Average annual tuition fee (\$)	Estimated intake place	Average annual tuition fee (\$)	Estimated intake place	Average annual tuition fee (\$)
2018/19	Caritas Institute of Higher Education	-	-	200	107,240	-	-
	The Chinese University of Hong Kong	-	-	-	-	523	57,500 - 190,000
	The University of Hong Kong and its School of Professional and Continuing Education and HKU SPACE Community College	40	66,000	-	-	75	14,995 - 469,500
	The Open University of Hong Kong	285	90,990	340	117,000	-	-
	The Hong Kong Polytechnic University	-	-	-	-	365	42,000 - 270,000
	Tung Wah College	150	90,800	475	111,067 - 135,481	-	-
	Total	475	-	1 015	-	963	-

Academic year	Institution	Sub-degree		Undergraduate ⁽¹⁾⁽²⁾		Taught postgraduate level ⁽³⁾	
		Estimated intake place	Average annual tuition fee (\$)	Estimated intake place	Average annual tuition fee (\$)	Estimated intake place	Average annual tuition fee (\$)
2019/20	Caritas Institute of Higher Education	-	-	200	108,850	-	-
	The Chinese University of Hong Kong	-	-	-	-	533	57,500 - 158,000
	Hong Kong Baptist University School of Continuing Education	-	-	80	94,200	-	-
	The University of Hong Kong and its School of Professional and Continuing Education and HKU SPACE Community College	40	68,000	-	-	74 [@]	15,350 - 542,800
	The Open University of Hong Kong	285	95,540	340	120,481	-	-
	The Hong Kong Polytechnic University	-	-	-	-	331	42,000 - 165,600
	Tung Wah College	150	92,200	615	114,460 - 140,675	-	-
	Total	475	-	1 235	-	938	-

Notes:

(1) Includes top-up degree programmes.

(2) Figures do not cover the Bachelor of Veterinary Medicine programme offered by the City University of Hong Kong.

(3) Includes full-time/part-time/mixed-mode programmes.

@ Figures only cover the intake places of The University of Hong Kong School of Professional and Continuing Education. The university proper has not provided figures on intake places.

Number of graduates of full-time locally-accredited non-UGC-funded post-secondary healthcare-related programmes by institution and level of study in the 2016/17 and 2017/18 academic years

Institution	2016/17			2017/18		
	Sub-degree	Undergraduate (1)(2)	Taught postgraduate level (3)	Sub-degree	Undergraduate (1)(2)	Taught postgraduate level (3)
Caritas Institute of Higher Education	-	-	-	-	-	-
The Chinese University of Hong Kong	-	-	382	-	-	402
The University of Hong Kong and its School of Professional and Continuing Education and HKU SPACE Community College	53	-	147	59	-	151
The Open University of Hong Kong	216	171	-	193	204	-
The Hong Kong Polytechnic University	-	-	279	-	-	267
Tung Wah College	-	290	-	73	332	-
Total	269	461	808	325	536	820

Notes:

- (1) Includes top-up degree programmes.
- (2) Figures do not cover the Bachelor of Veterinary Medicine programme offered by the City University of Hong Kong.
- (3) Includes full-time/part-time/mixed-mode programmes.

- End -

CONTROLLING OFFICER'S REPLY

EDB391

(Question Serial No. 3307)

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:

Starting from 2014/15, schools with NCS students can apply for additional funding to support the teaching and learning of NCS students. Will the government inform the council:

- (a) The number of schools which utilize the funding to hire extra manpower in supporting NCS students;
- (b) among the extra manpower employed with the additional funding listed in (a), the number of Chinese and ethnic minority staff recruited;
- (c) among the extra manpower employed with the additional funding listed in (a), list out the respective grades and number of the staff involved (e.g. teaching assistants, non-graduate teaching post (CM), graduate teaching post).

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 81)

Reply:

The Education Bureau (EDB) is committed to encouraging and supporting the early integration of non-Chinese speaking (NCS) students (notably ethnic minority students) into the community, including facilitating their adaptation to the local education system and mastery of the Chinese language.

Starting from the 2014/15 school year, EDB has substantially increased the additional funding to schools 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 (hereinafter referred to as “ordinary schools”) 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. Besides, all 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. As regards schools admitting a relatively small number of NCS students (i.e. 1 to 9 students for ordinary schools and 1 to 5 for special schools), 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 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. The respective number of public sector schools (including special schools) and DSS schools offering the local curriculum that were provided with the additional funding from the 2015/16 to 2019/20 school years is 314, 433, 482, 498 and 504 (provisional). The number of schools that deployed the additional funding to employ additional staff from the 2015/16 to 2019/20 school years is tabulated at [Annex A](#). According to the annual reports and annual plans submitted by schools, the schools concerned on average employed a total of some 480 additional teachers, 350 additional teaching assistants and 70 ethnic minority assistants in each of the school years from 2015/16 to 2019/20. Information on the ethnicity or rank of the additional staff recruited is not collected from schools.

The kindergarten education scheme (Scheme) has been implemented starting from the 2017/18 school year. Kindergarten (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. EDB has, starting from the 2019/20 school year, provided a five-tiered grant for KGs joining the Scheme according to the number of NCS students admitted. A KG admitting 1 NCS student also receives the grant, and the grant rate for the highest tier is a double of that in the 2018/19 school year, so that these KGs can render more appropriate support to their NCS students. In the 2017/18 and 2018/19 school years, about 150 KGs received the additional grant in each of the years. As at February 2020, about 430 KGs have been provided with the grant.

The number of KGs that employed additional staff with the funding to support NCS students’ learning of the Chinese language from the 2017/18 to 2019/20 school years is tabulated at [Annex B](#). According to the school reports and school plans of these KGs, it is learnt that the schools concerned on average employed a total of some 170 additional teachers and 130 additional teaching assistants in each of the school years from 2017/18 to 2019/20. Information on the ethnicity or rank of the staff recruited is not collected from schools.

To further support NCS students with special educational needs (SEN) to adapt to school life and make smooth transition through different learning stages, starting from the 2019/20 school year, EDB provides the Grant for Supporting NCS Students with SEN (NCS-SEN

Grant) under a 3-tier structure to public sector ordinary schools and DSS schools admitting NCS students with SEN, so that schools can strengthen the emotional, communication and social support for the students concerned. There are a total of 295 public sector ordinary schools and DSS schools that are provided with the NCS-SEN Grant in the 2019/20 school year. According to our observation and communication with schools, schools will pool the NCS-SEN Grant and other additional resources such as the Learning Support Grant for holistic and flexible deployment, including the employment of teaching assistants, procurement of professional services (e.g. translation service, social and emotional management training) and implementation of inclusive programmes, etc., so as to strengthen the support for NCS students with SEN. As schools adopt the above diversified strategies to cater for the needs of the students concerned in the light of their school-based circumstances and not all schools make use of the NCS-SEN Grant to employ additional staff, EDB does not collect information on the use of the aforesaid grant by schools to employ additional staff. Hence, such information is not available.

Number of schools that employed additional staff with the additional funding from the 2015/16 to 2019/20 school years

	2015/16 school year			2016/17 school year			2017/18 school year			2018/19 school year			2019/20 school year		
	No. of primary schools	No. of secondary schools	No. of special schools	No. of primary schools	No. of secondary schools	No. of special schools	No. of primary schools	No. of secondary schools	No. of special schools	No. of primary schools	No. of secondary schools	No. of special schools	No. of primary schools	No. of secondary schools	No. of special schools
Teachers	114	96	25	136	109	19	127	118	24	132	121	25	144	120	23
Teaching assistants	90	74	20	110	93	18	130	112	22	129	115	27	139	122	28
Ethnic minority assistants	24	21	4	23	23	5	20	23	6	24	25	2	26	26	2

Notes:

1. Schools may use the funding to employ more than one category of staff.
2. Figures include public sector schools (including special schools) and Direct Subsidy Scheme schools offering the local curriculum.
3. Figures for the 2019/10 school year (including the number of schools and number of staff employed) are provisional.

**Number of kindergartens that employed additional staff with the funding
from the 2017/18 to 2019/20 school years**

School year	No. of kindergartens	
	Employment of additional teachers	Employment of additional teaching assistants
2017/18	116	79
2018/19	126	74
2019/20 (Estimated)	165	135

Note: Figures include kindergarten-cum-child care centres.

- End -

CONTROLLING OFFICER'S REPLY

EDB392

(Question Serial No. 3308)

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 employment of ethnic minority staffs in both primary and secondary schools, will the government inform the council:

(a) the number of primary schools that has hired ethnic minority teacher (excluding teacher assistant and NET teacher) disaggregated by school types in the recent 5 years;

		No. of ethnic minority staffs hired in school year									
		15/16		16/17		17/18		18/19		19/20	
School level	Funding modes of the schools	Contract teacher	Regular teacher	Contract teacher	Regular teacher	Contract teacher	Regular teacher	Contract teacher	Regular teacher	Contract teacher	Regular teacher
Kindergarten	Under Free KG scheme										
	Non-scheme KG										
Primary schools	Govt										
	Aided schools										
	DSS										
	Caput										
Secondary schools	Govt										
	Aided schools										
	DSS										
	Caput										

(b) the number of ethnic minority staffs employed in different types of jobs and ranking of teacher, with reference to the table below:

Types of jobs	No. of ethnic minority staffs hired in school year				
	15/16	16/17	17/18	18/19	19/20
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					
General Worker					
Semi-skilled/Skilled Worker					
General Clerk					
Contract teacher					
Regular teacher					
Others					
Total:					

(c) the number of teaching assistants in schools, disaggregated by school types, ethnicity, and funding source supporting their salary (eg. the Learning Support Grant (LSG), the additional grants for schools with NCS students, Intensive Remedial Teaching Programme (IRTP) and Integrated Education (IE) Programme etc);

(d) main role of teaching assistants in schools;

(e) the related training provided or commissioned by EDB targeting the teaching assistants in schools;

(f) the promotion ladder for teacher assistants in schools.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 82)

Reply:

(a) to (f) The Education Bureau (EDB) does not collect information on the ethnicity of teachers and teaching staff so a separate breakdown is not available.

Public sector schools and Direct Subsidy Scheme (DSS) schools may, in accordance with the ambits of different cash grants and school-based needs, flexibly deploy the grants to engage the necessary manpower (including teaching assistants). The training and development of teaching assistants are arranged by schools according to their school-based needs. Some briefing sessions and workshops organised by EDB are open to teaching assistants as appropriate.

EDB provides all public sector schools and DSS schools offering the local curriculum and admitting 10 or more non-Chinese speaking (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. Apart from hiring additional teachers and teaching assistants, schools may also use the additional funding to hire ethnic minority (EM) assistants. About 60 to 70 EM assistants were hired by these schools in each of the past few years. EM assistants are mainly deployed 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.

- End -

CONTROLLING OFFICER'S REPLY**EDB393****(Question Serial No. 3309)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding the professional development of the kindergarten teaching staffs regarding the teaching and support of ethnic minority children, will the government please inform this council:

(a) The list of the basic course as recognized by the Education Bureau (EDB), with institutions, durations, expenditure, course providers, no. of sessions conducted, no. of hours per session, and number of attendance in school years 2017/18, 2018/19 and 2019/20.

(b) The number of kindergartens and the respective number of teachers who has completed the basic course as required in school years 2017/18, 2018/19 and 2019/20.

	no. of kindergarten with NCS students	no. of kindergarten without any teacher attended the basic course	no. of kindergarten with 1 teacher attended the basic course	no. of kindergarten with more than 1 teacher attended the basic course
2017/18				
2018/19				
2019/20				

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 83)

Reply:

Regarding the professional development of kindergarten (KG) teachers in teaching and supporting non-Chinese speaking (NCS) students, the Education Bureau (EDB) commissioned the University of Hong Kong to provide a specified basic training course titled “Learning and Teaching for Non-Chinese Speaking Children – Professional Development Programme for Kindergarten Teachers” from the 2017/18 to 2019/20 school years. Apart from the said course, other post-secondary institutions also offer relevant training courses. The EDB, however, does not have information on such courses. As the 2019/20 school year has not yet come to a close, we are only able to provide information on the said course for the 2017/18 and 2018/19 school years as follows:

	2017/18 school year	2018/19 school year
No. of courses offered	3	3
No. of contact hours per course	15	21
No. of teachers having completed the course	135	130
Expenditure	\$1.4 million	\$2.01 million

Note: The actual expenditure for the 2018/19 school year has included a supply teacher grant provided in the 2018/19 school year.

The number of teachers having completed the basic training course and the number of KGs with teachers having completed the course in the 2017/18 and 2018/19 school years are as follows.

	No. of KGs having admitted NCS children	No. of KGs under the KG education scheme (KG Scheme) having admitted NCS children	No. of KGs under the KG Scheme without any teachers having attended the basic training course	No. of KGs under the KG Scheme with 1 teacher having attended the basic training course	No. of KGs under the KG Scheme with more than 1 teacher having attended the basic training course
2017/18	583	391	275	97	19
2018/19	607	409	228	87	94

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include kindergarten-cum-child care centres.
3. Figures include students whose ethnicity is Chinese but who are categorised as NCS students due to the spoken language at home.
4. As the 2019/20 school year has not yet come to a close, information for this school year is not yet available.

- End -

CONTROLLING OFFICER'S REPLY

EDB394

(Question Serial No. 3310)

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:

(a) For the kindergartens joining the kindergarten (KG) education scheme (Scheme), please provide the respective number of half-day, whole-day and long whole-day KGs that still collected school fees upon receipt of subsidies in the past 3 years (from the 2017/18 to 2019/20 school years).

(b) Regarding the KGs joining the Scheme, please provide the following figures for the territory together with a breakdown by District Council district:

(i) The number of half-day KGs subsidised under the Scheme, the number of their students, the percentage share of their students among all KG students in Hong Kong, the range of school fees, as well as the median school fee in the past 3 years (from the 2017/18 to 2019/20 school years);

(ii) The number of whole-day KGs subsidised under the Scheme, the number of their students, the percentage share of their students among all KG students in Hong Kong, the range of school fees, as well as the median school fee in the past 3 years (from the 2017/18 to 2019/20 school years); and

(iii) The number of long whole-day KGs subsidised under the Scheme, the number of their students, the percentage share of their students among all KG students in Hong Kong, the range of school fees, as well as the median school fee in the past 3 years (from the 2017/18 to 2019/20 school years).

(c) Please provide the unit cost per student under the Scheme in the past 3 years (from the 2017/18 to 2019/20 school years). In the long run, will the Education Bureau (EDB) enhance provision for half-day, whole-day and long whole-day KGs so as to reduce the financial burden on parents and KGs, thereby achieving full implementation of free KG education? If yes, what are the details and estimated expenditure involved? If no, what are the reasons?

(d) For the half-day, whole-day and long whole-day KGs joining the Scheme, please give a breakdown of the amount of subsidies by type of KGs. According to EDB's estimation, what is the additional expenditure required for fully subsidising schools fees of whole-day and long whole-day KG classes to achieve full implementation of free KG education?

(e) For the KGs not joining the Scheme, please provide the number of KGs, the number of their students, the range of school fees and the median school fee in the past 3 years (from the 2017/18 to 2019/20 school years), with a breakdown by District Council district.

(f) Regarding the kindergarten-cum-child care centres managed by the EDB, please provide the following information with a breakdown by District Council district:

(i) The number of kindergarten-cum-child care centres and their percentage share among all KGs in Hong Kong in the past 3 years (from the 2017/18 to 2019/20 school years); and

(ii) The number of child care centres operating pre-nursery classes, the number of places, the number of students, and the range of school fees.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 75)

Reply:

(a)

For the kindergartens, kindergarten-cum-child centres and schools with kindergarten classes (collectively referred to as KGs hereafter) joining the kindergarten education scheme (Scheme), the respective numbers of half-day (HD), whole-day (WD) and long whole-day (LWD) KGs that collect school fees from the 2017/18 to 2019/20 school years are set out below:

School year	Classes	No. of KGs collecting school fees
2017/18	HD	31
	WD	321
	LWD	212
2018/19	HD	34
	WD	316
	LWD	225
2019/20	HD	38
	WD	329
	LWD	229

(b) (i)

The numbers of HD KGs joining the Scheme, their numbers of eligible students and the percentage share of these students among all KG students by District Council district, from the 2017/18 to 2019/20 school years are tabulated at Appendix 1. Regarding school fees, given that only a very small number of HD KGs under the Scheme collect school fees, with merely 1 KG collecting school fees in certain districts, it is more appropriate to provide

information about school fees on a territory-wide basis (instead of district basis). For HD KGs joining the Scheme and collecting school fees, the lowest, highest and median school fees from the 2017/18 to 2019/20 school years are set out below:

School year	Lowest school fee (\$)	Highest school fee (\$)	Median school fee (\$)
2017/18	100	9,500	2,900
2018/19	100	10,100	3,400
2019/20	100	10,100	3,400

Note: Figures are rounded to the nearest hundred.

(b)(ii) and (b)(iii)

The numbers of WD KGs joining the Scheme, their numbers of eligible students and the percentage share of these students among all KG students, as well as their lowest, highest and median school fees by District Council district, from the 2017/18 to 2019/20 school years are tabulated at Appendix 2; relevant figures of LWD KGs are tabulated at Appendix 3.

(c) and (d)

The new kindergarten education policy has been implemented starting from the 2017/18 school year. The Government provides KGs joining the 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.

The subsidy amount per student per annum for HD, WD and LWD services from the 2017/18 to 2019/20 school years 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
2019/20	35,760	46,490	57,220

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

Regarding the unit cost per student, as the annual expenditure of the Scheme can only be fully reflected from 2018-19 onwards, unit cost is calculated starting from that financial year. The actual unit cost per student in 2018-19 and the estimated unit cost per student for 2019-20 are \$45,082 and \$47,610 respectively.

In principle, the Government subsidies should be sufficient for KGs joining the Scheme to provide quality HD services. In Hong Kong, only a very small number of HD KGs collect school fees. As for WD and LWD services, existing evidence from research 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. Families with financial needs 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.

(e)

The numbers of HD KGs not joining the Scheme, their numbers of students, the lowest, highest and median school fees by District Council district, from the 2017/18 to 2019/20 school years are tabulated at Appendix 4; relevant figures of WD KGs are tabulated at Appendix 5.

(f)(i)

The numbers of kindergarten-cum-child care centres and their percentage share among all KGs in Hong Kong by District Council district, from the 2017/18 to 2019/20 school years are tabulated at Appendix 6.

(f)(ii)

Regarding the numbers of children under the care of child care centres (CCCs) attached to KGs, as a usual practice, average utilisation rates are provided by the Social Welfare Department. The numbers of CCCs attached to KGs, their numbers of places and the average utilisation rates by District Council district, from the 2017/18 to 2019/20 school years are tabulated at Appendix 7, and the range of monthly fees are tabulated at Appendix 8.

Numbers of HD KGs joining the Scheme,
their numbers of eligible students and
the percentage share of these students among all KG students
from the 2017/18 to 2019/20 school years

2017/18 school year

District	No. of KGs	No. of eligible students (percentage share among all KG students)	
Central & Western	15	3 217	(73.5%)
Wan Chai	7	1 857	(69.3%)
Eastern	41	4 819	(62.7%)
Southern	11	1 368	(52.9%)
Sham Shui Po	28	5 711	(66.7%)
Yau Tsim Mong	13	2 781	(60.7%)
Kowloon City	31	7 065	(72.8%)
Wong Tai Sin	27	3 411	(50.6%)
Kwun Tong	45	7 180	(60.8%)
Tsuen Wan	24	4 456	(70.8%)
Tuen Mun	41	7 390	(64.7%)
Yuen Long	52	11 183	(72.8%)
North	33	7 663	(76.3%)
Tai Po	15	3 322	(64.2%)
Sha Tin	38	8 107	(68.7%)
Sai Kung	29	4 153	(60.0%)
Islands	19	1 472	(55.7%)
Kwai Tsing	41	5 889	(61.6%)
All districts	510	91 044	(66.0%)

2018/19 school year

District	No. of KGs	No. of eligible students (percentage share among all KG students)	
Central & Western	15	3 165	(73.6%)
Wan Chai	7	1 821	(68.8%)
Eastern	42	4 331	(60.7%)
Southern	12	1 214	(49.4%)
Sham Shui Po	28	5 508	(65.9%)
Yau Tsim Mong	13	2 644	(59.6%)
Kowloon City	30	6 957	(72.8%)
Wong Tai Sin	27	3 082	(48.1%)
Kwun Tong	46	6 934	(58.8%)
Tsuen Wan	23	4 235	(69.1%)
Tuen Mun	41	6 853	(63.1%)
Yuen Long	52	10 259	(70.3%)
North	33	5 988	(69.3%)
Tai Po	15	3 172	(62.7%)
Sha Tin	39	7 461	(66.7%)
Sai Kung	29	3 905	(59.1%)
Islands	18	1 517	(56.0%)
Kwai Tsing	41	5 377	(58.9%)
All districts	511	84 423	(63.9%)

2019/20 school year (provisional)

District	No. of KGs	No. of eligible students (percentage share among all KG students)	
Central & Western	15	3 174	(74.0%)
Wan Chai	7	1 786	(68.1%)
Eastern	41	4 127	(59.7%)
Southern	12	1 138	(46.7%)
Sham Shui Po	29	5 707	(66.1%)
Yau Tsim Mong	12	2 425	(58.0%)
Kowloon City	28	6 962	(71.1%)
Wong Tai Sin	27	2 893	(45.7%)
Kwun Tong	48	6 801	(57.5%)
Tsuen Wan	24	4 149	(68.7%)
Tuen Mun	42	6 822	(63.3%)
Yuen Long	52	10 357	(69.7%)
North	33	5 542	(66.2%)
Tai Po	15	3 247	(63.2%)
Sha Tin	40	7 262	(64.9%)
Sai Kung	29	3 802	(57.9%)
Islands	20	1 865	(58.6%)
Kwai Tsing	41	5 169	(57.7%)
All districts	515	83 228	(63.0%)

Notes:

1. Figures refer to the position as at September of the respective school years.
2. KGs operating both HD and WD/LWD classes are concurrently counted in the respective category under HD and WD/LWD classes.

Numbers of WD KGs joining the Scheme
(excluding former aided child care centres),
their numbers of eligible students and
the percentage share of these students among all KG students,
the lowest school fee, highest school fee and median school fee
from the 2017/18 to 2019/20 school years

2017/18 school year

District	No. of KGs	No. of eligible students (percentage share among all KG students)		Lowest school fee (\$)	Highest school fee (\$)	Median school fee (\$)
Central & Western	7	377	(8.6%)	4,500	16,000	10,500
Wan Chai	4	316	(11.8%)	8,700	24,800	14,000
Eastern	30	1 637	(21.3%)	700	25,900	8,700
Southern	8	488	(18.9%)	4,700	17,100	8,200
Sham Shui Po	21	1 414	(16.5%)	1,400	17,700	8,400
Yau Tsim Mong	4	384	(8.4%)	1,700	3,600	2,700
Kowloon City	15	1 133	(11.7%)	3,000	25,900	14,100
Wong Tai Sin	23	1 728	(25.6%)	1,600	12,900	5,000
Kwun Tong	31	2 268	(19.2%)	500	22,200	9,000
Tsuen Wan	10	715	(11.4%)	200	15,300	9,400
Tuen Mun	34	2 461	(21.6%)	900	21,000	7,200
Yuen Long	34	2 338	(15.2%)	1,000	16,300	5,000
North	26	1 432	(14.3%)	2,600	25,900	5,900
Tai Po	13	956	(18.5%)	400	11,700	7,000
Sha Tin	27	1 751	(14.8%)	1,600	20,100	6,200
Sai Kung	24	1 683	(24.3%)	4,300	16,500	9,900
Islands	14	823	(31.1%)	2,300	12,600	8,700
Kwai Tsing	29	1 919	(20.1%)	500	19,200	5,600
All districts	354	23 823	(17.3%)	200	25,900	7,300

2018/19 school year

District	No. of KGs	No. of eligible students (percentage share among all KG students)		Lowest school fee (\$)	Highest school fee (\$)	Median school fee (\$)
Central & Western	7	384	(8.9%)	4,600	17,800	10,500
Wan Chai	4	310	(11.7%)	8,700	26,100	14,000
Eastern	31	1 696	(23.8%)	1,200	18,400	9,100
Southern	10	530	(21.6%)	2,000	17,900	9,700
Sham Shui Po	21	1 394	(16.7%)	1,400	18,200	8,400
Yau Tsim Mong	4	385	(8.7%)	1,700	3,800	2,700
Kowloon City	16	1 128	(11.8%)	4,300	25,900	10,300
Wong Tai Sin	23	1 747	(27.3%)	1,600	14,000	6,600
Kwun Tong	34	2 530	(21.5%)	700	24,700	10,800
Tsuen Wan	11	777	(12.7%)	200	15,700	9,700
Tuen Mun	34	2 495	(23.0%)	1,600	21,000	8,200
Yuen Long	34	2 516	(17.2%)	1,100	18,700	5,100
North	27	1 750	(20.2%)	2,600	26,200	6,500
Tai Po	13	990	(19.6%)	400	11,300	5,600
Sha Tin	28	1 819	(16.3%)	1,600	22,500	7,600
Sai Kung	23	1 651	(25.0%)	4,300	16,500	10,000
Islands	14	819	(30.2%)	2,300	14,300	9,700
Kwai Tsing	30	2 037	(22.3%)	2,500	19,200	6,800
All districts	364	24 958	(18.9%)	200	26,200	8,100

2019/20 school year (provisional)

District	No. of KGs	No. of eligible students (percentage share among all KG students)		Lowest school fee (\$)	Highest school fee (\$)	Median school fee (\$)
Central & Western	7	375	(8.7%)	4,800	18,600	10,500
Wan Chai	4	321	(12.2%)	8,700	26,800	14,000
Eastern	31	1 708	(24.7%)	1,200	19,200	9,500
Southern	10	597	(24.5%)	2,100	18,700	9,700
Sham Shui Po	21	1 463	(16.9%)	1,400	20,700	8,400
Yau Tsim Mong	4	348	(8.3%)	1,800	3,800	2,700
Kowloon City	17	1 361	(13.9%)	4,300	25,900	13,300
Wong Tai Sin	23	1 855	(29.3%)	1,600	14,000	6,400
Kwun Tong	36	2 737	(23.1%)	700	25,300	10,500
Tsuen Wan	11	784	(13.0%)	200	16,700	10,500
Tuen Mun	33	2 451	(22.7%)	1,600	20,700	8,500
Yuen Long	34	2 664	(17.9%)	1,200	21,300	5,400
North	27	1 911	(22.8%)	2,600	27,400	6,200
Tai Po	13	987	(19.2%)	2,000	11,300	5,900
Sha Tin	29	2 018	(18.0%)	1,600	22,700	7,600
Sai Kung	23	1 674	(25.5%)	4,300	17,200	10,600
Islands	15	939	(29.5%)	2,300	14,300	9,800
Kwai Tsing	32	2 092	(23.4%)	2,100	19,200	6,800
All districts	370	26 285	(19.9%)	200	27,400	8,100

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures for school fees are rounded to the nearest hundred.
3. Former aided child care centres 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.
4. KGs operating both HD and WD/LWD classes are concurrently counted in the respective category under HD and WD/LWD classes.

Numbers of LWD KGs joining the Scheme
(including former aided child care centres only),
their numbers of eligible students and
the percentage share of these students among all KG students,
the lowest school fee, highest school fee and median school fee
from the 2017/18 to 2019/20 school years

2017/18 school year

District	No. of KGs	No. of eligible students (percentage share among all KG students)		Lowest school fee (\$)	Highest school fee (\$)	Median school fee (\$)
Central & Western	9	782	(17.9%)	3,600	22,500	9,000
Wan Chai	6	506	(18.9%)	11,800	17,600	13,100
Eastern	17	1 232	(16.0%)	900	15,800	13,600
Southern	8	728	(28.2%)	6,600	17,800	12,000
Sham Shui Po	13	1 440	(16.8%)	900	21,800	11,400
Yau Tsim Mong	14	1 417	(30.9%)	6,400	17,700	12,000
Kowloon City	15	1 506	(15.5%)	6,000	14,900	12,100
Wong Tai Sin	17	1 599	(23.7%)	1,500	18,000	11,400
Kwun Tong	24	2 359	(20.0%)	6,500	19,200	12,100
Tsuen Wan	10	1 119	(17.8%)	7,500	15,600	13,200
Tuen Mun	19	1 568	(13.7%)	2,200	15,600	11,100
Yuen Long	18	1 844	(12.0%)	3,800	15,900	9,400
North	10	949	(9.4%)	2,600	17,900	9,800
Tai Po	9	899	(17.4%)	9,000	18,800	12,300
Sha Tin	20	1 948	(16.5%)	2,600	18,900	9,000
Sai Kung	13	1 081	(15.6%)	6,300	14,900	11,700
Islands	5	349	(13.2%)	3,900	11,100	5,700
Kwai Tsing	19	1 748	(18.3%)	1,200	15,500	9,300
All districts	246	23 074	(16.7%)	900	22,500	11,400

2018/19 school year

District	No. of KGs	No. of eligible students (percentage share among all KG students)		Lowest school fee (\$)	Highest school fee (\$)	Median school fee (\$)
Central & Western	9	752	(17.5%)	4,200	26,200	10,800
Wan Chai	6	515	(19.5%)	13,200	21,100	14,000
Eastern	17	1 109	(15.5%)	3,000	15,800	13,800
Southern	8	715	(29.1%)	1,200	18,700	16,700
Sham Shui Po	13	1 462	(17.5%)	900	21,800	12,400
Yau Tsim Mong	14	1 407	(31.7%)	5,300	19,800	13,800
Kowloon City	15	1 475	(15.4%)	7,100	17,000	11,400
Wong Tai Sin	17	1 576	(24.6%)	4,900	19,800	13,300
Kwun Tong	24	2 330	(19.8%)	5,900	19,200	11,100
Tsuen Wan	10	1 121	(18.3%)	7,500	17,300	15,800
Tuen Mun	19	1 518	(14.0%)	1,800	16,300	11,100
Yuen Long	18	1 817	(12.5%)	4,300	17,000	9,700
North	10	907	(10.5%)	5,600	18,600	11,400
Tai Po	9	897	(17.7%)	9,000	18,800	15,600
Sha Tin	20	1 912	(17.1%)	700	18,900	9,600
Sai Kung	13	1 050	(15.9%)	3,300	16,500	12,000
Islands	5	372	(13.7%)	3,900	11,100	6,000
Kwai Tsing	19	1 721	(18.8%)	1,200	15,700	9,200
All districts	246	22 656	(17.2%)	700	26,200	12,000

2019/20 school year (provisional)

District	No. of KGs	No. of eligible students (percentage share among all KG students)		Lowest school fee (\$)	Highest school fee (\$)	Median school fee (\$)
Central & Western	9	738	(17.2%)	4,400	27,400	12,600
Wan Chai	6	517	(19.7%)	2,900	25,300	15,500
Eastern	17	1 078	(15.6%)	3,100	18,100	13,800
Southern	8	703	(28.8%)	1,200	19,500	16,800
Sham Shui Po	13	1 469	(17.0%)	900	23,100	14,000
Yau Tsim Mong	14	1 406	(33.6%)	5,300	24,000	14,100
Kowloon City	15	1 474	(15.0%)	1,200	21,200	11,400
Wong Tai Sin	17	1 580	(25.0%)	5,100	19,800	13,800
Kwun Tong	24	2 285	(19.3%)	5,900	20,000	11,800
Tsuen Wan	10	1 105	(18.3%)	1,400	21,400	16,800
Tuen Mun	19	1 504	(14.0%)	1,900	20,500	11,100
Yuen Long	18	1 840	(12.4%)	4,300	20,900	9,700
North	10	922	(11.0%)	5,800	20,500	12,000
Tai Po	9	904	(17.6%)	9,000	21,400	16,800
Sha Tin	20	1 914	(17.1%)	700	19,700	12,000
Sai Kung	13	1 093	(16.6%)	3,300	19,500	13,200
Islands	5	379	(11.9%)	4,000	11,100	8,500
Kwai Tsing	19	1 696	(18.9%)	1,200	18,400	9,200
All districts	246	22 607	(17.1%)	700	27,400	12,600

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures for school fees are rounded to the nearest hundred.
3. Former aided child care centres 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.
4. KGs operating both HD and WD/LWD classes are concurrently counted in the respective category under HD and WD/LWD classes.

Numbers of HD KGs not joining the Scheme, their numbers of students,
the lowest school fee, highest school fee and median school fee
from the 2017/18 to 2019/20 school years

2017/18 school year

District	No. of KGs	No. of students	Lowest school fee (\$)	Highest school fee (\$)	Median school fee (\$)
Central & Western	21	1 788	35,700	134,000	80,600
Wan Chai	17	4 081	27,600	106,200	35,700
Eastern	24	3 730	32,700	112,100	49,500
Southern	22	1 946	60,500	142,200	84,000
Sham Shui Po	9	898	26,700	63,800	35,000
Yau Tsim Mong	13	1 942	22,400	95,700	68,000
Kowloon City	51	12 320	30,000	117,500	56,900
Wong Tai Sin	3	629	36,000	55,000	36,500
Kwun Tong	5	450	35,000	68,000	54,700
Tsuen Wan	8	1 005	32,900	59,500	48,200
Tuen Mun	6	941	27,600	64,800	36,000
Yuen Long	8	1 310	38,800	95,500	69,600
North	5	603	40,800	51,700	51,700
Tai Po	13	1 575	35,600	97,000	51,600
Sha Tin	21	3 014	35,000	76,000	54,700
Sai Kung	20	2 249	29,000	146,600	62,400
Islands	11	969	44,700	85,600	70,300
Kwai Tsing	5	902	38,800	75,200	67,200
All districts	262	40 352	22,400	146,600	57,500

2018/19 school year

District	No. of KGs	No. of students	Lowest school fee (\$)	Highest school fee (\$)	Median school fee (\$)
Central & Western	22	1 856	36,200	160,800	92,400
Wan Chai	15	4 049	27,600	138,000	46,400
Eastern	26	3 743	18,200	115,500	54,500
Southern	20	2 107	71,300	149,000	90,000
Sham Shui Po	9	977	28,500	90,000	36,800
Yau Tsim Mong	13	1 969	22,400	110,000	71,500
Kowloon City	49	11 836	32,000	121,100	59,800
Wong Tai Sin	3	625	38,000	55,000	38,000
Kwun Tong	3	320	36,800	70,000	57,400
Tsuen Wan	8	1 002	36,000	59,500	48,400
Tuen Mun	8	934	29,800	65,000	38,300
Yuen Long	8	1 380	42,700	98,600	69,600
North	5	471	42,100	53,900	53,900
Tai Po	13	1 464	36,200	102,500	53,900
Sha Tin	20	2 856	36,800	80,000	60,000
Sai Kung	22	2 223	31,900	149,800	67,200
Islands	11	889	46,500	90,000	73,500
Kwai Tsing	6	898	42,700	78,800	70,800
All districts	261	39 599	18,200	160,800	61,800

2019/20 school year

District	No. of KGs	No. of students	Lowest school fee (\$)	Highest school fee (\$)	Median school fee (\$)
Central & Western	24	1 849	44,000	140,000	99,800
Wan Chai	16	4 069	27,600	142,800	51,000
Eastern	28	3 874	19,800	119,100	56,700
Southern	20	1 869	71,500	156,100	97,900
Sham Shui Po	10	1 080	30,900	114,000	48,000
Yau Tsim Mong	12	2 010	22,400	110,000	75,600
Kowloon City	50	12 006	34,000	124,700	61,900
Wong Tai Sin	3	612	38,400	55,000	39,500
Kwun Tong	3	296	38,600	70,000	60,300
Tsuen Wan	8	964	39,400	60,000	50,400
Tuen Mun	8	993	27,000	66,600	39,500
Yuen Long	8	1 344	56,200	101,500	69,600
North	5	470	46,200	56,100	56,100
Tai Po	13	1 419	42,900	102,500	56,100
Sha Tin	20	2 766	38,600	85,500	62,400
Sai Kung	24	2 313	32,800	149,800	66,900
Islands	11	899	52,500	93,500	77,000
Kwai Tsing	6	921	47,000	84,200	75,600
All districts	269	39 754	19,800	156,100	64,200

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures for school fees are rounded to the nearest hundred.
3. KGs operating both HD and WD classes are concurrently counted in the respective category under HD and WD classes.

Numbers of WD KGs not joining the Scheme, their numbers of students,
the lowest school fee, highest school fee and median school fee
from the 2017/18 to 2019/20 school years

2017/18 school year

District	No. of KGs	No. of students	Lowest school fee (\$)	Highest school fee (\$)	Median school fee (\$)
Central & Western	6	700	69,000	158,000	140,000
Wan Chai	3	634	86,100	152,100	86,100
Eastern	8	2 081	43,000	155,500	82,500
Southern	4	521	115,200	157,300	142,500
Sham Shui Po	3	284	56,300	92,900	92,100
Yau Tsim Mong	7	921	35,300	148,500	101,400
Kowloon City	20	2 246	43,200	181,700	84,000
Wong Tai Sin	1	64	48,000	48,000	48,000
Kwun Tong	3	243	71,400	157,300	157,300
Tsuen Wan	2	112	54,500	73,600	54,500
Tuen Mun	6	1 026	48,900	145,600	73,100
Yuen Long	3	597	70,600	90,000	82,800
North	4	565	60,000	78,500	67,200
Tai Po	6	1 095	71,400	119,300	78,500
Sha Tin	9	1 112	45,000	102,000	62,000
Sai Kung	6	633	69,800	96,000	80,400
Islands	5	428	72,000	110,000	101,700
Kwai Tsing	0	0	Not applicable	Not applicable	Not applicable
All districts	96	13 262	35,300	181,700	84,000

2018/19 school year

District	No. of KGs	No. of students	Lowest school fee (\$)	Highest school fee (\$)	Median school fee (\$)
Central & Western	6	458	72,500	161,500	137,500
Wan Chai	3	611	89,100	163,700	89,100
Eastern	7	1 995	47,800	161,500	73,800
Southern	4	516	123,800	164,400	161,500
Sham Shui Po	3	259	56,800	97,400	96,700
Yau Tsim Mong	6	771	38,300	114,300	75,600
Kowloon City	19	1 980	41,800	198,300	95,000
Wong Tai Sin	1	52	50,400	50,400	50,400
Kwun Tong	2	96	104,400	164,400	164,400
Tsuen Wan	2	104	59,600	73,600	59,600
Tuen Mun	6	1 020	52,900	145,600	81,100
Yuen Long	3	496	70,600	92,400	82,800
North	4	430	61,800	81,600	67,200
Tai Po	6	1 018	72,400	123,000	84,000
Sha Tin	9	957	45,000	102,000	66,300
Sai Kung	8	670	76,100	118,600	96,000
Islands	5	397	75,500	121,000	106,800
Kwai Tsing	1	13	79,200	79,200	79,200
All districts	95	11 843	38,300	198,300	87,400

2019/20 school year

District	No. of KGs	No. of students	Lowest school fee (\$)	Highest school fee (\$)	Median school fee (\$)
Central & Western	6	430	78,000	168,000	91,600
Wan Chai	2	328	93,600	121,000	93,600
Eastern	7	1 954	47,800	168,000	73,800
Southern	5	503	110,000	172,600	172,600
Sham Shui Po	3	249	62,400	102,300	101,500
Yau Tsim Mong	5	781	41,900	158,400	111,800
Kowloon City	21	1 981	45,700	208,300	108,700
Wong Tai Sin	1	35	50,400	50,400	50,400
Kwun Tong	2	85	110,700	172,600	172,600
Tsuen Wan	2	124	65,300	73,600	65,300
Tuen Mun	7	1 077	58,200	149,900	67,600
Yuen Long	3	562	79,000	94,800	82,800
North	4	422	67,200	81,600	74,700
Tai Po	6	991	76,100	126,700	84,000
Sha Tin	9	950	45,000	102,300	69,700
Sai Kung	9	783	81,600	208,300	96,000
Islands	4	414	85,200	130,700	113,300
Kwai Tsing	2	83	79,200	102,000	79,200
All districts	98	11 752	41,900	208,300	93,600

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures for school fees are rounded to the nearest hundred.
3. "Not applicable" means no KG in that District Council district collects school fee for that type of class.
4. KGs operating both HD and WD classes are concurrently counted in the respective category under HD and WD classes.

Numbers of kindergarten-cum-child care centres and
their percentage share among all KGs
from the 2017/18 to 2019/20 school years

School year/ District	No. of kindergarten-cum-child care centres (percentage share among all KGs)					
	2017/18		2018/19		2019/20	
Central & Western	27	(57%)	27	(57%)	27	(55%)
Wan Chai	17	(52%)	17	(55%)	17	(53%)
Eastern	53	(65%)	53	(64%)	53	(62%)
Southern	21	(50%)	20	(50%)	19	(48%)
Sham Shui Po	22	(43%)	24	(47%)	24	(45%)
Yau Tsim Mong	25	(61%)	25	(61%)	25	(64%)
Kowloon City	53	(52%)	52	(51%)	50	(49%)
Wong Tai Sin	26	(54%)	26	(54%)	26	(54%)
Kwun Tong	39	(51%)	38	(50%)	39	(50%)
Tsuen Wan	21	(51%)	22	(54%)	23	(56%)
Tuen Mun	34	(52%)	33	(49%)	33	(48%)
Yuen Long	30	(38%)	32	(41%)	32	(41%)
North	19	(40%)	20	(42%)	20	(42%)
Tai Po	16	(43%)	17	(46%)	18	(49%)
Sha Tin	44	(54%)	42	(52%)	41	(50%)
Sai Kung	35	(57%)	33	(52%)	34	(51%)
Islands	14	(40%)	14	(40%)	14	(39%)
Kwai Tsing	31	(50%)	31	(49%)	32	(50%)

Numbers of CCCs attached to KGs,
their numbers of places and average utilisation rates
from the 2017/18 to 2019/20 school years

School year/ District	2017/18			2018/19			2019/20 (Note)		
	No. of CCCs	No. of places	Average utilisation rate (%)	No. of CCCs	No. of places	Average utilisation rate (%)	No. of CCCs	No. of places	Average utilisation rate (%)
Central & Western	27	2 092	32	27	2 237	33	27	2 198	30
Wan Chai	17	848	80	17	872	77	17	840	74
Eastern	53	3 540	67	53	3 796	62	53	3 684	60
Southern	21	1 241	54	20	1 190	62	19	1 270	56
Sham Shui Po	22	973	75	24	1 208	68	24	1 310	68
Yau Tsim Mong	25	1 229	94	25	1 196	95	25	1 352	87
Kowloon City	53	4 481	58	52	4 825	54	50	4 308	57
Wong Tai Sin	26	828	80	26	813	78	26	737	77
Kwun Tong	39	1 573	86	38	1 319	85	39	1 043	84
Tsuen Wan	21	1 169	82	22	1 195	79	23	1 228	73
Tuen Mun	34	1 770	70	33	1 873	70	33	1 914	67
Yuen Long	30	1 163	98	32	1 462	89	32	1 396	90
North	19	778	71	20	1 058	61	20	934	61
Tai Po	16	777	80	17	874	76	18	966	66
Sha Tin	44	2 187	88	42	2 132	85	41	2 063	81
Sai Kung	35	3 058	42	33	3 603	37	34	2 934	47
Islands	14	874	39	14	1 033	36	14	1 041	35
Kwai Tsing	31	1 203	86	31	1 168	81	32	1 388	63
All districts	527	29 784	67	526	31 854	63	527	30 966	63

Note: Figures as at December 2019

Monthly fee for services provided for children under the age of 3 by CCCs attached to KGs from the 2017/18 to 2019/20 school years

School year	Service session	Lowest monthly fee (\$)	Highest monthly fee (\$)
2017/18	WD	2,371	15,296
	HD	1,650	10,900
2018/19	WD	2,467	16,668
	HD	1,700	10,900
2019/20	WD	1,412	17,498
	HD	1,770	10,900

Notes:

1. Monthly fee covers meal charges.
2. The provision of services for children under the age of 3 by the CCCs attached to KGs is under the purview of the Social Welfare Department and it does not keep a breakdown of relevant information by District Council district.

- End -

CONTROLLING OFFICER'S REPLY

EDB395

(Question Serial No. 3311)

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 status, future planning and use of vacant school premises (VSP), please provide the following information:

- (a) 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, and the VSP that have been reused or reallocated for educational use;
- (b) the expenditure incurred for the management of these VSP, the number of premises and the expenditure involved in each of the school years from 2014/15 to 2019/20; and
- (c) a breakdown of the VSP and new development land already allocated and those available for school application in future by school district.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 84)

Reply:

(a) and (c) 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 2 vacant estate KG premises in public housing estates under the HKHA. According to the established arrangements, 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 an SAE, the EDB would inform the HKHA, which will then consider

whether to put the estate KG premises to other alternative uses. The HKHA may also lease estate KG premises at market rent through open rental tender from time to time. In respect of the aforesaid 2 vacant estate KG premises, 1 premises has been recommended for allocation to a school sponsoring body 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 to gainful use. When there is a vacant or to-be-vacant school premises, the EDB will assess the VSP's suitability for school or other educational uses having regard to factors including the size, location, physical conditions, etc., of the relevant premises, as well as the educational needs and relevant policy measures.

When the EDB confirms that the VSP is no longer required by the EDB for reallocation for school use, the EDB will, in accordance with the Central Clearing House Mechanism, 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. According to the mechanism, the EDB is allowed to retain VSP to school use. However, if the EDB intends to put the VSP for other educational uses, the EDB needs to put forward its proposed use with justifications to the PlanD for assessment and may need to compete with other government departments on use of such VSP.

As at end-February 2020, there are 9 VSP under the EDB's purview which are earmarked/retained for school or other educational uses, and the EDB is taking follow-up action on the earmarked uses. Information of the school premises concerned is set out in Table (1) below:

Table (1) – 9 VSP under the EDB's purview (position as at end-February 2020)

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	Eastern	HongKong Japanese School	9 Hau Yuen Path, Braemar Hill Road, North Point, Hong Kong	2017/18	2 900
2	Southern	St. Peter's Secondary School	220 Aberdeen Main Road, Hong Kong	2012/13	6 000
3	Kowloon City	Hung Hom Government Primary School	68 Gillies Avenue South, Hung Hom, Kowloon	2009/10	1 900
4	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)
5	Wong Tai Sin	S.H.K. Yat Sau Primary School	1 Luk Lau Avenue, Choi Hung Estate, Wong Tai Sin, Kowloon	2016/17	
6	Wong Tai Sin	Cognitio College (Kowloon)	96 King Fuk Street, San Po Kong, Kowloon	2019/20	2 100

7	Sham Shui Po	Chi Yun School	19 Kwong Lee Road, Kowloon	2018/19	2 200
8	Tai Po	Tai Po Government Primary School	22 Wan Tau Kok Path, Tai Po, New Territories	1999/00	2 400
9	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.

All the VSP under the EDB’s purview are earmarked/retained for school or other educational uses, including catering for the anticipated demand for school places, reprovisioning of existing schools to improve their learning and teaching environment, decanting use by schools undergoing in-situ redevelopment or extension works, etc. 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, the Home Affairs Department, the LandsD, the PlanD and the 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 2020, there are a total of 24 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 24 reserved school sites by districts, with their location, site area and planned use, is set out in Table (2) below. Among them, funding approval for project on 1 reserved school site was obtained from the Finance Committee (FC) of the Legislative Council (LegCo) in the 2017-18 LegCo Session with the school building works commenced in 2018; funding approval for projects on 4 reserved school sites was approved in the 2018-19 LegCo Session and the school building works commenced in 2019 and early 2020. For the remaining 19 sites, 3 fall within private development projects or site availability being affected by private development projects, while the rest are being deployed for temporary uses, undergoing site formation work or with preliminary works/detailed design for school building project being undertaken in accordance with the existing mechanism and procedures. Funding approval will be sought from the FC of the LegCo for commencing these school building projects in due course.

Table (2) – Reserved School Sites by District

No.	District	Location	Site area (rounded to the nearest hundred m ²)	Planned use	No. of classrooms	Allocation status	Remarks
1	Kowloon City	To Kwa Wan	7 700	Secondary school	30	Unallocated	(ii)
2	Kowloon City	Ho Man Tin	7 800	Primary school	24	Unallocated	(ii)
3	Kowloon City	Kowloon Tong	7 700	2 Special schools	12 and 24 respectively	Allocated	(ii)
4	Kowloon City	Kai Tak Development	6 100	Primary school	30	Unallocated	(ii)
5	Kwun Tong	Anderson Road	7 300	Secondary school	30	Allocated	(i)
6	Kwun Tong	Anderson Road	7 200	Primary school	30	Allocated	(ii)
7	Kwun Tong	Anderson Road	6 800	Primary school	30	Unallocated	(ii)
8	Kwun Tong	Wang Chiu Road	7 000	Secondary school	30	Unallocated	(ii)
9	Wong Tai Sin	Luk Lau Avenue	3 700	Primary school	24	Unallocated	(ii)
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	(ii)
14	Yau Tsim Mong	Hoi Fan Road	6 300	Primary school	30	Unallocated	(ii)
15	Sai Kung	Tseung Kwan O	6 200	Primary school	30	Allocated	(iii)
16	Sai Kung	Tseung Kwan O	7 000	Secondary school	30	Allocated	(iii)
17	Sai Kung	Tseung Kwan O	7 400	Secondary school	30	Unallocated	(ii)
18	Sai Kung	Anderson Road Quarry	6 200	Primary school	30	Unallocated	(ii)
19	Sai Kung	Anderson Road Quarry	7 000	Primary school	30	Unallocated	(ii)
20	Sai Kung	Anderson Road Quarry	8 100	Secondary school	30	Unallocated	(ii)
21	Sha Tin	Shui Chuen O	9 200	Primary school	30	Allocated	(i)
22	Sha Tin	Fo Tan	4 700	Primary school	24	Allocated	(iii)
23	Tai Po	Area 9	7 100	Primary school	36	Allocated	(ii)
24	Tsuen Wan	Tsuen Wan West	5 800	Primary school	30	Allocated	(ii)

Remarks:

- (i) Funding approval has been obtained from the FC of LegCo for the school building project.
- (ii) 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. Funding approval will be sought from the FC of LegCo for commencing the school building project in due course.
- (iii) 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 applications from all eligible organisations in the territory through an SAE and make relevant announcement through press release and on its website. The SAE is generally conducted on a competitive basis among 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), and school proposal, will also be considered. In 2019, we launched a total of 4 SAEs to allocate school premises for different school uses. Moreover, the First SAE 2020 was launched in January 2020 to nominate school sponsoring bodies for allocation of 5 new estate KG premises. Information on these premises is set out in Table (3) below. As always, we will continue to actively identify school sites/VSP that are suitable for school uses and launch SAEs accordingly in a timely manner.

Table (3) – Information on school premises covered by the 2019 SAEs and First SAE2020

SAE	Location of school premises (name of former school of the VSP, if applicable)	Site area (applicable to planned new school premises)/ Site area of the VSP (rounded to the nearest hundred m ²)/ Internal floor area of new estate KG premises (rounded to the nearest 10 m ²)	Use of allocated school premises	Organisation recommended for allocation
First SAE 2019	Area 9, Tai Po	7 100	Setting up a new aided primary school	The Superintendent in Hong Kong of the Pentecostal Holiness Church
Second SAE 2019	Au Pui Wan Street, Fo Tan, Sha Tin	4 700	Reprovisioning of an existing public sector primary school	Po Leung Kuk (reprovisioning of Po Leung Kuk Siu Hon Sum Primary School)
	Mei Lam Estate, Sha Tin (Ex-premises of Sung Lan Middle School)	5 800 #	Reprovisioning of an existing public sector primary school	The Trustees of the Kowloon Tong Church of the Chinese Christian and Missionary Alliance (reprovisioning of Christian Alliance H.C. Chan Primary School of the Kowloon Tong Church of the Chinese Christian and Missionary Alliance)
Third SAE 2019	Lin Cheung Road, Sham Shui Po	6 200	Reprovisioning of an existing public sector primary school located in the Primary One Admission (POA) school net of Kwai Tsing district	SAE underway
	Site 1B-4 at Kai Tak Development, Kowloon City	6 100	Reprovisioning of an existing public sector primary school located in the POA school net of Wong Tai Sin district	SAE underway
Fourth SAE 2019	Sheung Foo Street, Ho Man Tin, Kowloon City	7 800	Reprovisioning of an existing public sector or Direct Subsidy Scheme (DSS) primary school	SAE underway

	Development at Anderson Road, Kwun Tong (Site KT2a)	6 800	Reprovisioning of an existing public sector or DSS primary school	SAE underway
	Luk Lau Avenue, Wong Tai Sin (Ex-premises of S.K.H. Ching Shan Primary School and S.K.H. Yat Sau Primary School)	3 700	Reprovisioning of an existing public sector or DSS primary school	SAE underway
	68 Gillies Avenue South, Hung Hom, Kowloon (Ex-premises of Hung Hom Government Primary School)	1 900	Reprovisioning of an existing public sector or DSS primary school	SAE underway
First SAE 2020	1/F, Lai Tsui Shopping Centre, Lai Tsui Court, 608 Lai Chi Kok Road	670 #	Operating a kindergarten	SAE underway
	G/F, Chun Yeung Shopping Centre, Chun Yeung Estate, 20 Kwei Tei Street, Fo Tan, Shatin	1 100 #	Operating a kindergarten	SAE underway
	G/F, Hoi Wing House, Hoi Tat Estate, Cheung Sha Wan, Kowloon	710 #	Operating a kindergarten	SAE underway
	Yung Ming Court, 5 Chi Shin Street, Tseung Kwan O	820 #	Operating a kindergarten	SAE underway
	1/F, Long Tin House, Pak Tin Estate Phase 11	550 #	Operating a kindergarten	SAE underway

Information on area of those school premises standing on public housing estates of the Hong Kong Housing Authority/Housing Society refers to the internal floor area of the premises and is marked with (#) in the table above.

(b) 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 2014-15 to 2018-19, the expenditure of the EDB for the management of VSP is \$0.957 million, \$1.221 million, \$1.341 million, \$1.266 million and \$1.228 million respectively, and the revised estimated expenditure for 2019-20 is \$0.86 million, which mainly include security patrol and inspections, pest control, removal of litter, as well as cleansing and weeding.

- End -

CONTROLLING OFFICER'S REPLY

EDB396

(Question Serial No. 3312)

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 set out separately the following information for primary, secondary and special schools since the completion of the School Improvement Programme in 2006:

- (1) the number of school premises made available for application by the School Allocation Committee and the number of applications submitted by schools in each of the school years;
- (2) the number of schools that made an application for redevelopment in each of the school years; the number of schools granted approval and their names; the percentage they represent in schools with "sub-standard" facilities in the territory; the respective expenditure involved;
- (3) the number of schools granted approval for reprovisioning in each of the school years; the name of these schools; the percentage they represent in schools with "sub-standard" facilities in the territory; and the respective expenditure involved.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 85)

Reply:

(1) The number of school premises allocated for public sector school use through School Allocation Exercises (SAE) and the number of applications received in the past 5 years are set out at Appendix (1).

(2) and (3) The building standards for public sector schools have changed over the years. Although school premises were built in different periods in accordance with the building standards at the time of construction, existing school premises in operation have all met the prevailing statutory requirements. The Education Bureau (EDB) has put in place various measures to enhance the teaching and learning environment. Among these is the

School Improvement Programme (SIP) implemented from 1994 to 2006, during which around 700 schools have their teaching and administrative facilities enhanced. In the last 2 phases of the SIP, the scope of improvement works was further extended. Although in terms of site area, certain schools compare unfavourably to new schools planned under the prevailing standards, we strive to upgrade school facilities to the level commensurate with the prevailing standards when technical feasibility and land sites permit. We thus do not consider it appropriate to define “sub-standard” school premises.

Work projects granted funding approval by the Finance Committee (FC) for reprovisioning public sector schools in the past 5 financial years are set out at Appendix (2). Work projects granted funding approval by the FC for in-situ redevelopment/extension of public sector schools in the same period are set out at Appendix (3). We will continue to improve school facilities and enhance teaching and learning environment through reprovisioning, redevelopment and extension programmes, annual major repairs exercise and minor internal conversions.

Number of school premises allocated for public sector school use through SAEs from 2015-2019 and number of applications received

Year of SAE	No. of primary school premises allocated (no. of applications received)	No. of secondary school premises allocated (no. of applications received)	No. of special school premises allocated (no. of applications received)
2015	-	-	1 (4)
2016	-	1 (1)	-
2017	11 (88)	-	-
2018	-	-	2 (12)
2019 ^(Note)	3 (27)	-	-
Total	14 (115)	1 (1)	3 (16)

(Note): Since the Third and Fourth SAEs 2019 are still underway, relevant information on these allocation is not reflected in the above table.

**Work projects with funding approved by the FC
for reprovisioning public sector schools
in the 2015-16 to 2019-20 financial years**

No.	Financial year in which funding was approved	Project	School type	Project nature	Estimated cost for school building (\$ million) (in money-of-the-day prices)
1	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 conversion)	660.0
2		A 12-classroom special school for children with mild intellectual disability near Hoi Lai Estate, Sham Shui Po	Special school	Reprovisioning	256.6
3	2016-17	A 30-classroom secondary school at Site 1A-2, Kai Tak Development	Secondary school	Reprovisioning	446.7
4		A 30-classroom primary school at Site KT2b, Development at Anderson Road, Kwun Tong	Primary school	Reprovisioning	351.1
5		A school for social development for boys in Area 2B, Tuen Mun	Special school	Reprovisioning	408.5
6	2017-18	Renovation of Ex-premises of Po Leung Kuk Stanley Ho Sau Nan Primary School in Wong Tai Sin District	Primary school	Reprovisioning	29.9
7		Renovation of Ex-premises of Shi Hui Wen Secondary School in Tuen Mun	Primary school	Reprovisioning	29.9
8		A 30-classroom primary school at Tonkin Street, Cheung Sha Wan	Primary school	Reprovisioning	345.5
9	2018-19	Renovation of Ex-premises of Sung Lan Middle School in Sha Tin District	Primary school	Reprovisioning	29.9

No.	Financial year in which funding was approved	Project	School type	Project nature	Estimated cost for school building (\$ million) (in money-of-the-day prices)
10	2019-20	A 30-classroom secondary school at Site KT2e, Development at Anderson Road, Kwun Tong	Secondary school	Reprovisioning	434.8

**Work projects with funding approved by the FC
for in-situ redevelopment/extension of public sector schools
in the 2015-16 to 2019-20 financial years**

No.	Financial year in which funding was approved (Note)	Project	School type	Project nature	Estimated cost for school building (\$ million) (in money-of-the-day prices)
1	2016-17	Extension and conversion to St. Paul's Primary Catholic School at Wong Nai Chung Road, Happy Valley	Primary school	Partial redevelopment/extension	467.8
2	2017-18	Partial in-situ redevelopment of Sai Kung Sung Tsun Catholic School (Secondary Section)	Secondary school	Partial in-situ redevelopment	28.9
3	2018-19	Construction of an assembly hall at Munsang College at 8 Dumbarton Road, Kowloon City	Secondary school	Extension	81.4
4		Conversion to Heung Hoi Ching Kok Lin Association Buddhist Po Kwong School	Special school	Conversion	197.6
5		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

(Note): No project was approved in the 2015-16 and 2019-20 financial years.

- End -

CONTROLLING OFFICER'S REPLY

EDB397

(Question Serial No. 3313)

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 school years from 2016/17 to 2019/20 (if applicable):

(1) The items under the insurance that the Education Bureau has taken out for primary, secondary and special schools, names of the underwriting mechanisms, the expenditures involved, the respective numbers of schools, teachers and students covered, as well as the numbers of claims made and indemnified in each year.

(2) Of all the claims made and indemnified, what are the cases involving professional liability and deaths respectively?

(3) Upon implementation of free kindergarten education, is any provision reserved for taking out necessary insurance for kindergartens? If yes, what are the details? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 86)

Reply:

(1) and (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, 2017/18

to 2018/19 and 2019/20 to 2020/21 school years are \$146.1 million, \$129 million and \$165.7 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 2016/17 to 2019/20 school years (as at November 2019), the total number of reported cases and indemnified cases for all types of insurance under the BIP are 8 300 and 3 800 respectively. Among them, there are 15 cases involving deaths.

(3) Under the kindergarten (KG) education policy, the EDB provides direct subsidy to KGs joining the 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

EDB398

(Question Serial No. 3316)

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 implementing the New Senior Secondary Academic Structure and the extension of years of study in special schools since the 2009/10 school year. It has also pledged to arrange the related conversion works for special schools. Please provide the following information for the school years from 2009/10 to 2019/20:

- (1) What is the number of schools that require conversion works in each of the school years? How many of the schools have been approved to carry out the works? What is the expenditure involved? How many of the works projects require funding approval from the Legislative Council?
- (2) For the works projects that are yet to be completed, please indicate their status, specifying, for example, whether they are yet to commence, or under design, tendering or construction stage, and their expected completion dates.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 90)

Reply:

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. 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, schools’ views on the works arrangement 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.

As at February 2020, a total of 18 improvement works projects for special schools have been completed, while another 23 are proceeding at different stages (Note). The progress of relevant works projects is as follows:-

Stage	Number of works projects
(1) Feasibility study	1
(2) Conceptual design	5
(3) Detailed design	7
(4) Tendering	3
(5) Construction and handover	7

Out of the abovementioned 23 works projects, 3 are capital works projects exceeding \$30 million. 1 of them has been granted funding approval by the Finance Committee of the Legislative Council and construction is already underway with completion set for the second quarter of 2021. The EDB will seek funding approval for the other 2 works projects according to established procedures as soon as possible for the related construction works to commence. As for the remaining works projects that are proceeding at different stages, their estimated costs will be adjusted as the projects progress and in the light of actual circumstances. We are therefore unable to provide the actual figures of these projects.

Note: 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB399

(Question Serial No. 3317)

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 each of the school years from 2018/19 to 2020/21 (estimation) under the categories of primary school, secondary school and special school:

- (1) the number of permanent posts of nurses, physiotherapists, occupational therapists, speech therapists, educational psychologists and social workers created under the approved establishment, the number of vacancies and the wastage rate; and
- (2) the number of established posts of nurses, physiotherapists, occupational therapists, speech therapists, educational psychologists and social workers that were/will be frozen due to recruitment difficulties and encashed for recruiting temporary staff, and the expenditure involved.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 91)

Reply:

(1) and (2)

In special schools, school nurses, physiotherapists (PTs), occupational therapists (OTs), speech therapists (STs), educational psychologists (EPs) and social workers are provided in the establishment. As for public sector ordinary schools, STs, EPs and social workers are provided. The establishment/manpower of the above staff in public sector ordinary primary and secondary schools as well as special schools in the 2018/19 and 2019/20 school years is as follows:

Rank of Specialist Staff	2018/19 School Year			2019/20 School Year		
	Secondary School	Primary School	Special School	Secondary School	Primary School	Special School
School Nurse	Not applicable	Not applicable	104 ^{Note 1}	Not applicable	Not applicable	104 ^{Note 1}
PT	Not applicable	Not applicable	60 ^{Note 2}	Not applicable	Not applicable	60 ^{Note 2}
OT	Not applicable	Not applicable	99 ^{Note 3}	Not applicable	Not applicable	99 ^{Note 3}
ST	Not applicable	Not applicable	159.5	118 ^{Note 4}		160.5
EP	151 ^{Note 5}		19	156 ^{Note 5}		19
Social Worker	559 ^{Note 6}	41 ^{Note 6}	138	926 ^{Note 6}	53 ^{Note 6}	141

Notes:

1. The Education Bureau (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 PT include Senior PT, PTI and PTII.
3. The ranks of OT include Senior OT, OTI and OTII.
4. Starting from the 2019/20 school year, the EDB implements the Enhanced School-based Speech Therapy Service by creating school-based ST posts in the public sector ordinary schools by phases.
5. School-based EPs are employed by EDB and school sponsoring bodies. They provide service to both primary and secondary schools. All public sector ordinary primary and secondary schools have been provided with the School-based Educational Psychology Service starting from the 2016/17 school year.
6. The EDB has, starting from the 2018/19 school year, provided public sector primary schools with additional resources under a new funding mode to enable them to implement the policy of “one school social worker for each school” according to school-based circumstances. Under the new funding mode, schools may, having regard to their own circumstances, create a regular Assistant Social Work Officer post 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. Moreover, the Social Welfare Department has since the 2019/20 school year implemented the measure of “two school social workers for each

school” in secondary schools. The number of school social workers for each secondary school was then increased from 1.2 to 2. About 46 posts of Social Work Officer were increased concomitantly to enhance supervisory support.

As regards vacant posts, special schools may opt to freeze some of their vacant specialist posts and encash for recruiting temporary staff or hiring related service. In the school years from 2018/19 to 2019/20, the specialist vacancies mainly comprised PT and OT posts. The number of vacancies of all aforementioned specialist staff, the number of posts frozen and encashed for provision of service, and the expenditure involved are as follows:

	2018/19 School Year	2019/20 School Year (Estimate)
Total number of specialist vacancies	90.1	95.2
Number of posts frozen and encashed for provision of service (expenditure involved)	69.4 (\$34 million)	65.5 (\$31 million)

As the calculation of the specialist staff establishment in special schools is based on the actual number of classes being operated, the number of school places, etc., we are unable to provide the relevant figures for the 2020/21 school year at this stage. The EDB does not collect information on individual specialists who have left the school sector either and therefore statistics on wastage rates are not available.

As for the public sector ordinary schools, starting from the 2019/20 school year, the EDB implements the Enhanced School-based Speech Therapy Service by creating school-based ST (SBST) posts in these schools by phases. School clusters are formed and the permanent posts of SBST are created in the base schools of the school clusters. In the 2019/20 school year, the EDB created 118 SBST posts in 223 public sector ordinary primary and secondary schools. Among them, 174 schools constituting 92 clusters have employed 93 SBSTs, and there are still 25 vacant SBST posts. The EDB continues to provide schools that have not yet employed their SBSTs with additional grants for procuring services to support their students with speech and language impairment.

It is estimated that the number of school-based EP posts providing the School-based EP Service (SBEPS) to public sector ordinary primary and secondary schools in the territory will be increased to 161 in the 2020/21 school year. In the 2018/19 and 2019/20 school years, the respective wastage rate of EPs providing the SBEPS is 5.9% and 4.2%. In case an EP leaves his/her office, the EDB or SSB concerned will conduct a recruitment exercise as soon as practicable, and it is probable that the vacant post will be filled during the school year. As the support for schools concerned during vacancy will be shared by the EPs of the school sponsoring bodies or the EDB, providing the number of vacant posts by school year is not meaningful.

In the 2018/19 and 2019/20 school years, 223 and 309 public sector ordinary primary schools have switched to the new funding mode respectively. These schools have optimised the use of resources to employ at least one graduate social worker to implement the policy of “one school social worker for each school”. As for secondary schools,

according to the information of the Social Welfare Department, the Department has since the 2019/20 school year implemented the measure of “two school social workers for each school” in secondary schools. The 34 non-governmental organisations operating secondary school social work service have employed sufficient manpower to implement the measure of “two school social workers for each school” on 1 September 2019.

- End -

CONTROLLING OFFICER'S REPLY

EDB400

(Question Serial No. 3319)

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 information at pre-primary, primary and secondary levels for the school years from 2014/15 to 2019/20:

- (1) the number of students holding a Recognisance form and receiving education in public sector schools in each school year, their age and grade; and
- (2) the number of students holding a Two-way Permit and receiving education in public sector schools in each school year, their age and grade.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 93)

Reply:

(1) and (2)

The Education Bureau does not collect the requested data. Therefore, the relevant information cannot be provided.

- End -

CONTROLLING OFFICER'S REPLY

EDB401

(Question Serial No. 3320)

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 2015/16 to 2019/20:

- (1) How many school premises are shared by 2 different schools at once in each school year? Please provide the number and names of the schools concerned.
- (2) The number and names of schools that have yet to have their own school premises in each school year.
- (3) The number and names of schools approved to conduct physical education lessons on rooftops in each school year.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 94)

Reply:

(1) and (2)

According to Section 3(1) of the Education Ordinance, school premises include 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 premises for various reasons, such as design of school premises, operational needs or other historical factors. The Education Bureau does not compile statistics on the information requested.

(3)

In the 2015/16 to 2019/20 school years, the number of roof playgrounds approved is set out below. All of them are within newly built school premises or new annexes of school premises. As the focus of concern is the overall usage of school facilities rather than the specific situation of individual schools, we are of the view that it is not appropriate to disclose the relevant school names.

School Year	Primary Schools	Secondary Schools*	Special Schools
2015/16	0	1	0
2016/17	1	2	0
2017/18	2	1	0
2018/19	0	3	0
2019/20	0	1	0
Total	3	8	0

* If the primary section and secondary section of a school are both within the same registered school premises and share the same roof playground, the roof playground will be counted under the secondary section.

- End -

CONTROLLING OFFICER'S REPLY

EDB402

(Question Serial No. 3321)

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:

- (a) Please provide the numbers of kindergarten (KG) teachers with Certificate in Early Childhood Education or higher qualifications, their percentages out of the total numbers of KG teachers, and their lowest, highest and median amounts of salary in the past 5 years (2015/16 to 2019/20 school years).
- (b) Please provide the numbers of KG teachers who have completed other teacher training (including qualified KG teachers and qualified assistant KG teachers), their percentages out of the total numbers of KG teachers, and their lowest, highest and median amounts of salary in the past 5 years (2015/16 to 2019/20 school years).
- (c) Please provide the lowest, highest and median amounts of salary of KG senior teachers and principals in the past 5 years (2015/16 to 2019/20 school years).
- (d) Is there any long-term plan to establish a pay scale for KG teachers which is pegged with civil servants' Master Pay Scale (MPS) to subsidise KGs' operation and improve teachers' remuneration package? If yes, what are the details? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 79)

Reply:

- (a) The numbers of local kindergarten (KG) teachers with Certificate in Early Childhood Education or higher qualifications (excluding principals), their percentages out of the total numbers of KG teachers and their lowest, highest and median amounts of monthly salary from the 2015/16 to 2019/20 school years are tabulated below:

KG teachers with Certificate in Early Childhood Education or higher qualifications (excluding principals)					
School year	2015/16	2016/17	2017/18	2018/19	2019/20 (Provisional)
No. of teachers	9 933	10 266	10 359	10 381	10 792
Percentage out of the total no. of KG teachers	92.1%	93.6%	94.7%	95.3%	96.3%
Median monthly salary	\$20,305	\$21,255	\$23,600	\$25,418	(Note)
Highest monthly salary	\$90,738	\$99,881	\$94,844	\$86,719	(Note)
Lowest monthly salary	\$8,200	\$8,800	\$9,500	\$5,090	(Note)

- (b) The numbers of local KG teachers (excluding principals) who have completed other teacher training (including qualified KG teachers and qualified assistant KG teachers), their percentages out of the total number of KG teachers and their lowest, highest and median amounts of monthly salary from the 2015/16 to 2019/20 school years are tabulated below:

KG teachers who have completed other teacher training (excluding principals)					
School year	2015/16	2016/17	2017/18	2018/19	2019/20 (Provisional)
No. of teachers	442	367	322	263	221
Percentage out of the total no. of KG teachers	4.1%	3.3%	2.9%	2.4%	2.0%
Median monthly salary	\$16,550	\$17,685	\$20,020	\$22,060	(Note)
Highest monthly salary	\$85,323	\$92,531	\$96,406	\$100,548	(Note)
Lowest monthly salary	\$8,000	\$8,691	\$8,200	\$9,410	(Note)

- (c) 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 information on salary of senior teachers by rank. The lowest, highest and median amounts of monthly salary of principals in local KGs from the 2015/16 to 2018/19 school years (note) are as follows:

Principals				
School year	2015/16	2016/17	2017/18	2018/19
Lowest monthly salary	\$12,760	\$11,600	\$16,000	\$20,800
Highest monthly salary	\$101,620	\$115,000	\$126,000	\$141,985
Median monthly salary	\$37,590	\$39,350	\$45,120	\$48,540

Note:

Regarding the information on teachers' salary in the 2019/20 school year, the Education Bureau (EDB) notified KGs joining the KG education scheme (Scheme-KGs) in early March this year of the salary ranges for teaching staff which have been adjusted based on the latest civil service pay adjustment announced by the Government at the end of February. Scheme-KGs will accordingly adjust the salary of their teachers if necessary. Hence, the EDB is unable to provide the information on teachers' salary in the 2019/20 school year at this stage.

- (d) The Government has implemented the new KG education scheme since the 2017/18 school year. Under the Scheme, 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 Scheme-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.

A mandatory salary scale for KG teachers, if established, would be similar to the existing salary arrangements for teachers in aided schools. The funding mode for aided schools is tied with several inter-connected components, such as the EDB'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 started a review in mid-2019 on the implementation of the new policy, including the salary arrangements for KG teachers. We have been consulting the stakeholders during the process.

- End -

CONTROLLING OFFICER'S REPLY

EDB403

(Question Serial No. 3334)

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 (HKEAA) 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 item of expenditure; and
- (2) the number of students taking the TSA/BCA broken down by year of study, and the expenditure of HKEAA on providing special examination arrangements for candidates with special educational needs in each of the past 3 years.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 107)

Reply:

(1)
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) (2017 and before) 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 relevant contract period, the average expenditure incurred for the 2016/17, 2017/18 and 2018/19 school years was \$73 million, \$73 million and \$85 million respectively.

(2)
According to the information provided by the HKEAA, the number of students participating in TSA from the 2016/17 to 2018/19 school years is set out below:

School Year/Level	Primary 3	Primary 6	Secondary 3
2016/17 school year	54 506	47 220	52 707
2017/18 school year	See below for details	Around 2 500 [△]	Around 50 000

△ Since 2012, Primary 6 TSA has been conducted in odd-numbered years and schools can opt to take the assessment in even-numbered years on a voluntary basis.

Starting from 2018, 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”. 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) is not pertinent to the policy objective, the EDB does not ask 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 related breakdown of primary and secondary students participating in TSA. In line with the policy intent of the assessment arrangements, the HKEAA will also no longer disclose the relevant information.

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 2016/17, 2017/18 and 2018/19 school years was about \$160,000, \$140,000 and \$180,000 respectively.

- End -

CONTROLLING OFFICER'S REPLY**EDB404****(Question Serial No. 3336)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (000) Operational expensesProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

(1) Please provide the number of agency workers engaged in each of the years from 2015 to 2019.

Scope of service	2015	2016	2017	2018	2019
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) To which departments or schools were the agency workers deployed each year? Please provide a breakdown of the number of agency workers serving at various departments or schools by year.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 109)

Reply:

(1) The number of agency workers engaged by the Education Bureau (EDB) in each of the years from 2015 to 2019 is as follows –

Scope of service/Year*	2015	2016	2017	2018	2019
1. To meet urgent or unforeseen service needs or unexpected surge in service demands for the short-term	59	93	113	134	126
1a. Clerical and general support	38	54	47	68	61
1b. To support the processing of applications for Registration Certificate for Kindergarten Admission and other kindergarten-related tasks	0	24	32	39	33
1c. Executive support/Project co-ordination	21	12	30	26	27
1d. Information technology support, other education and research work	0	3	4	1	0
1e. Provision of library services for the EDB Central Resources Centre	0	0	0	0	5
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	0	0	0	0	0
3. To fill short-term manpower gap	11	6	4	10	20
4. To provide short-term manpower to deliver services the mode of which will be changed shortly	0	0	0	0	0
Total	70	99	117	144	146

* 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 2015 to 2019 is as follows –

Year*	Total amount of service contracts (\$ million)
2015	8.23
2016	10.03
2017	15.54
2018	17.45
2019	21.26

* As at 30 September of the respective years.

(3) The number of agency workers engaged by the EDB in each of the years from 2015 to 2019 by branch is set out in the table below. No agency workers were engaged by government schools during this period.

Branch/Year*	2015	2016	2017	2018	2019
1. Further and Higher Education Branch	10	11	17	21	21
2. Planning, Infrastructure and School Places Allocation Branch	19	33	21	38	25
3. Professional Development & Special Education Branch	23	40	51	53	48
4. School Development & Administration Branch	13	10	16	21	20
5. Curriculum and Quality Assurance Branch	0	2	2	4	32
6. Corporate Services Branch	5	3	10	7	0
Total	70	99	117	144	146

* As at 30 September of the respective years.

- End -

CONTROLLING OFFICER'S REPLY

EDB405

(Question Serial No. 3339)

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 kindergartens (KGs) with child care centres (CCCs), please provide the following information in respect of the 2018/19 and 2019/20 school years:

- (1) For KGs with CCCs that have joined the KG education scheme:
 - (a) The numbers of KGs and the numbers of students in their CCCs;
 - (b) The respective numbers of CCCs which only operate whole-day (WD) classes, operate both WD and half-day (HD) classes and only operate HD classes, and the numbers of students;
 - (c) The highest, lowest, average and median school fees for WD and HD classes in these CCCs;
 - (d) How many KGs operate their CCCs on a self-financing basis? What are their highest, lowest, average and median school fees? Please provide the respective information on WD and HD classes. What criteria are adopted by the Government in approving school fees charged by this kind of CCCs? Is there a ceiling on school fees? If so, please provide the respective information on WD and HD classes; and
 - (e) How many KGs operate their CCCs with subsidies from the Government? What are their highest, lowest, average and median school fees? Please provide the respective information on WD and HD classes. What criteria are adopted by the Government in approving school fees charged by this kind of CCCs? Is there a ceiling on school fees? If so, please provide the respective information on WD and HD classes.

- (2) For KGs with CCCs that have not joined the KG education scheme:
 - (a) The numbers of KGs and the numbers of students in their CCCs;
 - (b) The respective numbers of CCCs which only operate WD classes, operate both WD and HD classes and only operate HD classes, and the numbers of students;
 - (c) The highest, lowest, average and median school fees for WD and HD classes in these CCCs; and

- (d) What criteria are adopted by the Government in approving school fees charged by this kind of CCCs? Is there a ceiling on school fees? If so, please provide the respective information on WD and HD classes.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 112)

Reply:

1(a) to (b) and 2(a) to (b)

Child care centres (CCCs) attached to kindergartens (KGs) for taking care of children aged below 3 are under the purview of the Social Welfare Department (SWD). The numbers of CCCs attached to KGs joining the KG education scheme (Scheme-KGs) and KGs not joining the Scheme (non-Scheme KGs) in the 2018/19 and 2019/20 school years are tabulated at Appendix 1. Based on the information provided by the CCCs, the numbers of children aged 0 to 3 admitted by service type, is tabulated at Appendix 2.

1(c) and 2(c)

The highest, lowest and median monthly fees of CCCs attached to KGs in the 2018/19 and 2019/20 school years are tabulated at Appendix 3.

1(d) to (e) and 2(d)

In the 2018/19 and 2019/20 school years, there are 246 government-aided CCCs attached to KGs that provide long whole-day services for children aged below 3. Some of them also provide half-day services. The monthly fees of the aided CCCs by service hours are tabulated at Appendix 4.

Except for the above 246 government-aided CCCs, all non-government-aided CCCs attached to KGs are operated on a self-financing basis. In the 2018/19 and 2019/20 school years, there are 280 and 281 non-government-aided CCCs attached to KGs respectively. The SWD does not have information on the highest, lowest, average and median monthly fees of these CCCs.

In assessing fee adjustment applications by CCCs attached to KGs, the primary considerations are their overall financial status and actual operation, which include remuneration adjustment, compliance with legal requirements in respect of the number of child care workers, and facility enhancement. As the operating costs and expenditures vary among CCCs, individual CCCs are required to, during the assessment process, submit supplementary information in light of their actual operation for evaluating the proposed estimates of income and expenditure.

**Numbers of CCCs attached to KGs
in the 2018/19 and 2019/20 school years**

School year	No. of CCCs attached to Scheme-KGs	No. of CCCs attached to non-Scheme KGs
2018/19	359	167
2019/20	361	166

**Numbers of children aged 0 to 3
admitted by CCCs attached to KGs
in the 2018/19 and 2019/20 school years**

School year	Service Hours	CCCs attached to Scheme-KGs (no. of children aged 0 to 3 admitted)	CCCs attached to non-Scheme KGs (no. of children aged 0 to 3 admitted)
2018/19	Whole-day	3 649	214
	Whole-day and half-day	3 669	4 179
	Half-day	2 615	5 853
	Total	9 933	10 246
2019/20	Whole-day	3 632	152
	Whole-day and half-day	3 290	3 973
	Half-day	2 603	5 769
	Total	9 525	9 894

**Monthly fees charged by CCCs attached to KGs
in the 2018/19 and 2019/20 school years**

School year	Service Hours	CCCs attached to Scheme-KGs			CCCs attached to non-Scheme KGs		
		Highest monthly fee (\$)	Lowest monthly fee (\$)	Median monthly fee (\$)	Highest monthly fee (\$)	Lowest monthly fee (\$)	Median monthly fee (\$)
2018/19	Whole-day	8,262	2,467	4,253	16,668	3,628	7,642
	Half-day	5,050	1,700	3,000	10,900	2,300	5,600
2019/20	Whole-day	6,880	1,412	3,489	17,498	3,940	7,900
	Half-day	8,000	1,770	3,117	10,900	2,300	5,700

Notes:

1. The monthly fees for whole-day service include meal charges.
2. The SWD does not have information on the average monthly fees.

**Monthly fees of services provided for children aged below 3
charged by government-aided CCCs attached to KGs
in the 2018/19 and 2019/20 school years**

School year	Service Hours	Highest monthly fee (\$)	Lowest monthly fee (\$)	Median monthly fee (\$)
2018/19	Whole-day	6,906	2,467	4,158
	Half-day	5,050	1,700	2,357
2019/20	Whole-day	5,865	1,412	3,319
	Half-day	5,282	1,770	2,454

Notes:

1. The monthly fees for whole-day service include meal charges.
2. The SWD does not have information on the average monthly fees.

- End -

CONTROLLING OFFICER'S REPLY

EDB406

(Question Serial No. 3340)

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 with respect to non-profit-making kindergartens (KGs) joining and not joining the free quality kindergarten education scheme/kindergarten education scheme, private independent KGs offering local curriculum and private independent KGs offering non-local curriculum for the 2017/18 and 2018/19 school years:

- (a) the numbers of KGs and students;
- (b) the respective numbers of KGs operating whole-day (WD) classes only, operating half-day (HD) classes only, operating both WD and HD classes, and operating long whole-day (LWD) classes, as well as the respective numbers of students;
- (c) the respective numbers of students enrolled in HD, WD and LWD classes; and
- (d) the numbers of KGs operating pre-nursery classes (N classes) and the numbers of students enrolled.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 113)

Reply:

(a)
The numbers of kindergartens (KGs) and students by KG type in the 2017/18 and 2018/19 school years are tabulated at Appendix 1.

(b) and (c)
The numbers of KGs and students by KG type and curriculum type in the 2017/18 and 2018/19 school years are tabulated at Appendix 2.

(d)

The numbers of KGs operating pre-nursery classes and the numbers of students enrolled in the 2017/18 and 2018/19 school years are tabulated at Appendix 3.

**Numbers of KGs and students by KG type
in the 2017/18 and 2018/19 school years**

	2017/18 school year		2018/19 school year	
	No. of KGs	No. of students	No. of KGs	No. of students
(i) KGs joining the KG education scheme (Scheme)	748	138 771	753	132 960
(ii) Local non-profit-making KGs not joining the Scheme	25	9 338	26	8 840
(iii) Local private independent KGs	108	18 923	105	18 095
(iv) Non-local private independent KGs	104	8 760	104	8 770

Notes:

1. Figures reflect the position as at mid-September of the respective school years, and cover K1, K2 and K3 classes in KG-cum-child care centres.
2. Local private independent KGs and non-local KGs are not eligible to join the Scheme.

**Numbers of KGs and students by KG type and curriculum type
in the 2017/18 and 2018/19 school years**

		2017/18 school year		2018/19 school year								
		No. of KGs	No. of students	No. of KGs	No. of students							
(i) KGs joining the Scheme	Operating whole-day (WD)/long whole-day (LWD) classes only	238	22 694	242	22 803							
	Operating half-day (HD) classes only	148	45 634	143	43 634							
	Operating both WD/LWD and HD classes	362	<table border="1"> <tr> <td>WD/LWD</td> <td>HD</td> </tr> <tr> <td>24 259</td> <td>46 184</td> </tr> </table>	WD/LWD	HD	24 259	46 184	368	<table border="1"> <tr> <td>WD/LWD</td> <td>HD</td> </tr> <tr> <td>24 914</td> <td>41 609</td> </tr> </table>	WD/LWD	HD	24 914
WD/LWD	HD											
24 259	46 184											
WD/LWD	HD											
24 914	41 609											
(ii) Local non-profit-making KGs not joining the Scheme	Operating WD classes only	4	576	5	586							
	Operating HD classes only	15	6 669	17	6 696							
	Operating both WD and HD classes	6	<table border="1"> <tr> <td>WD</td> <td>HD</td> </tr> <tr> <td>209</td> <td>1 884</td> </tr> </table>	WD	HD	209	1 884	4	<table border="1"> <tr> <td>WD</td> <td>HD</td> </tr> <tr> <td>124</td> <td>1 434</td> </tr> </table>	WD	HD	124
WD	HD											
209	1 884											
WD	HD											
124	1 434											
(iii) Local private independent KGs	Operating WD classes only	3	263	3	249							
	Operating HD classes only	65	12 717	63	12 813							
	Operating both WD and HD classes	40	<table border="1"> <tr> <td>WD</td> <td>HD</td> </tr> <tr> <td>1 326</td> <td>4 617</td> </tr> </table>	WD	HD	1 326	4 617	39	<table border="1"> <tr> <td>WD</td> <td>HD</td> </tr> <tr> <td>1 328</td> <td>3 705</td> </tr> </table>	WD	HD	1 328
WD	HD											
1 326	4 617											
WD	HD											
1 328	3 705											
(iv) Non-local private independent KGs	Operating WD classes only	1	54	1	55							
	Operating HD classes only	78	5 993	78	6 152							
	Operating both WD and HD classes	25	<table border="1"> <tr> <td>WD</td> <td>HD</td> </tr> <tr> <td>528</td> <td>2 185</td> </tr> </table>	WD	HD	528	2 185	25	<table border="1"> <tr> <td>WD</td> <td>HD</td> </tr> <tr> <td>471</td> <td>2 092</td> </tr> </table>	WD	HD	471
WD	HD											
528	2 185											
WD	HD											
471	2 092											

Notes:

1. Figures reflect the position as at mid-September of the respective school years, and cover K1, K2 and K3 classes in KG-cum-child care centres.
2. Local private independent KGs and non-local KGs are not eligible to join the Scheme.

**Numbers of KGs operating pre-nursery classes and numbers of children enrolled
in the 2017/18 and 2018/19 school years**

	2017/18 school year		2018/19 School year	
	No. of KGs	No. of children enrolled	No. of KGs	No. of children enrolled
KGs operating pre-nursery classes	527	19 994	526	20 179

Note: KGs operating pre-nursery classes refer to the child care centres (CCCs) attached to KGs. CCCs are under the purview of the Social Services Department and it does not compile relevant data by KG type.

- End -

CONTROLLING OFFICER'S REPLY

EDB407

(Question Serial No. 3341)

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 training for kindergarten (KG) teachers, please provide the information in respect of the 5 school years from 2015/16 to 2019/2020:

1. In-service training:
 - a. Please list the respective numbers of in-service KG teachers who have completed and who are pursuing a diploma programme in early childhood education, and their percentages out of the total numbers of in-service KG teachers.
 - b. Please list the respective numbers of in-service KG teachers who have completed and who are pursuing a bachelor's degree programme in early childhood education, and their percentages out of the total numbers of in-service KG teachers.
 - c. Please list the respective numbers of in-service KG principals who have completed and who are pursuing a bachelor's degree programme in early childhood education, and their percentages out of the total numbers of in-service KG principals.
 - d. Please list the respective numbers of in-service KG teachers who have completed and who are pursuing a master's degree programme in early childhood education, and their percentages out of the total numbers of in-service KG teachers.
 - e. The names of the institutions in Hong Kong which offer diploma and bachelor's degree programmes in early childhood education for in-service KG teachers. Please state whether the programmes are subsidised or self-financed, the numbers of places each year, duration and fees for the whole programme.
2. Pre-service training:
 - a. The names of the institutions in Hong Kong which offer pre-service diploma and bachelor's degree programmes in early childhood education. Please state whether the programmes are subsidised or self-financed, the numbers of places each year, duration and fees for the whole programme.
 - b. In its report submitted in 2015, the Committee on Free Kindergarten Education, entrusted by the Government, recommended that the Government should aim at raising the entry qualification requirement of KG teachers to degree level. Has the Government undertaken any planning work in this regard? If yes, please give the details. If no, please give the reasons.

Reply:

- 1a. From the 2015/16 to 2019/20 school years, the numbers of teachers serving at local kindergartens (KGs) and holding a certificate/diploma/higher diploma in early childhood education or equivalent qualifications (collectively referred to as Certificate in Early Childhood Education (C(ECE)) below) and their percentage shares are tabulated below:

School year	No. of teachers serving at local KGs and holding a C(ECE) # (%)
2015/16	11 377 (91.2%)
2016/17	11 819 (92.7%)
2017/18	12 108 (93.9%)
2018/19	12 159 (94.4%)
2019/20	12 477 (95.4%)

Figures include teachers concurrently holding a bachelor's degree in early childhood education (BEd(ECE)).

From the 2015/16 to 2019/20 school years, the numbers of teachers serving at local KGs and pursuing a C(ECE) programme and their percentage shares are tabulated below:

School year	No. of serving KG teachers pursuing a C(ECE) programme (%)
2015/16	643 (5.2%)
2016/17	583 (4.6%)
2017/18	498 (3.9%)
2018/19	570 (4.4%)
2019/20	545 (4.2%)

- 1b. From the 2015/16 to 2019/20 school years, the numbers of teachers serving at local KGs and holding a BEd(ECE) and their percentage shares are tabulated below:

School year	No. of teachers serving at local KGs and holding a BEd(ECE)* (%)
2015/16	4 947 (39.6%)
2016/17	5 480 (43.0%)
2017/18	6 119 (47.5%)
2018/19	6 563 (50.9%)
2019/20	6 949 (53.1%)

* Figures include teachers concurrently holding a C(ECE).

From the 2015/16 to 2019/20 school years, the numbers of teachers serving at local KGs and pursuing a BEd(ECE) programme and their percentage shares are tabulated below:

School year	No. of serving KG teachers pursuing a BEd(ECE) programme (%)
2015/16	2 038 (16.3%)
2016/17	1 812 (14.2%)
2017/18	1 261 (9.8%)
2018/19	1 048 (8.1%)
2019/20	1 059 (8.1%)

- 1c. From the 2015/16 to 2019/20 school years, the numbers of principals serving at local KGs and holding a BEd(ECE)/pursuing a BEd(ECE) programme and their percentage shares are tabulated below:

School year	No. of serving KG principals holding a BEd(ECE) (%)	No. of serving KG principals pursuing a BEd(ECE) programme (%)	Total (%)
2015/16	718 (82.2%)	8 (0.9%)	726 (83.1%)
2016/17	728 (82.6%)	5 (0.6%)	733 (83.2%)
2017/18	737 (84.6%)	3 (0.3%)	740 (85.0%)
2018/19	745 (85.8%)	2 (0.2%)	747 (86.1%)
2019/20	767 (87.0%)	0 (0.0%)	767 (87.0%)

- 1d. We have not collected information on KG teachers' pursuit of master's degree programmes in early childhood education.
- 1e. From the 2015/16 to 2019/20 academic years, the institutions offering in-service training programmes in early childhood education, as well as the financing modes, numbers of intakes and levels of tuition fees of these programmes are set out in Appendix 1. As the duration of study of in-service training programmes in early childhood education varies depending on requirements of individual programmes, students' year of entry and progress, etc., we do not have the relevant information.
- 2a. From the 2015/16 to 2019/20 academic years, the institutions offering pre-service training programmes in early childhood education, as well as the financing modes, numbers of intakes and levels of tuition fees of these programmes are set out in Appendix 2. As regards the duration of study, it is usually 2 years for pre-service C(ECE) programmes; 4 to 5 years for pre-service BEd(ECE) programmes; and 1 year for pre-service postgraduate diploma programmes in education (early childhood education) (PGDE(ECE)). The duration of study of pre-service training programmes in early childhood education varies depending on requirements of individual programmes, students' year of entry and progress, etc.

- 2b. At present, the basic academic qualification requirement for KG teachers is the completion of a C(ECE) programme. Various teacher education institutions are currently offering government-subsidised C(ECE) programmes and their graduates are able to discharge teaching duties effectively. Regarding the introduction of an all-graduate teaching force policy to the KG sector, the vice-principals in KGs joining the KG education scheme are currently required to possess a BEd(ECE) or equivalent qualifications. Moreover, for appointment of or promotion to the senior teacher posts, KGs are encouraged to accord priority to suitable teachers with BEd(ECE) or equivalent qualifications. We will closely monitor the number and ratio of KG teachers holding a bachelor's degree, the planning of places for teacher training, etc. and take follow-up actions as appropriate.

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. In the survey, we have not individually collected statistics on the certificate, diploma and higher diploma in early child education or other equivalent qualifications, and these qualifications are all categorised under C(ECE). Figures for the 2019/20 school year are provisional.

Institutions offering in-service programmes in early childhood education
and the respective financing modes, numbers of intake and levels of tuition fee
from the 2015/16 to 2019/20 academic years

(i) In-service C(ECE) training programmes

In-service C(ECE)						
Course provider	Financing mode	No. of intake (tuition fee)				
		2015/16 academic year	2016/17 academic year	2017/18 academic year	2018/19 academic year	2019/20 academic year
EdUHK	UGC-funded	29 (Free)	20 (Free)	21 (Free)	15 (Free)	10 (Free)
OUHK	Non-subsidised (self-financed)	58 (\$69,366 - \$102,000)	110 (\$70,488 - \$107,400)	88 (\$70,950 - \$112,800)	92 (\$70,950 - \$118,800)	94 (\$75,042 - \$122,700)
HKCT	Non-subsidised (self-financed)	--	--	--	33 (\$128,700)	37 (\$132,825)

(ii) In-service BEd(ECE) training programmes

In-service BEd(ECE)						
Course Provider	Financing mode	No. of intake (tuition fee)				
		2015/16 academic year	2016/17 academic year	2017/18 academic year	2018/19 academic year	2019/20 academic year
EdUHK	UGC-funded	391 (\$84,300)	390 (\$84,300 - \$112,400)	403 (\$84,300 - \$112,400)	397 (\$84,300 - \$112,400)	391 (\$84,300 - \$112,400)
HKBU	Non-subsidised (self-financed)	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)	32 (\$134,400 - \$268,800)
OUHK	Non-subsidised (self-financed)	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)	142 (Degree: \$72,240 - \$72,600) (Honours degree: \$120,600)
YCCECE	Non-subsidised (self-financed)	--	--	--	8 (\$170,000)	5 (\$176,800)

(iii) In-service PGDE(ECE) training programmes

In-service PGDE(ECE)						
Course provider	Financing mode	No. of intake (tuition fee)				
		2015/16 academic year	2016/17 academic year	2017/18 academic year	2018/19 academic year	2019/20 academic year
EdUHK	UGC-funded	119 (\$42,100)	90 (\$42,100)	115 (\$42,100)	110 (\$42,100)	61 (\$42,100)
HKBU	Non-subsidised (self-financed)	38 (\$65,000)	32 (\$65,000)	30 (\$65,000)	--	41 (\$65,000)
HKU	UGC-funded	25 (\$42,100)	25 (\$42,100)	26 (\$42,100)	25 (\$42,100)	26 (\$42,100)
CUHK	UGC-funded	--	12 (\$42,100)	10 (\$42,100)	10 (\$42,100)	10 (\$42,100)

Institutions offering pre-service programmes in early childhood education
and the respective financing modes, numbers of intakes and levels of tuition fee
from the 2015/16 to 2019/20 academic years

(i) Pre-service C(ECE) training programmes

Pre-service C(ECE)						
Course provider	Financing mode	No. of intake (tuition fee)				
		2015/16 academic year	2016/17 academic year	2017/18 academic year	2018/19 academic year	2019/20 academic year
Hong Kong Institute of Vocational Education	VTC-funded	488 (\$63,140)	542 (\$63,140)	689 (\$63,140 - \$111,200)	552 (\$63,140 - \$113,200)	646 (\$63,140 - \$115,600)
EdUHK	UGC-funded	340 (\$30,080)	336 (\$30,080)	384 (\$30,080)	387 (\$30,080)	362 (\$30,080)
OUHK	Non-subsidised (self-financed)	490 (\$69,366 - \$102,000)	348 (\$70,488 - \$107,400)	340 (\$70,950 - \$112,800)	231 (\$70,950 - \$118,800)	281 (\$75,042 - \$122,700)
YCCC	Non-subsidised (self-financed)	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)	18 (\$126,380)
LU	Non-subsidised (self-financed)	--	--	108 (\$129,600)	124 (\$133,600)	88 (\$139,000)
GCC	Non-subsidised (self-financed)	--	--	7 (\$123,000)	13 (\$127,000)	13 (\$128,000)
CIHE	Non-subsidised (self-financed)	--	--	--	38 (\$110,800)	56 (\$115,100)
CUHK	Non-subsidised (self-financed)	--	--	--	153 (\$128,700)	156 (\$135,720)
HKCT	Non-subsidised (self-financed)	--	--	--	40 (\$125,400)	40 (\$129,525)
YCCECE	Non-subsidised (self-financed)	--	--	--	110 (\$142,000)	97 (\$147,700)

(ii) Pre-service BEd(ECE) training programmes

Pre-service BEd(ECE)						
Course provider	Financing mode	No. of intake (tuition fee)				
		2015/16 academic year	2016/17 academic year	2017/18 academic year	2018/19 academic year	2019/20 academic year
EdUHK	UGC-funded	25 (\$168,400 - \$210,500)	24 (\$210,500)	30 (\$210,500)	28 (\$210,500)	63 (\$210,500)
HKBU	Non-subsidised (self-financed)	238 (\$100,925 - \$234,880)	139 (\$234,880)	174 (\$234,880)	185 (\$234,880)	202 (\$234,880)
TWC	Non-subsidised (self-financed)	--	--	14 (\$257,481)	39 (\$143,200 - \$265,600)	44 (\$143,200 - \$269,580)
YCCECE	Non-subsidised (self-financed)	--	--	--	33 (\$170,000 - \$340,000)	37 (\$176,800 - \$353,600)
CUHK	UGC-funded	--	--	--	--	22 (\$210,500)
HKU	UGC-funded	--	--	--	--	17 (\$210,500)

(iii) Pre-service PGDE(ECE) training programmes

Pre-service PGDE(ECE)						
Course provider	Financing mode	No. of intake (tuition fee)				
		2015/16 academic year	2016/17 academic year	2017/18 academic year	2018/19 academic year	2019/20 academic year
HKBU	Non-subsidised (self-financed)	34 (\$65,000)	35 (\$65,000)	42 (\$65,000)	84 (\$65,000)	45 (\$65,000)
CUHK	UGC-funded	--	9 (\$42,100)	11 (\$42,100)	11 (\$42,100)	9 (\$42,100)
EdUHK	UGC-funded	--	11 (\$42,100)	13 (\$42,100)	12 (\$42,100)	12 (\$42,100)
HKU	UGC-funded	--	10 (\$42,100)	10 (\$42,100)	10 (\$42,100)	9 (\$42,100)

Key:

EdUHK –	The Education University of Hong Kong
OUHK –	The Open University of Hong Kong
HKCT –	Hong Kong College of Technology Institute of Higher Education
HKBU –	Hong Kong Baptist University School of Continuing Education
YCCC –	Yew Chung Community College
HKU –	The University of Hong Kong
CUHK –	The Chinese University of Hong Kong
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
YCCECE –	Yew Chung College of Early Childhood Education
VTC –	Vocational Training Council
UGC –	University Grants Committee

- End -

CONTROLLING OFFICER'S REPLY

EDB408

(Question Serial No. 3342)

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 the respective number of Principal I and Principal II in kindergartens (KGs) in Hong Kong from the 2017/18 to 2019/20 school years, under the categories of KGs operating whole-day (WD) classes only, operating half-day (HD) classes only, operating both WD and HD classes, and operating long WD classes.

(2) Regarding the tide-over grant provided by the Government to retain long-serving KG teachers, please provide the following information from the 2017/18 to 2019/20 school years:

- (a) the number of KGs receiving the tide-over grant each year;
- (b) the respective number of KG applicants, successful applications and unsuccessful applications each year, and the reasons for the unsuccessful applications;
- (c) the highest, lowest, average and median amount of tide-over grant received by KGs;
- (d) the total expenditure of tide-over grant each year;
- (e) the criteria adopted by the Government in respect of the requirements for and adjustments to teachers' average salary in approving tide-over grant applications; and
- (f) whether any tide-over grant has been clawed back as the surplus accumulated has exceeded the ceiling? If so, how many KGs are involved?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 115)

Reply:

(1)

Under the kindergarten (KG) education scheme (Scheme), KGs are recommended to establish a career ladder for teachers, which includes a three-level teaching staff structure with principal, senior teachers and class teachers, to retain and attract quality teachers. KGs may also appoint teachers of different ranks according to their operation scale and school-based needs. As the ranking arrangements in each KG vary with school-based contexts and needs, we have not collected the relevant information.

(2)(a) to (c) and (e)

KGs joining the Scheme (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 or above qualification (within the teacher-to-pupil 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 tide-over grant (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 (2017/18 and 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, and 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.

The numbers of KGs applying for the ToG, and the numbers of KGs with their application approved or rejected from the 2017/18 to 2019/20 school years are tabulated at Appendix 1. Some applicant KGs were not granted the ToG because they did not meet the eligibility criteria as mentioned above. The highest, lowest, average and median amounts of ToG received by KGs are tabulated at Appendix 2.

(2)(d)

The total expenditure on the ToG in the years from 2017-18 to 2019-20 is tabulated below:

Year	2017-18	2018-19	2019-20
Expenditure on the ToG (\$ million)	135	207	214

Notes:

- (1) The expenditure on the ToG in 2017-18 reflects 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) The expenditure on the ToG in 2019-20 is the revised estimate.

(2)(f)

When determining the surplus that KGs may accumulate, the EDB will take into account the total amount of both the portion for teaching staff salary and related expenses (i.e. Mandatory Provident Fund, Provident Fund, long service payment, etc.) in the basic unit subsidy and the ToG. On condition that Scheme-KGs are able to offer free quality half-day services and maintain fees for whole-day/long whole-day services at a reasonable level, they are allowed to accumulate a surplus up to the amount equivalent to the current year provision. So far no school has to return its surplus of the ToG.

Numbers of KGs applying for ToG
and numbers of KGs with application approved or rejected
from the 2017/18 to 2019/20 school years

School year	2017/18	2018/19	2019/20
No. of KGs applying for the ToG	508	503	486
No. of KGs with application approved	478	485	485
No. of KGs with application rejected	30	18	1

The highest, lowest, average and median amount of ToG received by KGs from the 2017/18 to 2019/20 school years

School year	2017/18	2018/19	2019/20
Highest amount received (\$'000)	2,410	2,520	1,810
Lowest amount received (\$'000)	30	20	40
Average amount received (\$'000)	430	430	290
Median amount received (\$'000)	310	310	200

Note: The amount of the 2019/20 school year shown above refers to the position as at March 2020 as the 2019/20 school year has not yet come to a close.

- End -

CONTROLLING OFFICER'S REPLY**EDB409****(Question Serial No. 3343)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (5) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding the policy to improve the manpower and posts of school heads and deputy heads in special schools, please advise this Committee of the following:

(a) What is the method for calculating the salaries of heads of special schools starting from the 2020/21 school year? What is the estimated expenditure involved?

(b) Please use the table below to provide information on the headship rank of special schools:

Rank	No. of heads of special schools	
	2019/20 school year	2020/21 school year
Principal II		
Principal I		
Others (please specify)		

(c) Comparing with the 2019/20 school year, how many special schools are provided with an additional deputy head post under the new policy? How many special schools have their Primary School Curriculum Leader posts upgraded from the provision of an Assistant Primary School Master/Mistress post to a Primary School Master/Mistress post?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 116)

Reply:

(a) The Government has accepted all the recommendations put forward by the Task Force on Professional Development of Teachers in March 2019 and has been actively following up on the relevant measures, including improving the manpower of vice-principals in public sector schools (including special schools), the demarcation arrangements for headship ranking in public sector secondary schools (including special schools), and the conversion arrangement for determining the headship ranking and provision of vice-principals in special schools with combined levels and special secondary schools. Starting from the 2020/21 school year, the Education Bureau (EDB) will improve the demarcation arrangements for headship ranking in public sector special schools with a secondary section by lowering the qualifying criterion of a Principal II post from 15 approved equivalent ordinary classes to 12 approved equivalent ordinary classes, and lowering the qualifying criterion of a Principal I post from 24 approved equivalent ordinary classes to 18 approved equivalent ordinary classes. In parallel, we will improve the conversion arrangement for determining the headship ranking in special schools. The weighting for converting primary, junior secondary and senior secondary classes in special schools into equivalent classes will be adjusted across the board from 0.6, 0.8 and 1 to 1. The number of equivalent classes so derived will be used for determining the headship ranking in special schools by converting 18 equivalent classes into 24 ordinary secondary classes. The implementation of the above improvement measures in special schools will involve an additional expenditure of around \$9.8 million per year.

(b) Information on the headship ranking in special schools for the 2019/20 school year is tabulated below:

Rank	No. of special school heads
Principal I	4
Principal II	14
Principal Graduate Master/Mistress	42

Note: Figures refer to the position as at September 2019.

In the 2020/21 school year, the headship ranking in special schools will be determined by the actual number of approved classes. The number of heads at different ranks is not available at this stage.

(c) Starting from the 2020/21 school year, the EDB will improve the manpower of vice-principals in public sector special schools. It is estimated that under the relevant measures, more than 40 special schools will be provided with additional vice-principal post(s). Furthermore, the EDB will upgrade the Primary School Curriculum Leader post in special schools with 11 or fewer primary classes from an Assistant Primary School Master/Mistress post to a Primary School Master/Mistress post to enable Primary School Curriculum Leaders serving schools of a smaller scale to perform their curriculum leadership duties more effectively. It is estimated that more than 50 special schools will be benefited.

- End -

CONTROLLING OFFICER'S REPLY**EDB410****(Question Serial No. 3344)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (5) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

It is stated in the Estimates 2020 that the Bureau will enhance the additional funding to all public sector and Direct Subsidy Scheme primary and secondary schools and special schools admitting a relatively small number of non-Chinese speaking (NCS) students under a new two-tiered arrangement to facilitate the implementation of the "Chinese Language Curriculum Second Language Learning Framework" starting from the 2020/21 school year.

- (a) In this connection, what are the policy details? What is the estimated total expenditure on the above item for the 2020/21 school year?
- (b) What are the respective estimated expenditures on the above item in the primary, secondary and special school sectors for the 2020/21 school year?
- (c) Using the table below, please provide the number of schools benefitting from the new policy in the 2020/21 school year.

Tier of subsidy	Number of eligible primary schools	Number of eligible secondary schools	Number of eligible special schools
Tier 1			
Tier 2			
Tier 3			
Tier 4			
Tier 5			
Tier 6			
Tier 7			
Total			

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 117)

Reply:

Starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding to schools, 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 (hereinafter referred to as "ordinary schools") 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. Besides, all 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 the ordinary schools mentioned above. As regards schools admitting a relatively small number of NCS students (i.e. 1 to 9 NCS students for ordinary schools and 1 to 5 NCS students for special schools), 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 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.

To enhance the support for NCS students in learning Chinese and create an inclusive learning environment in schools, EDB will, starting from the 2020/21 school year, provide a new two-tiered subsidy for all schools admitting a relatively small number of NCS students (1 to 5 NCS students for ordinary schools and special schools, and 6 to 9 NCS students for ordinary schools) and increase the amount of the additional funding from currently \$50,000 to \$0.15 million or \$0.3 million. It is estimated that about 200 ordinary primary schools, 180 ordinary secondary schools and 23 special schools will be provided with the additional funding in the 2020/21 school year. The expenditure involved will be about \$34.35 million, \$30.9 million and \$3.45 million respectively. As for ordinary schools admitting 10 or more NCS students and special schools admitting 6 or more NCS students, it is estimated that about 150 ordinary primary schools, 130 ordinary secondary schools and 26 special schools will be provided with an additional funding ranging from \$0.65 million to \$1.5 million in the 2020/21 school year. The expenditure involved will be about \$144.25 million, \$125.15 million and \$17.35 million respectively. The above figures are preliminary estimation based on the number of schools admitting NCS students in the past. Details about the number of schools by funding tier and the actual expenditure on the additional funding will only be available after information on the number of NCS students provided to EDB by schools through the Enrolment Survey conducted at the beginning of the 2020/21 school year is collated. The amount of the additional funding provided to

schools admitting NCS students will also be adjusted based on the year-on-year movement of the Composite Consumer Price Index and/or the annual rates of the Civil Service Pay Adjustment.

- End -

CONTROLLING OFFICER'S REPLY

EDB411

(Question Serial No. 3350)

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 issue of half pay to teachers on suspension as set out in the Code of Aid for Primary Schools (September 1994), Code of Aid for Secondary Schools (September 1994) and Code of Aid for Special Schools (November 1998) (hereinafter referred to as "Codes of Aid"), would the Government advise this Committee of the following:

- (1) How many applications were received by the Education Bureau (EDB) for granting half pay to teachers on suspension from the school management committees/incorporated management committees each year since September 1994? How many of them were approved and rejected by the EDB each year? What were the reasons involved?
- (2) Are there any criteria underlying the EDB's consideration as to whether approval should be given for granting half pay to teachers on suspension? If yes, what are the specific criteria?
- (3) Section 11 of the Employment Ordinance (Cap. 57 of the Laws of Hong Kong), which lays down stipulations about suspension from employment, mentions nothing about withholding salary from employees during their suspension period. By what criteria did the EDB come up with the revision from granting half pay to teachers on suspension under the Codes of Aid to no salary payment during all periods of suspension when teachers are absent from duty when preparing the Code of Aid for Aided Schools?
- (4) Further to the above question, for what reasons will teachers be granted half pay during suspension in accordance with the Codes of Aid?
- (5) Under what circumstances will teachers suspended be entitled to half pay, in accordance with prevailing policies and practices?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 122)

Reply:

(1) to (5)

The Education Bureau (EDB) attaches great importance to teachers' professional conduct and students' behavioural performance. Teachers play a vital role in passing on knowledge and nurturing students' character and are important role models for students. The Codes of Aid clearly stipulate that schools may, subject to the provisions of the Employment Ordinance, suspend teachers from their normal duties if they have been involved or are likely to be involved in criminal proceedings of a serious nature or in serious misconduct. As teachers will not be carrying out their duties during the periods of suspension, the teachers concerned should not receive salary payment when they are absent from duties during the suspension periods having regard to the principle of prudent use of public money. The Code of Aid for Aided Schools also stipulates that teachers employed in the school year subsequent to the incorporation of the Incorporated Management Committees (IMCs) should not receive salary payment during the periods of suspension when they are absent from duties. For teachers employed before the incorporation of the IMCs, the management committees of the schools may, pursuant to the Codes of Aid for Primary Schools, Secondary Schools and Special Schools, pay half of the salaries to these teachers during their suspension periods on the condition that the schools have obtained the EDB's prior approval on such arrangements. Nevertheless, the arrangement of teachers on suspension receiving half pay would only be considered under special circumstances and is not applicable to every case. Meanwhile, according to the Codes of Aid and Code of Aid for Aided Schools, the salary pertaining to the periods of suspension will not be paid after the teachers' reinstatement. The above arrangements are not inconsistent with the relevant provisions of the Employment Ordinance.

From the 2015/16 to 2019/20 school years (as at 29 February 2020), 2 applications for 3 suspended teachers to receive half pay were received by the EDB, none of them were approved.

- End -

CONTROLLING OFFICER'S REPLY

EDB412

(Question Serial No. 3351)

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 Chinese History as a compulsory subject at the junior secondary level, will the Government advise this Committee of the following:

- (1) What resources will be allocated to help implement the curriculum?
- (2) What was the number of teachers teaching Chinese History at the junior secondary level in each of the past 5 school years? How many of them majored or minored in a relevant discipline, or did not major or minor in one? What are their respective percentage shares against the total?
- (3) How many additional Chinese History teachers will be required with the implementation of Chinese History as an independent compulsory subject at the junior secondary level? Separately, how many more teachers need to be trained?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 123)

Reply:

(1)-(3)

The Education Bureau (EDB) started implementing Chinese History as an independent compulsory subject at the junior secondary level in the 2018/19 school year to enable all junior secondary students to learn Chinese history and culture in a systematic way. The revised Chinese History curriculum (Secondary 1 to 3) will also be implemented progressively starting from Secondary 1 in the 2020/21 school year.

To support schools in the promotion of Chinese history and culture, the EDB provided every public sector and Direct Subsidy Scheme (DSS) primary and secondary school with a one-off grant of \$100,000 and \$150,000 respectively in the 2017/18 school year. The grant is used for helping teachers enhance the teaching of primary General Studies, Chinese Language at primary and secondary levels, Chinese History and Chinese Literature, so that students can appreciate the spirit of excellence and the civilisation of the Chinese people. In accordance with their own context and development needs, schools may flexibly deploy the one-off grant to support teachers to improve their teaching, and develop school-based activities that are related to Chinese history and culture education. In both the 2018/19 and 2019/20 school years, the EDB also provided every public sector and DSS secondary school admitting non-Chinese speaking (NCS) students at the junior secondary level with \$50,000 as a “Non-recurrent Grant for Supporting NCS Students to Learn Chinese History and Culture” to support teachers in enhancing measures for teaching Chinese History to NCS students and conducting related learning activities. 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 disbursed by the EDB starting from the 2019/20 school year to organise diversified experiential learning activities beyond the classroom, such as visits, field trips and study tours outside Hong Kong, to provide students with enriched learning experiences and to broaden their horizons.

Based on the information provided by schools, statistical data on teachers teaching Chinese History at the junior secondary level in the past 5 school years is as follows:

School year	No. of junior secondary Chinese History teachers majoring in history-related disciplines (Percentage)	No. of junior secondary Chinese History teachers minoring in history-related disciplines (Percentage)	No. of junior secondary Chinese History teachers who neither majored or minored in history-related disciplines (Percentage)	Total no. of junior secondary Chinese History teachers
2019/20*	812(47%)	153(9%)	769(44%)	1734
2018/19	785(46%)	164(10%)	740(44%)	1689
2017/18	733(46%)	154(10%)	707(44%)	1594
2016/17	720(45%)	159(10%)	715(45%)	1594
2015/16	716(46%)	157(10%)	692(44%)	1565

* Provisional figures

The number of Chinese History teachers has been on the rise in the past 5 school years. We will continue to organise teacher professional development activities in different modes, including seminars and workshops on curriculum interpretation, curriculum leadership, and learning and teaching strategies, form learning communities, provide school-based support services, and organise Mainland study tours on history etc., in order to enrich teachers' knowledge of Chinese history and refine their learning and teaching strategies. At the same time, based on the revised Chinese History curriculum (Secondary 1 to 3), the EDB will organise structured programmes to equip teachers. We will continue to collaborate with experts, academics and experienced frontline teachers in the development of diversified teaching resources, such as teaching materials for e-learning, video lessons and history project learning, to enhance learning and teaching effectiveness.

- End -

CONTROLLING OFFICER'S REPLY**EDB 413****(Question Serial No. 3352)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide the respective number of schools offering Chinese History, History, History and Culture, Life and Society, Geography, Integrated Humanities and Liberal Studies at the junior secondary level and the number of teachers teaching these subjects in the past 5 years.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 124)Reply:

According to the information provided by schools, the respective numbers of schools offering Chinese History, History, History and Culture, Life and Society, Geography, Integrated Humanities and Liberal Studies at the junior secondary level in the past 5 years are set out below:

School year	Chinese History	History	History and Culture	Life and Society	Geography	Integrated Humanities	Liberal Studies*
2015/16	393	287	24	80	350	103	275
2016/17	396	288	20	81	352	97	278
2017/18	403	291	18	92	355	93	273
2018/19	433	301	13	100	359	91	264
2019/20	441	305	9	163	364	95	159

According to the information provided by schools, the respective numbers of local secondary school teachers teaching Chinese History, History, History and Culture, Life and Society, Geography, Integrated Humanities and Liberal Studies at the junior secondary level in the past 5 years are set out below:

School year	Chinese History	History	History and Culture	Life and Society	Geography	Integrated Humanities	Liberal Studies*
2015/16	1565	771	106	363	898	558	1426
2016/17	1594	796	82	353	924	528	1425
2017/18	1594	817	96	403	954	507	1414
2018/19	1689	863	67	443	965	491	1313
2019/20#	1734	877	47	603	983	476	1122

* As recommended by the Curriculum Development Council, Liberal Studies is a subject to be offered at the senior secondary level. However, some schools offer school-based Liberal Studies at the junior secondary level. The Education Bureau has made it clear to the secondary school sector through different channels that such an arrangement is inappropriate and required the schools concerned to take follow-up actions as soon as practicable.

Provisional figures

- End -

CONTROLLING OFFICER'S REPLY

EDB414

(Question Serial No. 3354)

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, (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

The Government has amended the Prevention and Control of Disease Ordinance (Cap. 599, Laws of Hong Kong) to include “severe respiratory disease associated with a novel infectious agent” (hereafter “novel coronavirus”) as a scheduled infectious disease specified in item 34AAA of Schedule 1 to the Ordinance. Regarding the provisions under sections 53 and 54 of the Education Regulations (ER) (Cap. 279A, Laws of Hong Kong), sections 6 and 8 of the Occupational Safety and Health Ordinance (Cap. 509, Laws of Hong Kong) and the Code of Aid for Aided Schools (Release 1.13a) (“Code”), would the Government please inform this Committee of the following:

- (1) In the past 10 years (2009-2019):
 1. Has section 53 of the ER been enforced?
 - I. If yes, please provide the following information by school year: the number of cases, specifics and results of enforcement actions, the scheduled infectious disease involved, categories of persons excluded from schools, and number of school medical officers appointed;
 - II. If no, what are the reasons?
 2. Has section 54 of the ER been enforced?
 - I. If yes, please provide the following information by school year: the number of cases, categories of persons submitted to medical examinations, and specifics and results of enforcement actions.
 - II. If no, what are the reasons?
 3. Which section/division of the Education Bureau (EDB) and officers under the Permanent Secretary (PS(Ed)) are responsible for the enforcement of the above provisions? What are their ranks?
- (2) Will the PS(Ed) consider to enforce the provisions under sections 53 and 54 of the ER to prevent the spread of the novel coronavirus in schools? If yes, what are the specific implementation details? If no, what are the reason?

- (3) If schools are aware or suspect that certain students (including students returning from the Mainland or cross-boundary students) or teaching staff are showing symptoms but they refuse to submit to medical examinations and self-isolation and insist on coming to school, will the schools be required to report them to the EDB as soon as possible?
- I. If yes, upon receiving the report, will the EDB arrange school medical officers to examine the student or teaching staff concerned as required by the law? Subject to section 53 of the ER, will the student or teaching staff concerned be excluded from school? If yes, how specifically will the law be enforced? If no, what are the reasons?
- II. If no, what are the reasons?
- (4) How will the EDB ensure that schools and their teaching staff have sufficient anti-epidemic supplies to stay in compliance with the requirements of the Occupational Safety and Health Ordinance?
- (5) Will the EDB extend special tuberculosis leave provided in the Code to teaching staff infected by the novel coronavirus? If yes, what are the specific implementation details? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 126)

Reply:

(1) to (2) Under the prevailing mechanism, schools should make reference to the Guidelines on Prevention of Communicable Diseases in Schools/Kindergartens/Kindergartens-cum-Child Care Centres/ Child Care Centres issued by the Centre for Health Protection (CHP) of the Department of Health (DH) when handling the report of cases where school staff or students are infected with a communicable disease and related matters. Schools are required to report to the CHP and the Education Bureau (EDB) any suspected or confirmed cases of infectious diseases, which are not confined to the scheduled infectious diseases specified in section 53 of the Education Regulations (ER). Upon receipt of a reported case, the CHP will immediately carry out epidemiological investigation and provide advice to schools on the necessary control measures to prevent further spread of communicable diseases among students and staff. The CHP and the EDB will maintain close liaison to ensure that infection control measures are put in place timely. Schools have been keeping in view the health conditions of students and staff. The above reporting mechanism has been working effectively. The EDB does not collect information on the items mentioned in part (1) of the question.

Regarding the medical examination of teachers, students and employees under section 54 of the ER, X-ray examinations for teaching post applicants are available in 3 designated X-ray centres under the Tuberculosis and Chest Service of the DH. The 3 designated X-ray centres are Kowloon Bay Radio-diagnostic and Imaging Centre, Fanling Radio-diagnostic and Imaging Centre, and Sai Ying Pun X-ray Survey Centre. The number of persons undergoing X-ray examination for the purpose of applying a teaching post in the past 5 school years is tabulated below:

School year	Kowloon Bay Radio-diagnostic and Imaging centre (1)	Fanling Radio-diagnostic and Imaging centre (2)	Sai Ying Pun X-ray Survey Centre (3)	Total (1+2+3)
2014/15	2 479	1 051	1 025	4 555
2015/16	2 157	1 046	1 114	4 317
2016/17	2 868	1 294	1 258	5 420
2017/18	3 020	1 531	1 617	6 168
2018/19	3 065	1 486	1 364	5 915

The EDB does not collect information on the medical examinations undergone by teachers, students and other employees.

At present, the tasks pertinent to the prevention and control of spread of infectious diseases in schools are undertaken by different sections under the EDB, and the manpower and expenses involved are subsumed under the EDB's overall expenditure. The EDB will deploy resources and manpower in accordance with the operational needs.

(3) To protect the health of students, teachers and other school personnel and to contain the spread of Coronavirus Disease 2019 (COVID-19), the EDB has announced suspension of classes for all schools. During the class suspension, teachers have adopted diversified modes to facilitate students' learning at home. Schools only need to arrange suitable staff to be on duty and take care of students who have to go back to school for lack of carer at home, handle school basic and essential affairs and parents' enquiries. Most of the teachers have been working from home. Recognising the importance of maintaining their own health and public health, teachers and other school personnel who feel unwell should seek medical consultation promptly, receive treatment as advised by the doctors and/or keep themselves in quarantine or isolation according to the statutory requirements.

(4) To support schools' efforts in epidemic prevention, the EDB has deployed existing resources to provide a one-off grant to all schools offering full and formal curriculum (including kindergartens, public sector schools, Direct Subsidy Scheme schools, the English Schools Foundation schools, international schools, Private Independent Schools, private primary schools and private secondary day schools) to help them replenish their epidemic prevention equipment (such as face masks and thermometers), clean their school premises and pay for the other expenses related to epidemic prevention. The provision is estimated to be \$42 million, benefitting some 2 200 schools. Furthermore, the boarding sections of aided special schools have been operating to cater for students in need of boarding service during class suspension. To enhance the support for the boarding sections to guard against the epidemic and to reduce the risk of the spread of the novel coronavirus, the EDB will provide separately a one-off additional grant for 21 special schools with a boarding section. The additional expenditure is estimated to be \$2.25 million.

We will keep in view the procurement of anti-epidemic supplies by schools through our daily communication. To our understanding, the supply of anti-epidemic goods was relatively tight early in the epidemic. Nevertheless, since all classes have been suspended, schools do not require a huge amount of anti-epidemic supplies. We note that the shortage of anti-epidemic supplies has begun to improve recently. The date of class resumption and related arrangements will be announced at least 3 weeks in advance, so schools should have

sufficient time to make suitable preparations. As schools are different in scale and needs, they also differ in respect of the type and number of anti-epidemic supplies they need. Schools could make good use of the funding for meeting daily operational expenses provided by the EDB and the anti-epidemic grants to procure necessary anti-epidemic supplies according to their school-based needs.

(5) As stipulated in the Codes of Aid, regular teachers of aided schools suffering from tuberculosis may apply for special tuberculosis leave with the support of valid medical certificates. Such leave only covers tuberculosis, not all lung diseases. At present, upon receipt of suspected infectious disease outbreak from schools, the CHP will immediately carry out epidemiological investigation and provide advice to schools on control measures to prevent further spread of the infectious disease among students and school staff. Given the characteristics of COVID-19 are not the same as tuberculosis, it is not appropriate to directly extend the arrangements for special tuberculosis leave provided in the Codes of Aid to COVID-19.

- End -

CONTROLLING OFFICER'S REPLY**EDB415****(Question Serial No. 3355)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

(1) Please provide the number of agency workers engaged in each of the years from 2014 to 2018.

Scope of service		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.: 128)

Reply:

(1) The number of agency workers engaged by the Education Bureau (EDB) in each of the years from 2015 to 2018 is as follows –

Scope of service/Year*	2015	2016	2017	2018
1. To meet urgent or unforeseen service needs or unexpected surge in service demands for the short-term	59	93	113	134
1a. Clerical and general support	38	54	47	68
1b. To support the processing of applications for Registration Certificate for Kindergarten Admission and other kindergarten-related tasks	0	24	32	39
1c. Executive support/Project co-ordination	21	12	30	26
1d. Information technology support, other education and research work	0	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	0	0	0	0
3. To fill short-term manpower gap	11	6	4	10
4. To provide short-term manpower to deliver services the mode of which will be changed shortly	0	0	0	0
Total	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 2015 to 2018 is as follows –

Year*	Total amount of service contracts (\$ million)
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

EDB416

(Question Serial No. 3356)

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 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) Since the implementation of the Scheme, 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) Since the implementation of the Scheme, the number of teachers whose salary is \$38,550 (i.e. the maximum pay 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) Since the implementation of the Scheme, 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) Since the implementation of the Scheme, the average, median, highest and lowest salaries of teachers, senior teachers and principals in local private independent KGs; and

- (5) Since the implementation of the Scheme, 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 LWD KGs.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 129)

Reply:

For information on the salaries of teachers in kindergartens (KGs) joining the KG education scheme (Scheme-KGs) in the 2017/18 and 2018/19 school years, please refer to our replies to items (1) to (3) and (5) below. The information provided is based on the survey on KG teachers/child care staff conducted by the Education Bureau (EDB) in September of the respective school years. Each year, we request Scheme-KGs to properly follow up on individual cases where teachers' salaries are not in compliance with the salary ranges. For the 2019/20 school year, the EDB notified Scheme-KGs in early March this year of the salary ranges for teaching staff which have been adjusted based on the latest civil service pay adjustment announced at the end of February. Scheme-KGs would adjust the salaries of their teachers accordingly if necessary. Hence, the EDB is unable to provide the relevant information relating to Scheme-KGs for the 2019/20 school year at this stage.

- (1)(i) In the 2017/18 school year, the number of teachers in Scheme-KGs 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 Scheme-KGs was 15.9%. Among them, the numbers 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 Scheme-KGs					
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 Scheme-KGs 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) was 850 and their percentage share in the total number of teachers in Scheme-KGs was 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 Scheme-KGs					
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 was 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 Scheme-KGs, 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 were 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 Scheme-KGs, 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 were only a few of them, their percentage share in the total number of teachers in those KGs was not compiled. Among these 11 teachers, 2 served in an FAC.
- (3) (i) In the 2017/18 school year, the median monthly salary of teachers in Scheme-KGs 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 Scheme-KGs are tabulated below:

	Scheme-KGs with a median salary above, below or equivalent to the median salary of teachers in Scheme-KGs (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 Scheme-KGs was \$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 Scheme-KGs are tabulated below:

	Scheme-KGs with a median salary above, below or equivalent to the median salary of teachers in Scheme-KGs (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 2019/20 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 (provisional figures)		
	KGs operating HD classes only (\$)	KGs operating WD classes only (\$)	KGs operating both HD and WD classes (\$)
Average salary	29,573	27,449	25,465
Median salary	28,000	25,830	22,225
Highest salary	92,100	45,000	100,916
Lowest salary	12,204	19,800	11,400

- (iv) 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

- (v) 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 independent 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

- (vi) In the 2019/20 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 (provisional figures)		
	KGs operating HD classes only (\$)	KGs operating WD classes only (\$)	KGs operating both HD and WD classes (\$)
Average salary	54,443	42,667	48,459
Median salary	45,550	45,000	44,050
Highest salary	156,180	50,000	78,282
Lowest salary	10,000	33,000	21,000

- (vii) 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 Scheme-KGs (including FACs) are tabulated below:

	Monthly salary of principals in Scheme-KGs		
	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 Scheme-KGs (including FACs) are tabulated below:

	Monthly salary of principals in Scheme-KGs		
	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: 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

EDB417

(Question Serial No. 3357)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Please provide the total number of classes, demand for school places, supply of school places, cross-district students, surplus/shortage of school places, as well as the percentage of surplus/shortage over the supply of school places in different districts and Hong Kong as a whole with a breakdown by district:

(a) The supply and demand of Secondary One (S1) places under the Secondary School Places Allocation (SSPA) System from the 2014/15 to 2019/20 school years, as well as the latest projection of the supply and demand of S1 places under SSPA 2020;

(b) The supply and demand of Primary One (P1) places under the Primary One Admission (POA) System from the 2014/15 to 2019/20 school years, as well as the latest projection of the supply and demand of P1 places under POA 2020;

(c) Further to the replies in (a) and (b), the respective surplus of school places in various districts/school nets in the recent 5 years and the projection for 2020;

(d) Further to the replies in (a) and (b), the number of school places netted, the number of school places allocated, the number and percentage of school places netted from other districts against the actual number of places registered in the recent 5 years and the projection for 2020;

(e) Further to the reply in (c), how will the Administration effectively address the problem of surplus school places in certain districts? Will special measures be implemented? For example, it was suggested that 3 classes of S1 students could be allocated to these districts across the board in the 2019 school year, or that the current number of S1 classes in the territory could be frozen, or that small class teaching could be implemented; and

(f) Further to the reply in (b), how will the Administration address the problem of insufficient school places in certain districts?

(g) In view of the demographic changes in respect of student population, will the Administration set up a committee to devise an effective, sustainable and long-term solution? If so, when will this happen and what is the timetable for it? If not, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 130)

Reply:

(a), (c) and (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 46 659, 45 544, 47 203, 49 554 and 52 917 students participated in SSPA from 2015 to 2019 (i.e. for admission to Secondary 1 (S1) from the 2015/16 to 2019/20 school years) respectively. A breakdown by students' school net is at Annex 1. The respective numbers of S1 classes, places and students in public sector schools by district from the 2015/16 to 2019/20 school years is at Annex 2. As SSPA 2020 has not yet completed, relevant figures for the 2020/21 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 other school nets in the CA stage and the projected number of school places from 2015 to 2020 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 1 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 2 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 2 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 50 637, 51 747, 55 880, 56 648 and 49 567 children were allocated Primary 1 (P1) places in POA from 2015 to 2019 (i.e. for admission to P1 from the 2015/16 to 2019/20 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 2015/16 to 2019/20 school years is at [Annex 4](#). As POA 2020 has not yet completed, relevant figures for the 2020/21 school year are not available.

The provision of public sector primary school places is planned on a district 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, the transportation available to facilitate students travelling to and from school, 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 2015 to 2020 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, there has been a gradual rebound in the overall population of S1 students since the 2017/18 school year. As the distribution of schools is uneven and the number of classes operated by individual schools is subject to various factors (e.g. the choice of parents and the mobility of students, etc.), while expecting the overall S1 student population to rebound gradually, EDB will continue with some of the targeted relief measures previously implemented. 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 not required 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, etc. 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 secondary 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 number of students allocated 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 in districts with a shortfall in school places even after adopting the netting arrangements and “place reinstating”, so as to ensure a sufficient supply of S1 places every year to meet the demand. In accordance with the consensus reached with the sector, we will continue to review the projected demand for school places having regard to the latest data available before the commencement of annual SSPA exercise and hold discussions with the sector again on the SSPA arrangements to be adopted for the cycle concerned.

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 gradually 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. Following the drop of P1 school-age population from the 2019/20 school year, the measures adopted in the past to flexibly increase P1 places will be adjusted or withdrawn in light of the demand as planned. This arrangement will help alleviate the impact arising from the decrease in student population. Given the changes in P1 school-age population in the coming few years, individual schools may be effected by the diminishing demand for school places in their respective district. EDB has implemented targeted relief measures starting from the 2019/20 school year to maintain a stable teaching force

and to facilitate the sustainable development of schools. These measures include:

- (i) Aided schools are allowed to apply on an annual basis for retaining their redundant teachers arising from class reduction for the next school year due to the decline of P1 student population, up to a maximum of 3 school years, provided that their redundant teachers cannot be absorbed through the prevailing mechanism for handling redundancy or are unable to secure a teaching post in another school; 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 a 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 prevailing policy is to progressively implement small class teaching (SCT) in public sector primary schools where circumstances permit. At present, around 80% of public sector primary schools in Hong Kong have implemented SCT. According to the current projection of P1 school-age population, the overall demand for P1 places will gradually reach a stable level starting from the 2020/21 school year after reaching the peak in the 2018/19 school year followed by a significant decline in the 2019/20 school year. Both EDB and the school sector consider that this 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 make early plans and preparation so that they can implement SCT as soon as the supply and demand of school places allow.

In considering whether to implement SCT at junior secondary level, we should prudently examine the current conditions of secondary schools, their learning and teaching environment, the support for them, overseas experience, international research on SCT and the result, resource allocation, etc. and assess whether it is effective, feasible and sustainable for secondary schools, as in primary schools, to reduce their class size across-the-board. SCT is a teaching strategy involving teaching setting or grouping driven by pedagogical considerations with a view to enhancing learning and teaching. International studies also suggest that SCT is more effective when students are of a younger age and its effectiveness tends to wane as students age. In view of the various considerations mentioned above, we have no plan to implement SCT at junior secondary level.

EDB understands that different stakeholders have different concerns on the planning of school places. We will continue to monitor closely the changes in student population and maintain close communication with the sector to balance the concerns of different stakeholders and ensure the overall quality of education, while facilitating schools' sustainable and stable development and optimising the use of resources.

Number of students participating in SSPA from 2015 to 2019

School net	2015	2016	2017	2018	2019
Central & Western	1 528	1 480	1 567	1 534	1 623
Wan Chai	1 632	1 554	1 643	1 612	1 821
Eastern	2 752	2 695	2 696	2 832	3 279
Southern	1 079	975	1 035	1 024	1 514
Yau Tsim Mong	2 005	2 002	2 031	1 885	1 899
Sham Shui Po	2 737	2 710	2 711	2 803	3 206
Kowloon City	4 521	4 506	4 807	5 079	4 781
Wong Tai Sin	2 475	2 313	2 257	2 356	2 706
Kwun Tong	4 214	4 104	4 236	4 535	3 940
Kwai Tsing	3 423	3 392	3 338	3 474	3 496
Tsuen Wan	1 764	1 688	1 784	1 749	1 594
Tuen Mun	3 012	2 956	3 222	3 571	3 982
Yuen Long	4 398	4 248	4 420	4 728	4 920
North	2 659	2 717	2 867	3 122	3 097
Tai Po	1 615	1 630	1 753	2 075	2 423
Sha Tin	3 922	3 855	4 155	4 379	5 130
Sai Kung	2 078	1 975	1 939	2 067	2 761
Islands	845	744	742	729	745
Total	46 659	45 544	47 203	49 554	52 917

Note: Figures exclude late applicants.

Number of S1 classes, places and students in public sector schools from the 2015/16 to 2019/20 school years

District	2015/16			2016/17			2017/18			2018/19			2019/20		
	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	1 127	1 037	34	1 094	1 007	34	1 094	1 011	34	1 127	1 057	39	1 316	1 239
Wan Chai	49	1 644	1 519	56	1 836	1 635	56	1 836	1 699	56	1 836	1 689	57	1 907	1 759
Eastern	105	3 244	2 773	100	3 116	2 623	96	3 020	2 606	99	3 116	2 703	98	3 130	2 894
Southern	46	1 396	1 179	44	1 364	1 089	45	1 396	1 156	45	1 396	1 143	46	1 471	1 261
Yau Tsim Mong	59	1 869	1 667	60	1 836	1 653	60	1 836	1 630	59	1 835	1 658	59	1 848	1 762
Sham Shui Po	79	2 471	2 359	77	2 471	2 394	78	2 471	2 397	78	2 471	2 410	73	2 373	2 343
Kowloon City	121	3 976	3 626	125	4 104	3 665	125	4 136	3 771	125	4 136	3 826	131	4 362	4 155
Wong Tai Sin	90	2 786	2 557	89	2 786	2 503	88	2 754	2 556	91	2 818	2 679	86	2 742	2 634
Kwun Tong	114	3 525	3 335	114	3 525	3 345	114	3 525	3 352	114	3 525	3 402	114	3 630	3 530
Sai Kung	71	2 308	2 026	72	2 308	1 957	72	2 308	1 989	73	2 340	2 156	73	2 404	2 243
Sha Tin	157	4 859	4 276	153	4 731	4 116	153	4 731	4 281	154	4 731	4 396	158	5 040	4 725
Tai Po	70	2 112	1 848	69	2 112	1 854	69	2 144	1 992	72	2 240	2 072	75	2 442	2 242
North	76	2 409	2 302	77	2 442	2 320	76	2 409	2 325	93	2 970	2 764	95	3 128	3 044
Yuen Long	142	4 391	3 980	137	4 327	3 916	137	4 359	4 075	141	4 359	4 151	144	4 600	4 420
Tuen Mun	134	4 140	3 440	133	3 980	3 360	131	4 076	3 510	135	4 172	3 782	139	4 402	4 092
Tsuen Wan	52	1 692	1 556	52	1 660	1 552	51	1 660	1 563	51	1 660	1 539	51	1 707	1 635
Kwai Tsing	121	3 808	3 500	121	3 808	3 471	121	3 776	3 438	121	3 808	3 504	122	3 927	3 678
Islands	26	773	668	25	773	638	25	773	612	26	741	626	27	764	702
All Districts	1 547	48 530	43 648	1 538	48 273	43 098	1 531	48 304	43 963	1 567	49 281	45 557	1 587	51 193	48 358

- Notes: (1) Figures refer to the position as at mid-September of the respective school years.
(2) Figures include government, aided, caput ordinary secondary day schools but not special schools.
(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) School districts are determined by the District Council districts where the school premises are located. Starting from the 2019/20 school year, the districts of schools using decanting premises are determined by the District Council districts where their original premises are located.

Number of students allocated a P1 school place in POA from 2015 to 2019

P1 school net	2015	2016	2017	2018	2019
11	1 273	1 372	1 374	1 421	1 259
12	1 121	1 198	1 320	1 261	1 131
14	1 429	1 416	1 391	1 579	1 436
16	1 627	1 629	1 711	1 790	1 504
18	1 177	1 103	1 192	1 174	1 061
31	1 082	1 085	1 086	1 115	986
32	862	945	1 047	1 166	996
34	1 899	1 803	1 832	2 005	1 757
35	869	979	1 013	1 010	937
40	2 489	2 511	2 754	2 782	2 721
41	936	917	977	978	857
43	1 015	924	988	988	900
45	1 366	1 384	1 468	1 495	1 263
46	1 009	977	1 052	1 247	1 236
48	2 974	2 937	3 378	3 373	3 018
62	2 156	2 178	2 427	2 463	2 340
64	850	872	912	955	795
65	1 459	1 403	1 397	1 503	1 248
66	1 138	1 097	1 197	1 286	1 144
70	1 831	1 857	2 084	2 199	2 161
71	1 493	1 495	1 613	1 598	1 518
72	2 184	2 308	2 421	2 617	2 347
73	916	949	1 012	1 053	961
74	1 254	1 307	1 498	1 555	1 488
80	1 144	1 209	1 327	1 248	1 059
81	1 116	1 162	1 280	1 282	1 125
83	44	55	56	71	54
84	1 767	1 984	2 095	2 285	2 078
88	1 233	1 225	1 291	1 412	1 210
89	1 297	1 382	1 533	1 645	1 475
91	2 083	2 159	2 651	2 714	2 448
95	2 582	2 638	2 915	3 037	2 748
96	28	34	42	41	38
97	117	128	119	132	118
98	569	569	598	743	913
99	99	102	89	98	80
Total	46 488	47 293	51 140	53 321	48 410

Note: Figures are based on the school net of applicant children and not inclusive of the cross-boundary students allocated a P1 place.

Number of P1 classes, places and students in public sector schools from the 2015/16 to 2019/20 school years

District	2015/16			2016/17			2017/18			2018/19			2019/20		
	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	51	1 385	1 389	53	1 435	1 476	53	1 435	1 481	51	1 530	1 535	51	1 385	1 388
Wan Chai	54	1 455	1 467	53	1 410	1 403	56	1 485	1 486	57	1 497	1 468	53	1 410	1 394
Eastern	103	2 750	2 728	105	2 845	2 821	106	2 870	2 923	107	3 132	3 088	102	2 827	2 716
Southern	36	945	903	35	920	862	37	970	927	38	995	926	36	945	826
Yau Tsim Mong	78	2 125	2 117	81	2 175	2 217	81	2 200	2 240	80	2 485	2 423	78	2 135	2 132
Sham Shui Po	85	2 335	2 408	84	2 310	2 398	85	2 772	2 609	86	2 752	2 612	88	2 548	2 545
Kowloon City	117	3 105	3 184	121	3 255	3 395	121	3 419	3 538	121	3 624	3 662	121	3 340	3 373
Wong Tai Sin	112	2 870	2 795	104	2 645	2 535	107	2 720	2 680	104	2 570	2 550	99	2 425	2 244
Kwun Tong	145	3 750	3 773	142	3 695	3 736	159	4 170	4 263	156	4 475	4 480	145	4 108	3 990
Sai Kung	90	2 225	2 120	92	2 275	2 172	98	2 450	2 374	100	2 500	2 473	97	2 400	2 218
Sha Tin	165	4 290	4 385	165	4 340	4 506	177	5 093	5 129	172	5 394	5 269	163	4 885	4 660
Tai Po	76	2 280	2 407	77	2 464	2 606	78	2 574	2 641	89	2 670	2 730	84	2 170	2 178
North	114	3 080	3 246	110	3 283	3 434	116	3 451	3 600	120	3 436	3 507	105	2 820	2 833
Yuen Long	199	5 320	5 334	198	5 352	5 488	199	5 518	5 621	199	5 518	5 565	185	4 900	4 776
Tuen Mun	156	3 940	4 037	151	3 870	4 026	154	4 115	4 200	148	4 153	4 206	145	3 690	3 682
Tsuen Wan	77	2 105	2 189	80	2 180	2 218	82	2 385	2 409	81	2 390	2 459	77	2 250	2 231
Kwai Tsing	116	3 130	3 063	119	3 205	3 160	128	3 380	3 371	127	3 380	3 374	113	3 005	2 878
Islands	39	955	852	43	1 030	926	47	1 130	999	48	1 225	1 136	49	1 230	1 171
All Districts	1 813	48 045	48 397	1 813	48 689	49 379	1 884	52 137	52 491	1 884	53 726	53 463	1 791	48 473	47 235

- Notes: (1) Figures refer to the position as at mid-September of the respective school years.
(2) Figures include government and aided ordinary primary schools but not special schools.
(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 size adopted by the schools concerned.
(4) Normally, schools may admit 2 or 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.

- (5) School districts are determined by the District Council districts where the school premises are located. Starting from the 2019/20 school year, the districts of schools using decanting premises are determined by the District Council districts where their original premises are located.

- End -

CONTROLLING OFFICER'S REPLY

EDB418

(Question Serial No. 3358)

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 2015/16 to 2019/20 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 numbers 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 KG 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 a certificate programme 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 numbers 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.: 131)

Reply:

- (1) From the 2015/16 to 2019/20 school years, the numbers of qualified teachers serving at local kindergartens (KGs), and among such teachers, the numbers of those serving as principals and those taking up teaching posts are tabulated below:

School year	No. of principals (a)	No. of qualified KG teachers (b)	Total no. of qualified KG teachers (a)+(b)
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
2019/20	881	11 915	12 796

From the 2015/16 to 2019/20 school years, the numbers of qualified teachers serving at local KGs operating whole-day (WD), half-day (HD) and both HD and WD classes are tabulated below:

School year	No. of qualified KG teachers		
	KGs operating WD classes only	KGs operating HD classes only	KGs operating both HD and WD classes
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
2019/20	2 933	3 885	5 978

- (2) The numbers of qualified teachers serving at local KGs joining and not joining the Pre-primary Education Voucher Scheme (PEVS) from the 2015/16 to 2016/17 school years/the new KG education scheme (KG Scheme) from the 2017/18 to 2019/20 school years are tabulated below:

School year	No. of qualified KG teachers	
	KGs under PEVS/KG Scheme	KGs not under PEVS/KG Scheme
2015/16	9 970	1 998
2016/17	10 417	1 909
2017/18	10 673	1 869
2018/19	10 717	1 814
2019/20	10 904	1 834

- (3) From the 2015/16 to 2019/20 school years, the numbers of teachers serving at local KGs and holding a certificate in early childhood education and their percentage share are tabulated below:

School year	No. of teachers serving at local KGs and holding a certificate in early childhood education (%) (Note)
2015/16	11 377 (91.2%)
2016/17	11 819 (92.7%)
2017/18	12 108 (93.9%)
2018/19	12 159 (94.4%)
2019/20	12 477 (95.4%)

(Note: Figures include teachers concurrently holding a bachelor's degree in early childhood education.)

From the 2015/16 to 2019/20 school years, the numbers of teachers serving at local KGs and pursuing a certificate programme in early childhood education and their percentage share are tabulated below:

School year	No. of serving KG teachers pursuing a certificate programme in early childhood education (%)
2015/16	643 (5.2%)
2016/17	583 (4.6%)
2017/18	498 (3.9%)
2018/19	570 (4.4%)
2019/20	545 (4.2%)

- (4) From the 2015/16 to 2019/20 school years, the numbers 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	No. of teachers serving at local KGs and holding a bachelor's degree in early childhood education (%) (Note)
2015/16	4 947 (39.6%)
2016/17	5 480 (43.0%)
2017/18	6 119 (47.5%)
2018/19	6 563 (50.9%)
2019/20	6 949 (53.1%)

(Note: Figures include teachers concurrently holding a certificate in early childhood education.)

From the 2015/16 to 2019/20 school years, the numbers 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	No. of serving KG teachers pursuing a bachelor's degree programme in early childhood education (%)
2015/16	2 038 (16.3%)
2016/17	1 812 (14.2%)
2017/18	1 261 (9.8%)
2018/19	1 048 (8.1%)
2019/20	1 059 (8.1%)

- (5) Among the principals serving at local KGs joining and not joining the PEVS from the 2015/16 to 2016/17 school years/KG Scheme from the 2017/18 to 2019/20 school years, the numbers 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	No. of serving KG principals holding a bachelor's degree in early childhood education (%)			No. 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	
2015/16	628 (85.3%)	90 (65.2%)	718 (82.2%)	7 (1.0%)	1 (0.7%)	8 (0.9%)	726 (83.1%)
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%)
2019/20	678 (89.8%)	89 (70.1%)	767 (87%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	767 (87.0%)

- (6) From the 2015/16 to 2019/20 school years, the numbers 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	No. 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
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%)
2019/20	5 528 (-1.2%)	6 949 (5.9%)

* 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 2015/16 to 2019/20 school years, the numbers and percentages 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 numbers and percentages 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) Numbers and percentages of wastage among teachers in local KGs operating WD, HD and both HD and WD classes

School year	No. of drop-out teachers (%) in local KGs		
	KGs operating WD classes only	KGs operating HD classes only	KGs operating both HD and WD classes
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%)
2019/20	360 (12.5%)	428 (10.7%)	756 (12.6%)

- (ii) Age distribution of drop-out teachers in local KGs

2015/16 school year						
Age group	Below 30	30 - 39	40 - 49	50 - 59	60 or above	Total
No. 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
No. 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
No. 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
No. of drop-out teachers	635	398	265	210	77	1 585

2019/20 school year						
Age group	Below 30	30 - 39	40 - 49	50 - 59	60 or above	Total
No. of drop-out teachers	612	394	275	181	82	1 544

(iii) Average length of service in years of drop-out teachers in local KGs

School year	Average length of service in years
2015/16	11.0
2016/17	11.6
2017/18	12.5
2018/19	11.4
2019/20	11.4

(iv) Numbers and percentages 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
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%)
2019/20	695 (45.0%)	563 (36.5%)

"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 2019/20 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY**EDB419****(Question Serial No. 3359)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide in the tables below the information on students and teachers in different types of kindergartens (KGs) from the 2015/16 to 2019/20 school years.

(1) Numbers of students in different types of KGs from the 2015/16 to 2019/20 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 2015/16 to 2019/20 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 2015/16 to 2019/20 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 2015/16 to 2019/20 school years.

(5) Highest, lowest and median salaries of KG principals in different types of KGs from the 2015/16 to 2019/20 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.: 132)

Reply:

(1) From the 2015/16 to 2019/20 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, and the numbers of KGs with various teacher-to-pupil ratios are tabulated at Appendix 1 and Appendix 2. The median and average teacher-to-pupil ratios are tabulated at Appendix 4. From the 2015/16 to 2018/19 school years, the highest, lowest and median salaries of teachers and principals are tabulated at Appendix 3 and Appendix 5 respectively. As for the information on the salaries of teachers and principals in the 2019/20 school year, the Education Bureau (EDB) notified KGs joining the Scheme (Scheme-KGs) in early March this year of the salary ranges for teaching staff which have been adjusted based on the latest civil service pay adjustment announced by the Government at the end of February. Scheme-KGs will accordingly adjust the salaries of their teachers or principals if necessary. Hence, the EDB is unable to provide the information on the salaries of teachers and principals in the 2019/20 school year at this stage.

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 2015/16 to 2019/20 school years

2015/16 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	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

2019/20 school year (provisional)

	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	63 022	1 859	72 457	22 668
Median number of students	263	94	157	91
Highest number of students	1 444	271	1 106	199
Lowest number of students	6	9	8	22

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.

Numbers of local kindergartens (KGs) with different teacher-to-pupil (TP) ratios
operating half-day (HD), whole-day (WD) and long whole-day classes
from the 2015/16 to 2019/20 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)
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
2019/20 (Note 4)	Under 1:11	181	11	338	210
	1:11 to under 1:12	18	3	33	23
	1:12 to under 1:13	3	1	9	6
	1:13 to under 1:14	4	1	7	2
	1:14 to 1:15	3	0	3	2
	Over 1:15	6	2	9	3

Notes:

1. Information provided in this reply is based on a questionnaire survey on KG teachers/child-care staff conducted by the EDB in September of the respective school years. Figures for the 2019/20 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 should employ the required number of 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 Kindergarten 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 are currently reviewing the arrangement 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).

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 2015/16 to 2018/19 school years

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 former aided child care centres (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

	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 a Certificate in ECE (C(ECE)) or above qualifications. We are currently reviewing the arrangement to determine whether the flexibility should be granted for a further period. As for individual full-time teachers with a C(ECE) or above qualifications who receive a salary lower than the above-mentioned minimum, 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 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 2015/16 to 2019/20 school years

2015/16 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 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

	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

2019/20 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	1:10.2	1:10.4	1:11.2	1:9.4
Average ratio in PM session	1:8.3	1:10.5	1:8.2	1:9.4
Median ratio in AM session	1:9.7	1:9.7	1:10.9	1:9.2
Median ratio in PM session	1:8.5	1:10.2	1:8.1	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 should employ the required number of teachers to meet the overall TP ratio of 1:11, the calculation of which is based on the total number of students at all class levels in mid-September. Schools may flexibly deploy teachers to work in different sessions.

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

2015/16 school year

	Monthly salary of principals 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)
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 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	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 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	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

	Monthly salary of principals 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)
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. Information provided in this reply is based on a questionnaire survey on KG teachers/child-care staff conducted by the EDB 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB420

(Question Serial No. 3360)

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 from the 2017/18 to 2019/20 school years:

- (1) the average, median, highest and lowest salaries and salary rises of teachers in kindergartens (KGs) operating whole-day and half-day classes under the Free Quality Kindergarten Education Scheme;
- (2) the average, median, highest and lowest salaries and salary rises of principals in KGs operating whole-day classes and KGs operating half-day classes under the Free Quality Kindergarten Education Scheme;
- (3) the average, median, highest and lowest salaries and salary rises of teachers and principals in local private independent KGs and KGs operating whole-day and half-day classes; and
- (4) the median annual salaries and annual salary rises 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.: 133)

Reply:

For information on the salaries of teachers in kindergartens (KGs) joining the KG education scheme (Scheme-KGs) in the 2017/18 and 2018/19 school years, please refer to our replies to items (1) and (2) below. Information provided is based on the survey on KG teachers/child care staff conducted by the Education Bureau (EDB) in September of the respective school years. Each year, we request Scheme-KGs to properly follow up on individual cases where teachers' salaries fall below the stipulated salary ranges. Regarding the relevant information in the 2019/20 school year, the EDB notified Scheme-KGs in early March this year of the salary ranges for teaching staff which have been adjusted based on

the latest civil service pay adjustment announced by the Government at the end of February. Scheme-KGs will accordingly adjust the salaries of their teachers or principals if necessary. Hence, the EDB is unable to provide the relevant information relating to Scheme-KGs for the 2019/20 school year at this stage.

(1)

From the 2017/18 to 2018/19 school years, the average salary rises of teachers in Scheme-KGs operating half-day (HD), whole-day (WD), and both HD and WD classes are 6.5%, 8.0% and 7.2% respectively. Their average, median, highest and lowest salaries are tabulated below:

	Monthly salary of teachers in Scheme-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	26,162	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 rises of principals in Scheme-KGs operating HD, WD, and both HD and WD classes are 6.2%, 8.4% and 7.2% respectively. Their average, median, highest and lowest salaries are tabulated below:

	Monthly salary of principals in Scheme-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	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 rises of teachers in local private independent KGs operating HD, WD, and both HD and WD classes are 6.7%, 5.4% and 2.7% respectively; whereas from the 2018/19 to 2019/20 school years, the rises are 5.0%, 6.6% and 7.0% respectively. Their average, median, highest and lowest salaries 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 (\$)	2019/20 school year (\$)	2017/18 school year (\$)	2018/19 school year (\$)	2019/20 school year (\$)	2017/18 school year (\$)	2018/19 school year (\$)	2019/20 school year (\$)
Average salary	26,403	28,167	29,573	24,439	25,749	27,449	23,177	23,799	25,465
Median salary	24,760	26,700	28,000	23,270	25,060	25,830	20,000	21,000	22,225
Highest salary	129,080	86,719	92,100	37,570	40,420	45,000	82,572	88,744	100,916
Lowest salary	8,200	11,000	12,204	17,000	20,770	19,800	10,800	11,000	11,400

(3)(ii)

As local private independent KGs are small in number, providing the salaries 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%, and the drop from the 2018/19 to 2019/20 school years is 1.7%. Their average, median, highest and lowest salaries are tabulated below:

	Monthly salary of principals in local private independent KGs		
	2017/18 school year (\$)	2018/19 school year (\$)	2019/20 school year (\$)
Average salary	48,636	52,806	51,889
Median salary	43,000	42,650	45,375
Highest salary	110,000	141,985	156,180
Lowest salary	20,800	20,800	10,000

(4)

Same as other KG teachers, teachers serving in Scheme-KGs operating WD classes are generally paid on a monthly basis. Their median salaries and average salary rises are set out in the reply to item (1) above. We have not separately collected the information on their annual salaries.

Notes:

- (1) The monthly salary of teachers in Scheme-KGs, 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 are currently reviewing the arrangement to determine whether the flexibility should be granted for a further period.
- (2) In respect of the salaries 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 one 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 three 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

EDB421

(Question Serial No. 3361)

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 2015/16 to 2019/20:

- (1) the total numbers of school-age children admitted to kindergartens (KGs) and the percentages they represent;
- (2) the numbers of students attending K1 classes in KGs in each of the 18 districts per school year and the grand total in the territory;
- (3) the numbers of local non-profit-making KGs joining and 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 numbers of teachers and students;
- (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 numbers of local KG-cum-child care centres and the numbers of KG-cum-child care centres that have joined the Pre-primary Education Voucher Scheme/free quality kindergarten education scheme, and the numbers of teachers and students in them; and
- (5) the numbers of KGs/nursery schools operating whole-day service in the territory, and the numbers of teachers and students involved; the numbers of KGs/nursery schools operating whole-day service under the Pre-primary Education Voucher Scheme/free quality kindergarten education scheme, the numbers of teachers and students in them, and the percentages these students represent in the total numbers of students under the respective subsidy scheme.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 136)

Reply:

For the 2015/16 to 2019/20 school years,

- (1) the respective total numbers of students attending kindergartens (KGs) and the gross enrolment ratios of participation in KG education are tabulated at Appendix 1;
- (2) the respective numbers of students attending K1 classes in KGs by District Council district and the grand total in the territory are tabulated at Appendix 2;
- (3) the respective numbers 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 numbers 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 changes in percentage and the actual accumulated numbers are tabulated at Appendix 4; the respective numbers of local kindergarten-cum-child care centres (KG-cum-CCCs) in the territory, the numbers of KG-cum-CCCs joining the PEVS/KG Scheme, and the numbers of teachers and students in these KG-cum-CCCs are tabulated at Appendix 5; and
- (5) the respective numbers of local KGs/KG-cum-CCCs with whole-day (WD) classes and the numbers of their teachers and students, the respective numbers of KGs/KG-cum-CCCs with WD classes joining the PEVS/KG Scheme and the numbers of their teachers and students, and the percentages of these students among the students under the subsidy of the PEVS/KG Scheme are tabulated at Appendix 6.

Total numbers of students attending KGs and
gross enrolment ratios (GER) of participation in KG education
from the 2015/16 to 2019/20 school years

School year	2015/16	2016/17	2017/18	2018/19 (Revised)	2019/20 (Provisional)
Total no. of students attending KGs (Note 1)	187 155	185 799	182 995	176 245	176 310
GER (Note 2)	98.7%	102.9%	105.9%	105.8%	98.0%

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

Note 2: GER is defined as total enrolment in KGs (including KGs, KG-cum-CCCs and special CCCs), 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 the 2015/16 to 2019/20 school years have been compiled using the population estimates which have incorporated the benchmarking data available from the 2016 Population Census.

Numbers of students attending K1 classes in KGs by District Council district and the grand total in the territory from the 2015/16 to 2019/20 school years

District	No. of students attending K1 classes				
	2015/16	2016/17	2017/18	2018/19	2019/20
Central & Western	2 247	2 149	2 146	2 222	2 169
Wan Chai	2 341	2 387	2 469	2 472	2 444
Eastern	4 470	3 871	3 926	3 751	3 778
Southern	1 696	1 432	1 510	1 462	1 386
Sham Shui Po	3 260	3 138	3 153	3 145	3 341
Yau Tsim Mong	2 285	2 085	2 228	2 220	2 169
Kowloon City	8 369	7 389	7 688	7 442	7 608
Wong Tai Sin	2 652	2 322	2 370	2 304	2 239
Kwun Tong	4 294	3 722	3 993	4 035	3 932
Tsuen Wan	2 547	2 357	2 437	2 348	2 295
Tuen Mun	4 611	3 919	4 008	3 981	3 906
Yuen Long	6 070	5 118	5 421	5 276	5 640
North	4 239	3 085	2 981	2 906	2 939
Tai Po	2 425	2 136	2 232	2 226	2 251
Sha Tin	5 331	4 668	4 917	4 779	4 733
Sai Kung	3 376	3 016	3 143	2 937	3 139
Islands	1 246	1 262	1 255	1 259	1 422
Kwai Tsing	3 864	3 299	3 473	3 403	3 319
Total	65 323	57 355	59 350	58 168	58 710

Notes:

1. Figures reflect the position as at mid-September of the respective school years.
2. Figures include nursery classes in KG-cum-CCCs.

Numbers of local NPM KGs joining the PEVS/KG Scheme,
NPM KGs not joining the PEVS/KG Scheme,
local PI KGs and non-local KGs,
and numbers of teachers and students in these KGs
from the 2015/16 to 2019/20 school years

2015/16 school year

Type of KGs	No. of KGs	No. of teachers	No. 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	No. of KGs	No. of teachers	No. 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	No. of KGs	No. of teachers	No. 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

Type of KGs	No. of KGs	No. of teachers	No. 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

2019/20 school year (provisional)

Type of KGs	No. of KGs	No. of teachers	No. of students
NPM KGs joining the KG Scheme	761	11 031	132 823
NPM KGs not joining the KG Scheme	25	581	8 681
Local PI KGs	108	1 469	18 502
Non-local KGs	155	1 308	14 291
Total	1 049	14 389	174 297

Note: Local PI KGs and non-local KGs are not eligible to join the KG Scheme.

Increase/decrease in the number of PI KGs converted to NPM KGs
for joining the PEVS/KG Scheme,
such changes in percentage and the actual accumulated numbers
from the 2015/16 to 2019/20 school years

School year		2015/16	2016/17	2017/18	2018/19	2019/20
PI KGs converted to NPM KGs for joining the PEVS/KG Scheme	Increase in number	0	0	0	0	0
	Decrease in number (Note)	1	1	0	0	0
	Accumulated number	98	97	97	97	97
	Change in percentage	-1.0%	-1.0%	0.0%	0.0%	0.0%

Note: The decrease is due to closure of the KGs in the respective school years.

Numbers of local KG-cum-CCCs in the territory,
 numbers of KG-cum-CCCs joining the PEVS/KG Scheme
 and numbers of teachers and students in these KG-cum-CCCs
 from the 2015/16 to 2019/20 school years

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

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

2019/20 school year (provisional)

No. of KG-cum-CCCs	456
No. of KG-cum-CCCs joining the KG Scheme	361
No. of teachers in KG-cum-CCCs joining the KG Scheme	4 505
No. of students in KG-cum-CCCs joining the KG Scheme	43 747

Numbers of local KGs/KG-cum-CCCs with WD classes and numbers of teachers and students in these KGs/KG-cum-CCCs, numbers of KGs/KG-cum-CCCs with WD classes joining the PEVS/KG Scheme and numbers 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 2015/16 to 2019/20 school years

All KGs/KG-cum-CCCs with WD classes

School year	2015/16	2016/17	2017/18	2018/19	2019/20 (Provisional)
No. of KGs/ KG-cum-CCCs	649	649	653	661	671
No. of teachers	8 623	8 789	8 920	8 873	9 017
No. of students	47 083	47 502	49 327	50 004	51 359

KGs/KG-cum-CCCs joining the PEVS/KG Scheme with WD classes

School year	2015/16	2016/17	2017/18	2018/19 (Revised)	2019/20 (Provisional)
No. of KGs/KG-cum-CCCs	597	599	600	610	616
No. of teachers	7 848	8 081	8 178	8 207	8 343
No. 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	43 652 (31.4%)	44 132 (31.5%)	46 897 (34.0%)	47 614 (36.1%)	48 892 (37.0%)

- End -

CONTROLLING OFFICER'S REPLY

EDB422

(Question Serial No. 3362)

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 2019/20 school years:

- (1) The respective 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) or free quality kindergarten education scheme (KG Scheme);
- (2) The respective average, median, highest and lowest school fees for WD and HD classes charged by private independent KGs;
- (3) The respective average, median, highest and lowest school fees for WD and HD classes charged by non-profit-making KGs not joining the PEVS or KG Scheme;
- (4) The respective numbers of WD and HD KGs joining the PEVS or KG Scheme that have been approved to increase their school fees, and the highest, lowest and average rates of increase; and
- (5) In respect of the Kindergarten Fee Remission Scheme, please list separately the annual total expenditure, the numbers of fee remission applications, the numbers and percentages of approved applications, as well as the numbers and percentages of students granted a level of remission at 50%, 75% and 100% of the school fee among students attending WD and HD KG classes in each of the school years from 2014/15 to 2019/20.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 137)

Reply:

For the 2014/15 to 2019/20 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.
- (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 numbers 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. From the 2017/18 to 2019/20 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 and 2019/20 school years, 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 numbers of KGs with school fee increase, as well as the highest, lowest, average and median school fees. In the 2018/19 and 2019/20 school years, the numbers of KGs with school fee increase are tabulated below:

School year	No. of KGs with school fee increase	
	HD	WD
2018/19	15	300
2019/20	10	276

The highest, lowest, average and median school fees are tabulated at Appendix 1.

- (5) The respective amounts of fee remission disbursed under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS), the numbers of applications from parents with children attending KGs for fee remission under the KCFRS, the numbers and percentages of approved applications, and the numbers and percentages 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 2019/20 school years are tabulated at Appendix 5.

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 2019/20 school years

School year		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Weighted average school fee (\$)	WD	37,600	41,200	44,700	9,500	10,100	10,500
	HD	23,600	26,200	27,800	3,000	3,700	4,000
Median school fee (\$)	WD	37,700	41,400	44,700	9,400	9,900	10,300
	HD	23,600	26,000	27,600	2,900	3,400	3,400
Highest school fee (\$)	WD	60,000	67,500	69,700	25,900	26,200	27,400
	HD	30,000	33,800	34,900	9,500	10,100	10,100
Lowest school fee (\$)	WD	19,400	21,100	21,700	200	200	200
	HD	11,800	12,000	12,000	100	100	100

Weighted average, median,
highest and lowest school fees
for WD and HD classes charged by
local private independent KGs
from the 2014/15 to 2019/20 school years

School year		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Weighted average school fee (\$)	WD	63,400	66,900	70,800	72,800	75,600	80,700
	HD	50,100	52,700	55,700	59,100	61,800	65,700
Median school fee (\$)	WD	64,800	69,600	74,400	78,500	81,600	81,600
	HD	49,100	50,100	54,100	57,500	59,800	61,900
Highest school fee (\$)	WD	111,600	111,600	125,000	140,000	149,800	163,300
	HD	99,000	98,500	98,500	106,200	110,000	116,600
Lowest school fee (\$)	WD	23,300	31,200	32,000	35,300	38,300	41,900
	HD	14,100	21,600	21,600	27,600	18,200	19,800

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 2019/20 school years

School year		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Weighted average school fee (\$)	WD	88,400	87,600	91,400	80,600	90,300	104,400
	HD	33,400	34,100	34,700	36,100	38,500	41,000
Median school fee (\$)	WD	75,900	80,300	82,000	71,400	87,400	93,600
	HD	33,700	35,300	35,700	35,700	36,900	39,500
Highest school fee (\$)	WD	154,100	166,500	177,400	181,700	198,300	208,300
	HD	65,100	53,000	56,000	61,000	66,000	69,500
Lowest school fee (\$)	WD	51,100	55,100	57,900	38,300	38,300	45,700
	HD	21,800	22,900	20,600	22,400	22,400	22,400

Numbers of NPM WD and HD KGs
joining the PEVS with school fee increase (Note),
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%

Note: KGs operating both HD and WD/long WD classes will be concurrently counted in the respective column under HD and WD.

Amounts of fee remission disbursed under the KCFRS,
 numbers of applications from parents with children attending KGs
 for fee remission under the KCFRS,
 numbers and percentages of approved applications and
 numbers and percentages of students granted a level of remission at
 50%, 75% and 100% of the school fee payable or the fee remission ceiling
 from the 2014/15 to 2019/20 school years

School year		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20 (Note 1)
Total amount of fee remission (\$ million)		502.1	542.5	616.0	276.0	289.2	148.1
Number of applications for fee remission from students attending WD KG classes		25 259	26 960	27 959	26 462	26 608	28 114
Number of applications for fee remission from students attending HD KG classes		14 188	18 442	20 307	16 829	15 260	15 491
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%)	22 324 (83.9%)	21 748 (77.4%)
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%)	835 (5.5%)	1 016 (6.6%)
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%)	8 020 (35.9%)	7 976 (36.7%)
	75% fee remission	1 745 (7.5%)	1 880 (8.0%)	2 060 (8.7%)	2 021 (8.9%)	2 001 (9.0%)	1 976 (9.1%)
	100% fee remission	14 446 (62.5%)	14 402 (60.9%)	13 994 (59.2%)	13 159 (58.1%)	12 303 (55.1%)	11 796 (54.2%)
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%)	340 (40.7%)	327 (32.2%)
	75% fee remission	854 (6.9%)	1 060 (7.3%)	1 279 (8.1%)	65 (7.4%)	50 (6.0%)	60 (5.9%)
	100% fee remission	7 663 (62.0%)	8 492 (58.7%)	8 980 (56.6%)	493 (56.1%)	445 (53.3%)	629 (61.9%)

Notes:

- Figures for the 2019/20 school year are provisional figures as at end January 2020.
- The PEVS has been replaced by the KG Scheme since the 2017/18 school year. The numbers of approved applications from the 2017/18 to 2019/20 school years do 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

EDB423

(Question Serial No. 3363)

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 2015/16 to 2019/20 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 2015/16 to 2019/20 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.: 138)

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 in-service kindergarten teachers in the school years from 2015/16 to 2019/20 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)				
		2015/16	2016/17	2017/18	2018/19	2019/20
HKIVE	VTC-funded	488 (\$63,140)	542 (\$63,140)	689 (\$63,140 - \$111,200)	552 (\$63,140 - \$113,200)	646 (\$63,140 - \$115,600)
EdUHK	UGC-funded	340 (\$30,080)	336 (\$30,080)	384 (\$30,080)	387 (\$30,080)	362 (\$30,080)
OUHK	Non-subsidised (self-financed)	490 (\$69,366 - \$102,000)	348 (\$70,488 - \$107,400)	340 (\$70,950 - \$112,800)	231 (\$70,950 - \$118,800)	281 (\$75,042- \$122,700)
YCCC	Non-subsidised (self-financed)	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)	18 (\$126,380)
LU	Non-subsidised (self-financed)	--	--	108 (\$129,600)	124 (\$133,600)	88 (\$139,000)
GCC	Non-subsidised (self-financed)	--	--	7 (\$123,000)	13 (\$127,000)	13 (\$128,000)
CIHE	Non-subsidised (self-financed)	--	--	--	38 (\$110,800)	56 (\$115,100)
CUHK	Non-subsidised (self-financed)	--	--	--	153 (\$128,700)	156 (\$135,720)
HKCT	Non-subsidised (self-financed)	--	--	--	40 (\$125,400)	40 (\$129,525)
YCCECE	Non-subsidised (self-financed)	--	--	--	110 (\$142,000)	97 (\$147,700)
EduHK	UGC-funded	29 (Free)	20 (Free)	21 (Free)	15 (Free)	10 (Free)
OUHK	Non-subsidised (self-financed)	58 (\$69,366 - \$102,000)	110 (\$70,488 - \$107,400)	88 (\$70,950 - \$112,800)	92 (\$70,950 - \$118,800)	94 (\$75,042- \$122,700)
HKCT	Non-subsidised (self-financed)	--	--	--	33 (\$128,700)	37 (\$132,825)

(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)				
		2015/16	2016/17	2017/18	2018/19	2019/20
EdUHK	UGC-funded	25 (\$168,400 - \$210,500)	24 (\$210,500)	30 (\$210,500)	28 (\$210,500)	63 (\$210,500)
HKBU	Non-subsidised (self-financed)	238 (\$100,925 - \$234,880)	139 (\$234,880)	174 (\$234,880)	185 (\$234,880)	202 (\$234,880)
TWC	Non-subsidised (self-financed)	--	--	14 (\$257,481)	39 (\$143,200 - \$265,600)	44 (\$143,200- \$269,580)
YCCECE	Non-subsidised (self-financed)	--	--	--	33 (\$170,000 - \$340,000)	37 (\$176,800- \$353,600)
CUHK	UGC-funded	--	--	--	--	22 (\$210,500)
HKU	UGC-funded	--	--	--	--	17 (\$210,500)

In-service (BEd(ECE))						
Course Provider	Financing mode	Number of intake (Tuition fee)				
		2015/16	2016/17	2017/18	2018/19	2019/20
EdUHK	UGC-funded	391 (\$84,300)	390 (\$84,300 - \$112,400)	403 (\$84,300 - \$112,400)	397 (\$84,300 - \$112,400)	391 (\$84,300-\$ 112,400)
HKBU	Non-subsidised (self-financed)	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)	32 (\$134,400 - \$268,800)
OUHK	Non-subsidised (self-financed)	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)	142 (Degree: \$72,240 - \$72,600) (Honours degree: \$120,600)
YCCECE	Non-subsidised (self-financed)	--	--	--	8 (\$170,000)	5 (\$176,800)

(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)				
		2015/16	2016/17	2017/18	2018/19	2019/20
HKBU	Non-subsidised (self-financed)	34 (\$65,000)	35 (\$65,000)	42 (\$65,000)	84 (\$65,000)	45 (\$65,000)
CUHK	UGC-funded	--	9 (\$42,100)	11 (\$42,100)	11 (\$42,100)	9 (\$42,100)
EdUHK	UGC-funded	--	11 (\$42,100)	13 (\$42,100)	12 (\$42,100)	12 (\$42,100)
HKU	UGC-funded	--	10 (\$42,100)	10 (\$42,100)	10 (\$42,100)	9 (\$42,100)

In-service PGDE(ECE)						
Course Provider	Financing mode	Number of intake (Tuition fee)				
		2015/16	2016/17	2017/18	2018/19	2019/20
EdUHK	UGC-funded	119 (\$42,100)	90 (\$42,100)	115 (\$42,100)	110 (\$42,100)	61 (\$42,100)
HKBU	Non-subsidised (self-financed)	38 (\$65,000)	32 (\$65,000)	30 (\$65,000)	--	41 (\$65,000)
HKU	UGC-funded	25 (\$42,100)	25 (\$42,100)	26 (\$42,100)	25 (\$42,100)	26 (\$42,100)
CUHK	UGC-funded	--	12 (\$42,100)	10 (\$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 for UGC-funded institutions/VTC mainly in the form of block grants.

Key:

EduHK – The Education University of Hong Kong

HKBU – School of Continuing Education, 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 Institute of Higher Education

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 numbers of local kindergartens by number of students and type of kindergarten in the 2015/16 to 2019/20 school years are tabulated in the Appendix.

Numbers of local kindergartens (KG)
by number of students and type of KG
in the 2015/16 to 2019/20 school years

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 fewer	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 fewer	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 fewer	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 fewer	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

2019/20 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 fewer	8	44	64	120
91 - 180	8	42	193	124
181 - 270	1	27	91	2
271 - 360	1	46	46	0
Over 360	0	64	13	0

Note: Former aided child care centres refer to the 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**EDB424****(Question Serial No. 3364)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (5) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide the following information for the school years from 2017/18 to 2019/20:

- (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

	2017/18		2018/19		2019/20	
	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.: 139)

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 2017/18 to 2019/20 are tabulated below:

Student-to-Teacher Ratio

	2017/18	2018/19	2019/20 (Estimate)
Government Primary Schools	14.0 : 1	13.9 : 1	13.6 : 1
Government Secondary Schools	12.7 : 1	12.6 : 1	12.7 : 1
Aided Primary Schools	13.8 : 1	13.6 : 1	13.3 : 1
Aided Secondary Schools	11.5 : 1	11.3 : 1	11.2 : 1
Private Primary Schools*	15.7 : 1	15.1 : 1	15.1 : 1
Private Secondary Schools*	11.9 : 1	11.7 : 1	11.0 : 1
Caput Secondary Schools	13.2 : 1	12.9 : 1	13.5 : 1
Special Schools	4.2 : 1	4.2 : 1	4.2 : 1
DSS Schools*	11.3 : 1	11.3 : 1	11.3 : 1
International Schools*	10.8 : 1	10.5 : 1	10.4 : 1

Teacher-to-Class Ratio

	2017/18	2018/19	2019/20 (Estimate)
Government Primary Schools	1.9 : 1	1.9 : 1	2.0 : 1
Government Secondary Schools	2.3 : 1	2.3 : 1	2.3 : 1
Aided Primary Schools	2.0 : 1	2.0 : 1	2.1 : 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	1.8 : 1	1.9 : 1
Caput Secondary Schools	2.3 : 1	2.4 : 1	2.3 : 1
Special Schools	2.4 : 1	2.4 : 1	2.4 : 1
DSS Schools*	2.6 : 1	2.6 : 1	2.6 : 1
International Schools*	2.1 : 1	2.2 : 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 2017/18 to 2019/20 is tabulated below:

Regular Teachers

	2017/18	2018/19	2019/20 (Estimate)
Government Primary Schools	1 220	1 290	1 330
Government Secondary Schools	1 380	1 430	1 430
Aided Primary Schools	17 920	18 520	19 080
Aided Secondary Schools	18 610	18 420	18 510
Caput Secondary Schools	90	80	80
Special Schools	1 810	1 820	1 900

The number of regular teachers (rounded to the nearest 10) on defined contract period (DCP) terms in aided schools for the school years from 2017/18 to 2019/20 is tabulated below:

Regular Teachers on DCP Terms

	2017/18	2018/19	2019/20 (Estimate)
Aided Primary Schools	410	410	330
Aided Secondary Schools	850	710	480

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	40
Government Secondary Schools	10
Aided Primary Schools	440
Aided Secondary Schools	500
Caput Secondary Schools	10
Special Schools	20

* Estimate for the 2019/20 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:

		2017/18		2018/19		2019/20 (Estimate)	
		Sub- total	Total	Sub- total	Total	Sub- total	Total
Aided Primary Schools							
Teachers Within Establishment	Regular Teachers*	17 510	17 920	18 110	18 520	18 750	19 080
	Regular Teachers on DCP Terms	410		410		330	
Teachers Outside Establishment		-	1 760	-	1 940	-	1 870
Aided Secondary Schools							
Teachers Within Establishment	Regular Teachers*	17 770	18 610	17 710	18 420	18 030	18 510
	Regular Teachers on DCP Terms	850		710		480	
Teachers Outside Establishment		-	2 100	-	2 300	-	2 350
Government Primary Schools							
Teachers Within Establishment	Regular Teachers*	-	1 220	-	1 290	-	1 330
Teachers Outside Establishment		-	390	-	380	-	360
Government Secondary Schools							
Teachers Within Establishment	Regular Teachers*	-	1 380	-	1 430	-	1 430
Teachers Outside Establishment		-	270	-	210	-	200
Special Schools							
Teachers Within Establishment	Regular Teachers*	-	1 810	-	1 820	-	1 900
Teachers Outside Establishment		-	40	-	60	-	50

* 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 2017/18 to 2019/20 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*

	2017/18	2018/19	2019/20 (Estimate)
Government Secondary School Teachers	24	24	24
Government Primary School Teachers	25	25	24
Aided Secondary School Teachers	25	25	24
Aided Primary School Teachers	25	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

EDB425

(Question Serial No. 3365)

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) for special schools that operate fewer than 6 approved primary classes to support curriculum development. Please advise:

- (1) the details of the measure, the annual expenditure so far and the estimated expenditure in the 2020/21 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 requirement that APSM be capped at 65%; if yes, of the details.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 140)

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 for special schools operating 1 to 5 primary classes to replace the provision of the Curriculum Leadership Grant. A total of 28, 27 and 23 special schools have benefited from the measure in the 2017/18, 2018/19 and 2019/20 school years respectively. It is expected that around the same number of schools will benefit in the 2020/21 school year. As the expenditure incurred in converting the grant into regular teaching posts has been subsumed under the recurrent expenditure of the Education Bureau (EDB), we are unable to provide a breakdown of the expenditure involved.

(2) The EDB has been calculating the number of graduate teacher posts for public sector ordinary 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 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 by the 2020/21 school year. Hence, the ratio of graduate teacher posts in primary section of special schools will be enhanced from 65% to 100%. In other words, all teaching posts within the approved establishment of the primary section of special schools will be graduate teacher posts starting from the 2019/20 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB426

(Question Serial No. 3366)

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:

(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 2015-16 to 2019-20, as well as the estimate in this regard for the 2020-21 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 from 2015-16 to 2019-20.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 141)

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 2015-16 to 2019-20 is at Annexes A to C respectively. For 2020-21, about \$210,000 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 2015 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 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 May 2015	Shenzhen	To attend a working meeting with the Shenzhen Municipal Education Bureau	2	No expenses as no overnight 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 accommodation 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 (Note 2)	No expenses as no overnight stay	No air passage (by car)	7,390	7,390

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommodation (\$)(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)
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 Macao 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 accommodation 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 accommodation (\$)(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 accommodation (\$) (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 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	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 accommodation (\$) (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 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 international 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 accommodation (\$)(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-Macao 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-Macao 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 accommodation (\$)(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

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommodation (\$) (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)
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 (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

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommodation (\$)(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 2017	Shenzhen	To attend and give opening remarks at the Annual Meeting of Guangdong-Hong Kong-Macao 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
16 & 17 June 2017	Macao 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

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommodation (\$ (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))
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 10 March 2020

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommodation (\$ (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
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	-	No expenses as no over-night stay	No air passage (by car)	-	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 accommodation (\$)(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)
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

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommodation (\$)(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)
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
27 & 28 May 2019	Beijing	To attend the 6th liaison meeting with the Ministry of Education and to visit the Advanced Innovation Centre for Future Education of Beijing Normal University	-	1,544	5,350	1,402	8,296
17 July 2019	Guangzhou	To meet the Department of Education of Guangdong Province for exchanges on educational co-operation between Hong Kong and Guangdong, to visit the site of the Nansha Campus of the Hong Kong University of Science and Technology at Qingshen, and to meet students participating in the Summer Camp for Sister Schools in the Greater Bay Area	-	No expenses as no over-night stay	No air passage (by train and car)	4,168	4,168
26 September 2019	Guangzhou	To accompany the Chief Executive in attending the groundbreaking ceremony for the Hong Kong University of Science and Technology (Guangzhou)	-	No expenses as no over-night stay	No air passage (by car)	-	Travelling expenses borne by the Chief Executive's Office

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 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 duty visits with other officers of the Bureau to Shenzhen and Macao in 2015-16 and 2019-20 respectively, and the corresponding total expenditure is \$277 and \$607.
- (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 2015 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 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))
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
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 over-night 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

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommodation (\$)(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 May 2016	Finland	To attend an international inaugural event and a conference in Helsinki	-	5,116	56,540	2,802	64,458
20 & 21 July 2016	Shenzhen and Guangzhou	To accompany the Secretary for Education to attend the Hong Kong/ Guangdong Universities High Level Meeting and to conduct education exchanges in Shenzhen 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 accommodation 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 Macao 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 10 March 2020

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommodation (\$)(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 accommodation (\$)(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
11 to 15 March 2019	Finland	To attend the International Summit on Teaching Profession 2019 and to visit local educational institutions	1 (Note 2)	13,039	47,640	16,240	76,919

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommodation (\$)(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)
16 May 2019	Guangzhou	To attend the 21st Plenary Meeting of the Guangdong-Hong Kong Co-operation Joint Conference	-	No expenses as no over-night stay	No air passage (by train)	878	878
25 June 2019	Zhuhai	To attend a symposium on the Qualifications Framework in the Greater Bay Area	-	No expenses as no over-night stay	No air passage (by car)	2,000	2,000
19 to 22 August 2019	Beijing	To join the 2019 Hong Kong Teachers and Students Study Tour	-	5,122	3,478	6,336	14,936
25 to 27 September 2019	Beijing	To attend the activities of the National Day Delegation from the Education Sector of Hong Kong 2019	-	Hotel accommodation sponsored by the Ministry of Education and the sponsored amount is not available	8,900	3,466	12,366
30 September to 2 October 2019	Beijing	To join the Hong Kong delegation led by the Chief Executive in celebration of the 70th anniversary of the founding of the People's Republic of China	-	Hotel accommodation sponsored by the Hong Kong and Macao Affairs Office and the sponsored amount is not available	Expenses on air passage borne by the Constitutional and Mainland Affairs Bureau	2,310	2,310

Date of visit	Place of visit	Purpose of visit (Note 1)	Size of official entourage from SED's Office	(A) Expenses on accommodation (\$)(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)
11 October 2019	Macao	To meet with the Secretariat for Social Affairs and Culture, the Education and Youth Affairs Bureau in Macao for exchanges on education co-operation between Hong Kong and Macao, to visit a local secondary school, and to attend an arts exhibition	-	No expenses as no over-night stay	No air passage (by car)	1,800	1,800
7 November 2019	Shenzhen	To attend the plaque unveiling ceremony of the Guangdong-Hong Kong-Macao Greater Bay Area Centre and the "Radio the Greater Bay" of the China Media Group	-	No expenses as no over-night stay	No air passage (by car)	In-town transport sponsored by the organiser and the sponsored amount is not available	0

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 2 visits 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 2015 to 10 March 2020)**

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)
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 over-night stay	No air passage (by car)	3,836	3,836
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 over-night 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

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of Education Bureau officers participating in the visit	(A) Expenses on accommodation (\$)(Note 2)	(B) Expenses on air passage (\$)(Note 3)	(C) Other expenses (\$)(Note 4)	Total expenditure incurred in the Bureau (\$)(A)+(B)+(C)
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
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 over-night 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 over-night stay	No air passage (by car)	3,067	3,067

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of Education Bureau officers participating in the visit	(A) Expenses on accommodation (\$)(Note 2)	(B) Expenses on air passage (\$)(Note 3)	(C) Other expenses (\$)(Note 4)	Total expenditure incurred in the Bureau (\$)(A)+(B)+(C)
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
27 to 29 May 2019	Beijing	To accompany the Secretary for Education in attending the 6th liaison meeting with the Ministry of Education and to visit the Advanced Innovation Centre for Future Education of Beijing Normal University	8	21,614	28,880	15,493	65,987
3 July 2019	Guangzhou	To attend the Hong Kong/Guangdong Expert Group on Co-operation in Education Meeting	10	No expenses as no over-night stay	No air passage (by high speed rail)	5,242	5,242

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of Education Bureau officers participating in the visit	(A) Expenses on accommodation (\$)(Note 2)	(B) Expenses on air passage (\$)(Note 3)	(C) Other expenses (\$)(Note 4)	Total expenditure incurred in the Bureau (\$)(A)+(B)+(C)
30 September to 2 October 2019	Beijing	To join the Hong Kong delegation led by the Chief Executive in celebration of the 70th anniversary of the founding of the People's Republic of China	1	Hotel accommodation sponsored by the Hong Kong and Macao Affairs Office and the sponsored amount is not available	Expenses on air passage borne by the Constitutional and Mainland Affairs Bureau	2,310	2,310

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

EDB427

(Question Serial No. 3367)

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:

At present, how many funds and scholarship schemes have been set up by various departments under the purview of the Secretary for Education, including the Education Bureau, the Working Family and Student Financial Assistance Agency and the University Grants Committee? Please provide details on the year of establishment, aim and assessor of these funds and scholarship schemes, as well as the balance, income, expenditure and number of beneficiaries of each fund and scheme in each of the past 5 years (from 2015/16 to 2019/20).

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 142)

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	2015/16	6,280	222	77	191 924 ¹
				2016/17	6,372	174	82	196 784 ¹
				2017/18	6,475	239	136	238 507 ¹
				2018/19	6,550	217	142	207 353 ¹
				2019/20	6,635 ²	222 ²	137 ²	250 508 ¹

¹ Different projects have different objectives, coverage, approaches and targeted groups of beneficiaries. The total number of beneficiaries only covers the projects targeting students, teachers, parents and working people/individuals etc., while the projects that target schools are not included.

² Estimates for 2019/20.

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	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	9,426	179	247	590 817 ³
				2019/20	9,166 ⁴	130 ⁴	390 ⁴	Under preparation ⁵

³ Beneficiaries may include teachers, students and parents. Some applications for 2018/19 are still being processed and the number of beneficiaries is yet to be confirmed.

⁴ Estimates for 2019/20. 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 2019/20 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 comprised frontline teachers, principals, academics and community members, offered advice on the operation of the EDF and the implementation of the SBPS programmes.	2015/16	325	4	91	579 ⁶
				2016/17	224	3	104	556 ⁶
				2017/18	136	2	90	613 ⁶
				2018/19	1 ⁷	1	117	689 ⁶
				2019/20	- ⁸	1 ⁸	- ⁸	- ⁸

⁶ Number of schools includes kindergartens, primary schools, secondary schools and special schools.

⁷ The EDF came to a close at the end of 2018/19 and around \$19 million was returned to the Government in August 2019.

⁸ Estimates for 2019/20. Upon the closure of the EDF at the end of 2018/19, schools receiving funds from the EDF are required to return the unused funds within 2019/20, and the total refund amount is estimated at around \$1 million. The funds returned will be considered to be the income of the EDF in 2019/20. There are no grant expenditure and beneficiaries under the EDF in 2019/20, and all the remaining balance of the EDF will be returned to the Government at the end of that school year.

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 ⁹ (according to the stipulated selection criteria of the Fund) and by the Steering Committee of the Fund.	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	3,248	849 ¹⁰	100	4 362
				2019/20	3,198 ¹¹	70 ¹¹	120 ¹¹	5 400 ¹²

⁹ 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.

¹⁰ Including the injection of \$800 million in March 2019.

¹¹ Estimates for 2019/20. 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.

¹² 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 2019/20 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 and the local self-financing degree-awarding institutions. 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.	2015/16	26,811	1,038	588	1 268 ¹³
				2016/17	26,572	772	1,011	1 288 ¹³
				2017/18	29,210	4,063 ¹⁴	1,425	1 286 ¹³
				2018/19	49,257	20,995 ¹⁵	948	1 296 ¹³
				2019/20	Under preparation	Under preparation	Under preparation	1 362 ^{13, 16}

¹³ Research teams.

¹⁴ Including the injection of \$3 billion in June 2018.

¹⁵ The injection of \$20 billion into the Research Endowment Fund approved in 2018/19 was regarded as an amount receivable and thus reflected in the year-end balance of the Fund's audited financial statement for 2018/19.

¹⁶ As at 29 February 2020.

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.	2015/16 ¹⁷	-	137.8	137.8	551 ¹⁸
				2016/17 ¹⁷	-	152.5	152.5	610 ¹⁸
				2017/18 ¹⁷	-	155.3	155.3	621 ¹⁸
				2018/19 ¹⁷	-	206.8	206.8	659 ¹⁸
				2019/20 ¹⁷	-	219.6	219.6	681 ¹⁸

¹⁷ Expenditure of the Scheme is funded by recurrent grants from the UGC.

¹⁸ 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.	2015/16	-	9.26	9.26	184 ¹⁹
				2016/17	-	9.51	9.51	189 ¹⁹
				2017/18	-	9.41	9.41	187 ¹⁹
				2018/19	-	9.51	9.51	189 ¹⁹
				2019/20	-	10.49 ²⁰	10.49 ²⁰	202 ¹⁹

¹⁹ Including new awardees and awardees from previous years who continue to receive the scholarship. Those for 2019/20 are estimated figures.

²⁰ Estimates for 2019/20.

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 Committee on Self-financing Post-secondary Education (CSPE) ²¹	2015/16	3,578	178	109	11 460 ²²
				2016/17	3,878	440	140	52 914 ²²
				2017/18	3,969	212	121	37 881 ²²
				2018/19	3,946	92	115	79 778 ²²
				2019/20	3,906 ²³	90 ²³	130 ²³	9 165 ²²

²¹ Following its revamp on 1 November 2019, the CSPE has taken up the functions of the Self-financing Post-secondary Education Fund Steering Committee.

²² Including scholarship recipients as well as students and teachers directly benefited from quality enhancement projects completed in that year. The number of beneficiaries in 2019/20 is a provisional figure as at March 2020.

²³ Estimates for 2019/20. 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	2015/16 ²⁴	1,016	16	-	2 090 ²⁵ practitioners and 243 ²⁶ education and training providers ²⁷
				2016/17 ²⁴	1,046	30	-	3 537 ²⁵ practitioners and 388 ²⁶ education and training providers ²⁷
				2017/18 ²⁴	2,276	1,265 ²⁸	35	4 134 ²⁵ practitioners and 393 ²⁶ education and training providers ²⁷
				2018/19	2,300	77	53	2 780 ²⁵ practitioners and 397 ²⁶ education and training providers ²⁷
				2019/20	2,314 ²⁹	78 ²⁹	64 ²⁹	2 509 ²⁵ practitioners and 405 ²⁶ education and training providers ²⁷

²⁴ 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.

²⁵ For the periods from April 2015 to March 2016, April 2016 to March 2017, April 2017 to March 2018, April 2018 to March 2019, and April 2019 to 29 February 2020 respectively.

²⁶ As at March 2016, March 2017, March 2018, March 2019 and 29 February 2020 respectively.

²⁷ 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.

²⁸ Including the injection of \$1.2 billion in March 2018.

²⁹ Estimates for 2019/20.

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 outstanding local students to pursue studies at 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 Steering Committee on the HKSES and the EDB	2015/16	327.32	-	20.65	92
				2016/17	295.00	-	32.32	164 ³⁰
				2017/18	248.98	-	46.02	229 ³⁰
				2018/19	193.15	-	55.83	259 ³⁰
			Advisors to the HKSES and the EDB ³¹	2019/20	157.84 ³²	-	56.01 ³²	241 ³⁰

³⁰ Including new awardees and awardees from previous academic years who continue to receive the scholarship.

³¹ With the regularisation of the HKSES from 2019/20 onwards, Advisors to the HKSES have been advising the EDB on selection and assessment matters for selecting awardees of each cohort.

³² Estimates for 2019/20. As the HKSES has been regularised from 2019/20 onwards, the expenditure of around \$20.7 million for new awardees in the academic year pertains to recurrent expenditure and thus is not reflected in the balance.

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 ³³	810	10	-	-
				2017/18	824	32	18	9 019 ³⁴
				2018/19 ³³	1,625	838 ³⁵	37	6 717 ³⁶
				2019/20	1,639 ³⁷	55 ³⁷	41 ³⁷	Under preparation ³⁸

³³ 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.

³⁴ The actual number of student members of the Hong Kong Academy for Gifted Education for 2017/18.

³⁵ Including the injection of \$800 million in March 2019.

³⁶ The actual number of student members of the Hong Kong Academy for Gifted Education for 2018/19.

³⁷ Estimates for 2019/20. The expenditure covers the provision for the Hong Kong Academy for Gifted Education and the Off-school Advanced Learning Programmes launched in 2019/20.

³⁸ The actual number of student members of the Hong Kong Academy for Gifted Education and students enrolling in the Off-school Advanced Learning Programmes in 2019/20 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
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 ³⁹	2,533	2,533 ⁴⁰	-	-
				2019/20	2,580 ⁴¹	86 ⁴¹	39 ⁴¹	160 930 ⁴²

³⁹ The seed capital of \$2.5 billion was injected into the SAS Fund and placed with the Exchange Fund for investment in March 2019. As the support measures are implemented starting from 2019/20, no related figures on expenditure and beneficiaries under the SAS Fund in 2018/19 are available.

⁴⁰ Including the injection of \$2.5 billion in March 2019.

⁴¹ Estimates for 2019/20.

⁴² The number of students is rounded to the nearest ten. The figure shown represents the number of primary and secondary school students in receipt of the Comprehensive Social Security Assistance or the full grant under the School Textbook Assistance Scheme in 2019/20, which is taken as the basis for calculating the provision of the Student Activities Support Grant.

- End -

CONTROLLING OFFICER'S REPLY**EDB428****(Question Serial No. 3368)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding the students who benefitted from the free quality kindergarten (KG) education scheme from the 2017/18 to 2019/20 school years, please provide the following information:

(1) Numbers of students who received free KG education and numbers of students who needed to pay school fees

Type of KG		No. of students	No. of students receiving free KG education	Percentage of students receiving free KG education	No. 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) Numbers of KGs offering free KG education and numbers of KGs collecting school fees

Type of KG	No. of KGs	No. of KGs offering free KG education	Percentage of KGs offering free KG education	No. 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 numbers of such KGs and their percentages out of the total numbers of KGs operating both HD and WD classes.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 143)

Reply:

(1) From the 2017/18 to 2019/20 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 numbers of students who need to top up their school fees after deducting fee remission and their percentages out of the total numbers of eligible students are tabulated at Appendix 1.

(2) From the 2017/18 to 2019/20 school years, the numbers of Scheme-KGs, and the respective numbers and percentages of 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
numbers of students who need to top up their school fees after deducting fee remission and
their percentages out of the total numbers of eligible students
from the 2017/18 to 2019/20 school years

School year	Classes	No. of eligible students (Note 1)	No. of students who need not pay school fees after deducting government subsidy (percentage out of the total no. of eligible students)	No. of students who need to pay school fees after deducting government subsidy (percentage out of the total no. of eligible students)	No. of students who need to top up their school fees after deducting fee remission (percentage out of the total no. of eligible students) (Note 2)
2017/18	HD	91 044	82 514 (90.6%)	8 530 (9.4%)	8 119 (8.9%)
	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	84 423	75 548 (89.5%)	8 875 (10.5%)	8 557 (10.1%)
	WD	24 958	3 013 (12.1%)	21 945 (87.9%)	33 557 (70.5%)
	LWD	22 656	1 749 (7.7%)	20 907 (92.3%)	
2019/20	HD	83 228	74 199 (89.2%)	9 029 (10.8%)	8 546 (10.3%)
	WD	26 285	2 751 (10.5%)	23 534 (89.5%)	35 553 (72.7%)
	LWD	22 607	1 364 (6.0%)	21 243 (94.0%)	

- Note:
- (1) The numbers of eligible students show 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 2018/19 school year are revised figures, while those for the 2019/20 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-KG
offering free KG classes and KGs collecting school fees
from the 2017/18 to 2019/20 school years

School year	Classes	No. of Scheme-KGs	No. of KGs offering free KG classes (percentage out of the total no. of Scheme-KGs)	No. of KGs collecting school fees (percentage out of the total no. of Scheme-KGs)
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%)
2019/20	HD	515	477 (92.6%)	38 (7.4%)
	WD	370	41 (11.1%)	329 (88.9%)
	LWD	246	17 (6.9%)	229 (93.1%)

Note:

KGs operating both HD and WD/LWD classes will be counted in the respective rows for HD, WD and LWD classes.

- End -

CONTROLLING OFFICER'S REPLY**EDB429****(Question Serial No. 3370)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (5) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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 per year from the 2017/18 to 2019/20 school years? Please provide the information in the table below:

	2017/18 school year		2018/19 school year		2019/20 school year	
	Annual average no. of teaching periods	Annual average no. of teaching hours	Annual average no. of teaching periods	Annual average no. of teaching hours	Annual average no. of teaching periods	Annual 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.: 145)

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 2017/18 to 2019/20 is tabulated below:

Average number of teaching periods per cycle per teacher*

	2017/18	2018/19	2019/20 (Estimate)
Government secondary school teachers	24	24	24
Government primary school teachers	25	25	24
Aided secondary school teachers	25	25	24
Aided primary school teachers	25	25	25
DSS secondary school teachers	22	23	22
DSS primary school teachers	22	21	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

EDB430

(Question Serial No. 3371)

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) Regarding the promotion of National Education, what were the Government's expenditures in the past 5 school years (from the 2015/16 to 2019/20 school years) and what is the estimated expenditure for the 2020/21 school year?

(2) What were the respective numbers of kindergarten, primary, secondary and post-secondary students and teachers who participated in Mainland exchange programmes in the past 5 school years (from the 2015/16 to 2019/20 school years). Please also provide the number of exchange programmes, the numbers of participating students and teachers, and the public funds involved; and

(3) Please set out the staff 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 the 2015/16 to 2019/20 school years) and the 2020/21 school year, as well as the expenditure involved.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 146)

Reply:

(1)

The expenditures involved in the Mainland exchange programmes in the past 5 school years (from 2015/16 to 2019/20) and for the 2020/21 school year are set out below. Owing to the outbreak of COVID-19 in early 2020, all Mainland exchange activities organised or subsidised by the Education Bureau (EDB) have been suspended or postponed since end-January.

School year	Expenditure (\$ million) [@]	
	Programmes for primary and secondary students	Programmes for primary and secondary teachers
2015/16	61.9	1.5
2016/17	64.2	2.9
2017/18	85.4	5.5
2018/19 [#]	108.9	7.1
2019/20 [*]	35.1	8.7
2020/21 ⁺⁺	115	12.9

[@] Expenditure on manpower resources for the provision of Mainland exchange programmes is subsumed under the recurrent expenditure of the EDB

[#] Actual figures revised from last year's estimates

^{*} Provisional figures

⁺⁺ Estimated figures

National education, in the broad sense, also includes learning about various aspects of our country through different subjects in an appropriate manner. There is coverage on our country's history, culture, landscape, development, etc. in the curriculum content of History, General Studies, Chinese Language, Geography and even Music and Arts. Moreover, elements that enhance a better understanding of our country are added to various life-wide learning activities (e.g. activities related to the Hong Kong Special Administrative Region Establishment Day or National Day). The EDB also provides support to schools in various areas, such as organising professional development programmes for teachers and developing learning and teaching resources. 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 students who participated in the Mainland exchange programmes in the past 5 school years (from 2015/16 to 2019/20) and the expenditures 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
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	42 100	32 400	6.7	66.7	42.2
2019/20 [*]	4 000	9 300	11 200	15	18.9	16.2

[@] Expenditure on manpower resources for the provision of Mainland exchange programmes is subsumed under the recurrent expenditure of the EDB

[#] Actual figures revised from last year's estimates

^{*} Provisional figures

△ Only data related to the Pilot Mainland Experience Scheme for Post-secondary Students (for the academic years from 2011/12 to 2018/19)/Non-means-tested Mainland Experience Scheme for Post-secondary Students (for the 2019/20 academic year) 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 destinations besides the Mainland, statistics only on exchange activities in the Mainland are not available.

The number of post-secondary, kindergarten, primary and secondary teachers who participated in teachers' Mainland exchange programmes in the past 5 school years (from 2015/16 to 2019/20) and the expenditures involved are shown below:

School year	Number of post-secondary, kindergarten, primary and secondary teachers (rounded down to the nearest ten)	Expenditure (\$ million) @
2015/16	410	2.1
2016/17	690	2.9
2017/18	910	6.3
2018/19 [#]	1 800	7.7
2019/20 [*]	1 230	9.7

@ Expenditure on manpower resources for the provision of Mainland exchange programmes is subsumed under the recurrent expenditure of the EDB

Actual figures revised from last year's estimates

* Provisional figures

No kindergarten students have taken 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 Constitution and Basic Law education), life education, sex education, anti-drug education, as well as environmental education. But elements of values education have also been incorporated into the curricula of various subjects. From the 2015/16 to 2017/18 school years, the establishment of the MCNE Section comprised 10 curriculum development officers at various ranks while in the 2018/19 school year, there were 11 curriculum development officers at various ranks. At present, the establishment of the MCNE Section comprises 11 curriculum development officers at various ranks and the staffing provision may change subject to the needs of curriculum development in future. Expenditures on manpower and related curriculum development work of the MCNE Section which includes 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 the EDB. Such work is indivisible from our curriculum development work; hence we are unable to provide a separate breakdown.

- End -

CONTROLLING OFFICER'S REPLY

EDB431

(Question Serial No. 3372)

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 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 2015/16 to 2019/20.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 147)

Reply:

The breakdown of unspent provision on education from 2015-16 to 2019-20 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.

Education Expenditure in 2015-16 to 2019-20

	2015-16		2016-17		2017-18		2018-19		2019-20 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	-	100%	301 (1%)	99%	229 (1%)	99%	1,108 (2%)	98%	920 (2%)	98%
- Subventions to institutions	-693 (-4%)	104%	-797 (-4%)	104%	-449 (-2%)	102%	-870 (-4%)	104%	-914 (-4%)	104%
- Subventions to kindergarten education	126 (4%)	96%	-221 (-7%)	107%	138 (3%)	97%	-89 (-1%)	101%	-6 (-0%)	100%
(b) Student financial assistance/scholarship to students and loans to students/schools/institutions	751 (10%)	90%	1,848 (22%)	78%	-105 (-2%)	102%	980 (8%)	92%	-150 (-2%)	102%
(c) Capital works expenditure	-11 (-0%)	100%	301 (12%)	88%	382 (12%)	88%	4,422 (29%)	71%	-1,765 (-58%)	158%
(d) Operational and other non-recurrent expenditure of Education Bureau and departments under its purview	188 (3%)	97%	156 (2%)	98%	-1,144 (-19%)	119%	86 (1%)	99%	29 (0%)	100%
Total	361 (0%)	100%	1,588 (2%)	98%	-949 (-1%)	101%	5,637 (5%)	95%	-1,886 (-2%)	102%

- End -

CONTROLLING OFFICER'S REPLY

EDB432

(Question Serial No. 3373)

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 2015/16 to 2019/20:

- (a) the number of classes and school places reduced due to class reduction and the savings involved;
- (b) the number of schools and school places reduced due to school closure and the savings involved; and
- (c) the total number of classes and school places reduced in (a) and (b) and the total savings involved.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 148)

Reply:

In the school years from 2015/16 to 2019/20, the number of classes and school places reduced in government, aided primary and secondary schools and special schools, the number of schools closed and the savings involved are as follows:

- (a) The number of classes and school places reduced in government and aided schools due to reduction of classes and the savings involved

School Year	Primary/Special Schools			Secondary Schools		
	No. of Classes Reduced	Estimated No. of School Places Reduced	Estimated Savings (\$ million) (Note 1)	No. of Classes Reduced	Estimated No. of School Places Reduced	Estimated Savings (\$ million) (Note 1)
2015/16	No reduction in overall number of classes			269	7 747	Not applicable (Note 2)
2016/17				233	6 547	
2017/18				47	1 302	
2018/19				21	573	
2019/20				No reduction in overall number of classes		

- (b) The number of classes and school places reduced in government and aided schools due to school closure and the savings involved (no special schools were closed in the school years concerned)

School Year	Primary Schools				Secondary Schools			
	No. of Schools Closed	No. of Classes Reduced	Estimated No. of School Places Reduced	Estimated Savings (\$ million) (Note 1)	No. of Schools Closed	No. of Classes Reduced	Estimated No. of School Places Reduced	Estimated Savings (\$ million) (Note 1)
2015/16	No school closure				2	5	144	11
2016/17					No school closure			
2017/18					1	1	28	6
2018/19					No school closure			
2019/20					1	4	109	4

- (c) The total number of classes and school places reduced in government and aided schools due to reduction of classes or school closure and the total savings involved

School Year	Primary/Special Schools			Secondary Schools		
	Total No. of Classes Reduced	Estimated Total No. of School Places Reduced	Estimated Total Savings (\$ million) (Note 1)	Total No. of Classes Reduced	Estimated Total No. of School Places Reduced	Estimated Total Savings (\$ million) (Note 1)
2015/16	No reduction in overall number of classes			274	7 891	Not applicable (Note 2)
2016/17				233	6 547	
2017/18				48	1 330	
2018/19				21	573	
2019/20				No reduction in overall number of classes		

Notes:

1. Savings due to reduction of classes and school closure depend on a number of factors, such as the number of classes operated, operation overheads and maintenance cost. 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 2015/16 to 2018/19 school years, since the expenditures for the implementation of the enhanced measures under the Voluntary Optimisation of Class Structure Scheme and the targeted relief measures for public sector secondary schools have been subsumed under the overall expenditure of the EDB, the estimated total savings arising from reduction of classes in government and aided secondary schools are not available.

- End -

EDB433

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3374)

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:

(a) 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 and whole territory in the 5 school years from 2015/16 to 2019/20.

(b) A breakdown of the total number of schools with 1, 2, 3, 4, 5, 6, 7 or more Secondary 1 classes in the school years from 2015/16 to 2019/20; and provide the largest number of Secondary 1 classes operated among schools as well as the number of schools operating Secondary 1 classes up to this number.

(c) A breakdown of the total numbers of schools with 1, 2, 3, 4, 5, 6, 7 or more Primary 1 classes in the school years from 2015/16 to 2019/20; and provide the largest number of Primary 1 classes operated among schools as well as 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 are the respective numbers of classes reduced for all class levels in secondary schools in each of the school years between 2015/16 and 2019/20? 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 2019/20?

(f) 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 and all districts in the territory in the 2019/20 school year.

(g) 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 and all districts in the territory in the 2019/20 school year.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 149)

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 districts in the school years from 2015/16 to 2019/20 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 2019/20 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
2019/20	1	8	51	275	46	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 2019/20 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
2019/20	14	48	64	163	148	14	0

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.

In the 2019/20 school year, 14 primary school operates the most P1 classes, with 6 classes at P1 level.

(d) As of the 2019/20 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 adopt a symmetrical class structure (i.e. same number of classes across S1 to S6 levels) and 8 adopt 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 S1 school places reduced under the Scheme from the 2015/16 to 2019/20 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
2019/20	217	5 924

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, 2018/19 and 2019/20 school years are 28.8, 28.1, 27.7, 27.3 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 districts in the 2019/20 school year is set out at Appendix 11.

(g) The number of aided and government primary schools by average class size in the 18 districts in the 2019/20 school year is set out at Appendix 12.

**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.

**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.

**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.

**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.

**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 2019/20 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	1	1	0	0	1	1	0	0	1	1	5	5	5	5	5	5	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	2	3	3	4	3	3	7	6	6	5	5	5	16	13	16	13	17	14	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	1	1	0	0	0	0	1	1	2	2	2	1	3	3	3	3	3	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	0	1	0	0	2	2	2	1	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	2	1	1	1	3	3	2	3	3	3	27	27	27	27	27	27	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	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
Sai Kung	0	0	0	0	0	0	0	0	1	1	1	1	4	4	3	3	3	3	15	15	15	15	15	15	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	1	0	12	12	12	12	12	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	0	0	1	0	4	9	9	9	8	8	29	24	24	24	24	25	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	3	4	4	5	4	4	3	2	2	1	2	2	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	0	1	1	0	0	2	5	4	4	5	16	16	13	13	13	13	2	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	1	0	0	12	12	12	12	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	1	4	7	10	5	4	12	9	6	3	8	9	24	24	24	24	24	24	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	0	1	1	1	1	1	1	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	0	1	1	1	0	6	6	5	5	4	5	15	14	15	14	16	15	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	3	3	2	2	1	0	8	7	9	8	9	9	1	2	1	2	2	3	1	1	1	2	2	2	0	0	0	0	0	0
Yuen Long	0	0	0	0	0	0	0	0	0	1	0	0	0	4	4	3	3	2	31	27	27	27	28	28	3	3	3	3	3	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.

**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

**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

**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

**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	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		
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		
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	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		
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		
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		
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		
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	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	

**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 2019/20 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	6	4	6	6	4	4	4	6	4	5	4	4	3	4	4	3	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0	0	0	0	0	0
Eastern	0	0	0	0	1	1	1	0	0	0	3	2	4	3	2	4	1	3	13	13	16	13	14	13	6	8	6	7	6	5	1	1	1	1	1	2	0	0	0	0	0	0		
Islands	5	5	5	7	6	7	3	3	3	1	3	3	1	1	2	2	2	3	0	0	0	1	2	2	7	3	4	5	3	1	0	2	1	0	0	0	0	2	1	0	0	0		
Kowloon City	1	1	1	1	1	1	4	4	4	4	3	4	7	6	6	7	7	5	11	12	12	11	11	11	8	8	8	8	9	9	1	1	1	1	1	1	0	0	0	0	0	1		
Kwai Tsing	2	0	0	0	0	2	2	1	0	1	3	2	8	3	6	9	8	7	9	15	13	10	9	10	9	11	11	10	10	9	0	0	0	0	0	0	0	0	0	0	0	0		
Kwun Tong	0	0	0	0	0	0	1	1	1	2	1	1	1	0	0	2	2	1	12	15	14	13	14	15	16	15	15	15	14	14	2	2	3	2	3	2	0	1	1	0	0	0		
North	0	1	1	1	1	1	4	2	5	5	3	2	6	5	3	3	4	5	12	7	8	7	8	9	5	11	6	10	10	9	1	0	3	1	1	1	0	2	2	1	1	1		
Sai Kung	0	0	0	1	1	0	3	1	0	2	2	2	2	3	5	3	4	6	2	2	4	4	3	2	14	15	12	11	12	12	1	1	1	1	0	0	0	0	0	0	0	0		
Sham Shui Po	0	0	1	0	0	0	2	2	1	2	2	1	2	2	2	2	3	10	11	10	10	9	8	4	4	5	4	5	7	3	2	2	3	3	2	0	0	0	0	0	0			
Sha Tin	0	0	0	0	1	1	0	1	0	0	0	0	5	1	0	0	0	1	22	20	18	21	23	22	12	16	16	16	14	15	0	1	4	1	1	0	0	0	0	0	0			
Southern	1	0	1	2	1	2	3	3	2	2	3	2	1	2	2	1	1	1	4	4	4	4	4	4	2	2	2	2	2	0	0	0	0	0	0	0	0	0	0	0	0			
Tai Po	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	11	8	12	12	11	10	8	10	6	6	6	7	0	0	0	0	0	0	0	0	1	0	0	0	0	
Tsuen Wan	1	2	1	2	1	2	3	1	2	1	2	1	4	2	3	2	3	3	8	10	8	10	10	10	5	5	7	6	5	5	0	1	0	0	0	0	0	0	0	0	0	0		
Tuen Mun	0	0	0	0	0	0	1	1	1	1	1	1	4	1	1	2	2	3	16	19	13	14	16	8	12	12	18	15	13	18	1	1	1	2	2	4	0	0	0	0	0	0	0	
Wan Chai	0	0	0	0	0	0	3	3	2	3	3	4	5	2	4	5	4	3	3	6	5	3	4	4	4	4	4	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0		
Wong Tai Sin	1	0	0	0	0	1	2	1	2	2	2	4	5	5	2	3	3	3	10	12	11	12	13	11	6	6	7	5	6	5	1	1	3	3	1	1	0	0	0	0	0	0		
Yau Tsim Mong	1	0	0	0	0	0	3	3	3	3	3	2	3	3	3	3	4	4	6	6	6	7	6	7	6	7	6	5	6	5	1	1	2	2	1	2	0	0	0	0	0	0		
Yuen Long	2	2	2	3	3	3	7	7	7	6	5	4	2	1	0	0	2	3	10	8	9	7	7	7	23	24	24	26	25	19	1	2	3	4	4	6	0	2	1	0	0	3		

**Number of aided and government secondary schools by class size at Secondary 1 level
and by district in the 2019/20 school year**

District	No. of schools with an average class size of 30 students or fewer	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	0	3	3
Eastern	8	5	4	5	0	4
Islands	2	0	2	1	2	0
Kowloon City	6	2	8	6	4	4
Kwai Tsing	9	3	7	12	0	0
Kwun Tong	1	6	5	10	4	1
North	1	0	2	6	10	0
Sai Kung	6	1	2	7	1	2
Sham Shui Po	9	8	5	15	0	1
Sha Tin	1	1	0	10	3	1
Southern	7	0	3	3	0	0
Tai Po	7	4	2	5	0	0
Tsuen Wan	2	2	3	3	2	1
Tuen Mun	11	2	9	15	0	0
Wan Chai	5	0	1	3	1	4
Wong Tai Sin	4	2	9	7	0	0
Yau Tsim Mong	3	1	1	6	0	2
Yuen Long	4	5	6	14	3	2

**Number of aided and government primary schools by class size at Primary 1 level
and by district in the 2019/20 school year**

District	No. of schools with an average class size of 25 students or fewer	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	6	4	0	0	0	6
Eastern	7	3	3	1	3	8
Islands	10	2	4	0	0	0
Kowloon City	10	1	7	0	0	14
Kwai Tsing	17	2	1	0	0	10
Kwun Tong	9	1	4	6	1	11
North	10	5	4	0	0	9
Sai Kung	20	1	1	0	0	0
Sham Shui Po	6	0	1	1	1	12
Sha Tin	10	1	0	1	3	24
Southern	7	1	2	0	0	1
Tai Po	4	5	8	0	0	2
Tsuen Wan	4	0	2	1	0	14
Tuen Mun	15	4	11	0	0	4
Wan Chai	7	2	2	0	0	4
Wong Tai Sin	17	4	3	0	0	1
Yau Tsim Mong	10	0	0	0	2	8
Yuen Long	22	3	2	0	0	18

- End -

CONTROLLING OFFICER'S REPLY

EDB434

(Question Serial No. 3375)

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) Measures adopted to support the implementation of New Senior Secondary Applied Learning (ApL) and details of related provisions in the 5 school years from 2015/16 to 2019/20.
- (b) The number of schools offering New Senior Secondary ApL courses, the number of courses offered, the number of student applications by level and the total number of students taking ApL courses, and the amount of grant provided by the Government from the 2015/16 to 2019/20 school years.
- (c) A breakdown of the number of schools offering ApL courses and the number of student applications for each of the course clusters under the 6 areas of studies from the 2015/16 to 2019/20 school years.
- (d) Measures adopted to support the implementation of Other Learning Experiences under the New Senior Secondary academic structure and details of related provisions in the 5 school years from 2015/16 to 2019/20.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 150)

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 developing an implementation handbook and prospectus, providing briefing sessions and professional development programmes, organising course exhibitions and making arrangements for taster programmes with a view to enabling students to make informed decisions when choosing ApL courses. An E-system has also been developed to

assist schools in handling 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. A full subsidy has been provided for students to take ApL courses from the 2016/17 school year. The amounts of the Diversity Learning Grant for ApL and the Student Grant for ApL(C) from the 2015/16 to 2019/20 school years are as follows:-

School year	2015/16	2016/17	2017/18	2018/19	2019/20
Diversity Learning Grant for ApL (\$ million)	48	59	62	61	64
Student Grant for ApL(C) (\$ million)	4.4	6.7	7.4	6.6	6.8

(b) For the 5 cohorts from 2015-17 to 2019-21, 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	2015-17	2016-18	2017-19	2018-20	2019-21
No. of schools offering Senior Secondary ApL courses	327	339	347	349	355
No. of courses offered	40	36	35	36	39
No. of student applications (Note: in general, students can only apply to start at S4 for ApL(C) courses and S5 for ApL courses; application by level is thus not applicable.)	7 320	8 609	8 575	7 566	7 365
Total no. of students taking ApL courses	4 506	4 992	4 788	4 614	4 237

Information on the Diversity Learning Grant for ApL and the Student Grant for ApL(C) provided by the Government for Senior Secondary ApL courses 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 2015-17 to 2019-21 are as follows:

Number of schools offering ApL courses:

Area of studies	Course cluster	2015-17	2016-18	2017-19	2018-20	2019-21
Creative Studies	Design Studies	153	162	154	147	148
	Media Arts	122	98	120	140	127
	Performing Arts	72	107	96	44	118
Media and Communication	Films, TV and Broadcasting Studies	90	66	80	93	75
	Media Production and Public Relations	15	25	46	56	34
Business, Management and Law	Accounting and Finance	31	48	34	45	31
	Business Studies	42	52	52	50	60
	Legal Studies	29	39	35	40	34
Services	Food Services and Management	220	216	239	232	232
	Hospitality Services	136	146	129	107	106
	Personal and Community Services	162	170	156	152	175
Applied Science	Medical Science and Health Care	133	185	168	171	170
	Psychology	107	135	138	133	129
	Sports	76	110	116	120	124
Engineering and Production	Civil, Electrical and Mechanical Engineering	53	67	72	39	36
	Information Engineering	47	41	49	50	40
	Services Engineering	143	141	153	152	151
Applied Learning Chinese (for non-Chinese speaking students)		14	23	22	39	28
Total no. of schools offering ApL courses		327	339	347	349	355

Number of student applications for ApL courses:

Area of studies	Course cluster	2015-17	2016-18	2017-19	2018-20	2019-21
Creative Studies	Design Studies	580	689	579	533	591
	Media Arts	413	364	397	417	421
	Performing Arts	302	413	504	198	431
Media and Communication	Films, TV and Broadcasting Studies	301	238	264	330	230
	Media Production and Public Relations	31	72	88	121	101
Business, Management and Law	Accounting and Finance	90	139	100	106	70
	Business Studies	136	170	185	168	153
	Legal Studies	89	92	87	107	105
Services	Food Services and Management	1 702	2 061	2 128	1 738	1 696
	Hospitality Services	816	684	547	533	393
	Personal and Community Services	615	689	645	604	671
Applied Science	Medical Science and Health Care	396	794	665	619	632
	Psychology	443	585	610	542	506
	Sports	315	441	487	438	463
Engineering and Production	Civil, Electrical and Mechanical Engineering	205	260	239	147	135
	Information Engineering	125	77	113	118	92
	Services Engineering	572	662	731	617	532
Applied Learning Chinese (for non-Chinese speaking students)		189	179	206	230	143
Total no. of student applications		7 320	8 609	8 575	7 566	7 365

(d) The EDB supports schools to implement Other Learning Experiences through various means, including arranging the sharing of good practices among teachers, developing electronic tools for the Student Learning Profile, making arrangements for projects on “Career-related Experiences” and “Community Service” for students, and organising professional development programmes for teachers. The related expenditure in the 5 school years from 2015/16 to 2019/20 is as follows:-

2015/16 (\$ million)	2016/17 (\$ million)	2017/18 (\$ million)	2018/19 (\$ million)	2019/20 (\$ million)
0.29	0.26	0.26	0.2	0.1

- End -

CONTROLLING OFFICER'S REPLY

EDB435

(Question Serial No. 3376)

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 for the past 5 years (2015/16 to 2019/20 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 SEN studying in mainstream schools among the total number of students with SEN by SEN type and tier of support, 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 Education Bureau 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 in the total number of public sector schools in the 2019/20 school year.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 151)

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 ordinary 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 ordinary primary and secondary schools by grade level and by SEN type in the past 5 years (2015/16 to 2019/20 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. For students with mild or transient learning difficulties, schools will provide them with tier-1 support through quality teaching in regular classrooms, and submission of information about these students to the EDB is not required. The distribution of public sector ordinary primary and secondary schools eligible for the Learning Support Grant (LSG) by number of students with SEN requiring tier-2 and tier-3 support from the 2015/16 to 2018/19 school years is set out at Appendix 2.

In the 2018/19 school year and before, ordinary schools were provided with additional resources under various funding modes to support students with SEN. For instance, some schools opted for the LSG, some schools implemented the Integrated Education (IE) Programme, some primary schools implemented the Intensive Remedial Teaching Programme (IRTP), and some primary schools adopted a Mixed Mode of implementing IRTP while receiving the LSG. As schools were provided with additional resources under different modes (i.e. some were provided with additional grants, some were provided with an additional teaching post(s)), schools would adopt diversified strategies to support their students with SEN according to school-based circumstances. Different criteria were used under these funding modes in providing additional resources for schools. For example, schools implementing IE Programme or IRTP were provided with additional teaching manpower but the LSG was not available for flexible deployment in catering for each student with SEN. Besides, there was a basic provision under the LSG in the past, i.e. schools with 1 to 6 student(s) requiring tier-3 support were all provided with the same amount of basic provision. In view of the above factors, the schools concerned might not report to the EDB the tier of support required by each of their students and the number of all students receiving tier-3 support.

The EDB has implemented a series of enhanced measures (including the enhanced LSG) starting from the 2019/20 school year: (i) restructuring various subvented programmes for IE and extending the LSG to all public sector ordinary schools to replace IRTP and the IE Programme; (ii) increasing the LSG unit grant rate for tier-3 support to four times the rate for tier-2 support; (iii) converting/providing additional regular teaching post(s) titled as Special Educational Needs Support Teacher if the total amount of LSG received by the schools reaches the specific threshold. With the implementation of the above enhanced LSG, the amount of LSG received by each public sector ordinary school is calculated based on the number of their students with SEN requiring tier-2 and tier-3 support and the tier of support these students require. Schools are provided with additional resources under the same mode, which allows a more comprehensive and consistent approach in reporting the tier of support required by students with SEN, and the EDB collects complete data on the tier of support these students require from schools. The number of students with various types of SEN requiring tier-2 and tier-3 support in public sector ordinary primary and secondary schools in the 2019/20 school year is tabulated at Appendix 3. Please note that these figures cannot be directly compared with those of the 2018/19 school year and before.

Besides, the statistics on the number of students with SEN studying in public sector ordinary primary and secondary schools set out at Appendix 1 were compiled from records of the Special Education Management Information System (SEMIS) of the EDB in the beginning of the 2019/20 school year. For the figures of the students with SEN shown at Appendix 3, with students' type of SEN and the tier of support they required being scrutinised and submitted by schools to the EDB via SEMIS in the first term of the 2019/20 school year, they were examined and compiled by the EDB at the end of the first term of the same school year. As such, these 2 sets of figures are different.

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 4.

The expenditure on additional support and services provided for students with SEN studying in public sector ordinary schools from the 2015/16 to 2019/20 school years is as follows:

School year	2015/16	2016/17	2017/18	2018/19	2019/20 (revised estimate)
Expenditure (\$ million)	1,310	1,392	1,638	1,977	3,116

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 ordinary school teachers having completed the BAT Courses and the expenditure on BAT Courses from the 2015/16 to 2019/20 school years are set out at Table (1) and Table (2) below respectively:

Table (1)

Course	2015/16		2016/17		2017/18		2018/19		2019/20 (Provisional)	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Basic	221	364	259	444	283	406	314	395	305	445
Advanced	109	147	129	197	157	152	177	146	144	176
Thematic	201	250	204	248	217	270	209	265	233	272

Note: BAT Courses for the 2019/10 school year are not yet completed. Figures provided are the anticipated number of teachers who will complete the courses. To prevent the spreading of COVID-19, all kinds of teacher training courses have to be postponed or terminated. The above figures do not reflect the impact of the pandemic on the courses.

Table (2)

Course	Expenditure (\$ million)				
	2015/16	2016/17	2017/18	2018/19	2019/20 (Revised estimate)
Basic	8.3	10.4	10.3	11.0	11.4
Advanced	12.6	16.3	15.5	16.8	16.5
Thematic	24.2	25.3	27.9	28.1	30.1
Total	45.1	52.0	53.7	55.9	58.0

(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 ordinary 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.

As the training cycle is coming to an end in the 2019/20 school year, we have conducted a review on the experiences gained by the tertiary institutions which were commissioned to organise the teacher training courses on special education and collect views from stakeholders regarding teacher training in special education, including course content, operation mode, training hours and training targets of BAT Courses. We are also working on the arrangements for the next training cycle, including considering the provision of more diversified and effective training modes, such as designing online training courses.

Besides, to prevent the spreading of COVID-19, all kinds of teacher training courses for the 2019/20 school year have to be postponed or terminated. As such, we expect to see a drop in the total number of teachers who have completed the BAT Courses in the current training cycle. We will review the impact of the pandemic on the training courses and adjust the arrangements for the next training cycle taking into account the actual needs.

Moreover, 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 2019/20 school year, all public sector ordinary schools have been provided with a Special Educational Needs Coordinator (SENCO). In addition, starting from the 2019/20 school year, the post of SENCO in public sector ordinary schools with comparatively large number of students with SEN will be upgraded to promotion rank (i.e. Primary School Master/Mistress or Senior Graduate Master/Mistress). In this connection, some schools have reassigned a suitable teacher to take up the post of SENCO in the light of school-based needs. In the beginning of the 2019/20 school year, nearly 70% of SENCOs have acquired the necessary qualifications in special education training, and the other SENCOs are expected to complete the remaining courses by the current school year or the next school year in order to meet the requirement of completion of the relevant courses within the first two school years of service.

**Number of students with special educational needs (SEN) studying in
public sector ordinary primary and secondary schools
by grade level and by SEN type from the 2015/16 to 2019/20 school years** ^(Note 1)

Specific Learning Difficulties	P1 <small>(Note 2)</small>	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
2019/20	2	147	2 651	3 004	2 767	2 627	2 354	2 253	2 145	1 762	1 527	1 434

Intellectual Disability	P1 <small>(Note 2)</small>	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
2019/20	108	122	168	144	153	111	144	139	139	132	128	108

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
2019/20	977	879	1 166	1 159	1 126	1 092	939	914	858	665	543	487

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
2019/20	162	364	831	1 221	1 410	1 507	1 505	1 542	1 561	1 264	963	827

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
2019/20	15	19	17	18	27	15	18	17	37	29	14	26

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
2019/20	3	6	6	3	7	9	6	6	6	14	19	10

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
2019/20	69	64	79	62	64	55	60	43	53	50	49	51

Speech & 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
2019/20	29	1 160	645	438	303	236	187	106	91	57	42	26

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
2019/20	5	8	11	11	9	21	44	58	96	90	105	103

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 ordinary 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 ordinary schools in the 2017/18 school year. The collection of relevant information of students with SEN requires parental consent. Given that many types of 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 ordinary schools eligible for the Learning Support Grant (LSG)
by number of students with special educational needs (SEN) requiring tier-2 support
from the 2015/16 to 2018/19 school years**

No. of students with SEN requiring tier-2 support	No. of Schools ^{Notes}							
	2015/16		2016/17		2017/18		2018/19	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	0	2	1	2	9	1	0	1
1-10	15	81	11	57	41	50	13	39
11-20	26	72	26	77	23	67	18	54
21-30	35	49	26	56	19	57	20	64
31-40	55	27	47	27	47	34	31	36
41-50	63	22	62	26	57	30	72	34
51-60	51	25	62	19	65	21	80	21
61-70	33	21	37	25	41	21	53	25
71-80	19	25	22	25	28	14	46	19
81-90	7	17	9	15	10	23	27	15
91-100	4	13	8	18	8	18	13	15
Over 100	2	28	3	35	7	49	8	62

Notes:

1. 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.
2. Before the 2019/20 school year, ordinary schools were provided with additional resources with reference to different criteria and principles under various funding modes to support students with SEN. Those schools opting to implement IE Programme or IRTP (i.e. not opting for LSG) might not report to the Education Bureau (EDB) the tier of support required by each of their students and the number of all students receiving tier-3 support. Starting from the 2019/20 school year, the amount of LSG received by each public sector ordinary school under the enhanced LSG measure is calculated based on the number of their students with SEN requiring tier-2 and tier-3 support and the tier of support these students require. Schools are provided with additional resources under the same mode, which allows a more comprehensive and consistent approach in reporting the tier of support required by students with SEN, and the EDB collects complete data on the tier of support these students require from schools.

Table 2

**Distribution of public sector ordinary schools eligible for Learning Support Grant (LSG)
by number of students with special educational needs (SEN) requiring tier-3 support
from the 2015/16 to 2018/19 school years**

No. of students with SEN requiring tier-3 support	No. of Schools ^{Notes}							
	2015/16		2016/17		2017/18		2018/19	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	42	77	39	72	66	60	32	50
1-5	253	294	259	295	270	309	283	299
6-10	10	6	11	8	12	9	41	21
11-15	1	3	1	4	3	1	11	11
16-20	1	0	2	1	1	3	6	0
Over 20	3	2	2	2	3	3	8	4

Notes:

- 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.
- Please refer to Note 2 of Table 1.

Table 1

**Number of students with special educational needs (SEN) requiring tier-2 support
in public sector ordinary primary and secondary schools in the 2019/20 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
Primary	11 403	49	6 173	7 175	112	30	128	2 751	138
Secondary	9 500	333	3 327	6 731	126	48	72	666	699

Table 2

**Number of students with special educational needs (SEN) requiring tier-3 support
in public sector ordinary primary and secondary schools in the 2019/20 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
Primary	40	836	915	247	13	8	11	0	24
Secondary	67	386	643	267	10	8	29	0	142

**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 ordinary schools
from the 2015/16 to 2019/20 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
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%
2019/20	42.6%	3.0%	20.3%	24.7%	0.5%	0.2%	1.3%	6.2%	1.1%

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 ordinary 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 ordinary schools in the 2017/18 school year. The collection of relevant information of students with SEN requires parental consent. Given that many types of 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

EDB436

(Question Serial No. 3377)

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, (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.: 152)

Reply:

(1) The requested information regarding the expenditure on education is as follows:

	2020-21 Estimate	
	\$ million	as % of GDP
Recurrent public expenditure on education	99,589	3.42
Total public expenditure on education	112,304	3.86

(2) The requested information regarding pre-primary education is as follows:

	2020-21 Estimate	
	\$ million	as % of GDP
Recurrent expenditure	6,879	0.24
Total expenditure	6,881	0.24

(3) and (4) The requested information regarding primary and secondary education is as follows:

Expenditure

	2020-21 Estimate	
	\$ million	as % of GDP
Primary education		
Recurrent expenditure	24,172	0.83
-- Out of the above recurrent expenditure, funding allocated to various types of schools includes:-		
--- Government primary schools	1,607	
--- Aided primary schools	19,980	
--- English Schools Foundation Junior Schools	42	
--- Primary schools under the Direct Subsidy Scheme	1,147	
Total expenditure	25,743	0.88

	2020-21 Estimate	
	\$ million	as % of GDP
Secondary education		
Recurrent expenditure	31,301	1.08
-- Out of the above recurrent expenditure, funding allocated to various types of schools includes:-		
--- Government secondary schools	1,849	
--- Aided secondary schools	24,445	
--- Caput schools	116	
--- English Schools Foundation Secondary Schools	173	
--- Secondary schools under the Direct Subsidy Scheme	3,815	
Total expenditure	32,372	1.11

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.

School fees for international schools and schools under the Direct Subsidy Scheme (DSS)

For international schools, their school fees in the 2019/20 school year range from \$45,600 to \$225,710 at primary level and from \$42,000 to \$260,800 at secondary level. For schools under DSS, their school fees in the 2019/20 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	11	8
\$5,001 - \$10,000	1	10	10
\$10,001 - \$20,000	8	4	7
\$20,001 - \$30,000	4	12	13
\$30,001 - \$50,000	5	14	16
\$50,001 - \$80,000	3	3	3
\$80,001 - \$98,000	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

	2020-21 Estimate
	\$ million
Funding allocated to University Grants Committee-funded universities	21,462
Financial assistance to students pursuing sub-degree/degree/post graduate programmes ^φ	
-- Tertiary Student Finance Scheme – Publicly-funded Programmes	
--- sub-degree programmes	175.9
--- degree programmes	629.6
--- post-graduate programmes	5.1
-- Financial Assistance Scheme for Post-secondary Students	
--- sub-degree programmes	450.8
--- degree programmes	349.9
-- One-off cash grant*	
--- sub-degree programmes	1.3
--- degree programmes	1.9
--- post-graduate programmes	-
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	1,217

φ The financial provision represents the projected grants to students in the 2020/21 academic year.

** It was approved in the 2019-20 Budget that a one-off support grant of \$2,500 would be provided for needy students. A small fraction of applicants for student financial assistance in the 2019/20 academic year will receive the grant in 2020-21.*

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 levels. Funding for the publicly-funded programmes offered by the VTC is subsumed under the annual subvention to the VTC and a breakdown of funding by level is not available. In 2020-21, the estimated recurrent subvention to the VTC in respect of vocational and professional education is \$2.663 billion.

Regarding self-financing post-secondary education, the Government has launched the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) to subsidise about 3 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines. There are about 7 900 student beneficiaries in the 2019/20 academic year. As announced in the 2018 Policy Address, the Government has expanded the coverage of SSSDP starting from the 2019/20 academic year to subsidise about 2 000 students per cohort to pursue designated full-time locally-accredited self-financing sub-degree programmes in selected disciplines. Current students of the designated programmes also receive the subsidy starting from that academic year. There are about 2 500 student beneficiaries in the 2019/20 academic year.

Besides, 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 enrolling 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 2019/20 academic year, there are 17 eligible institutions, including 11 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 2019/20 academic year, about 16 000 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 the 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 the VTC’s administrative cost on implementation of the pilot scheme. The Government has allocated 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 the VTC from the 2019/20 to 2021/22 academic years. In addition, the scope of the pilot scheme has been 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 the 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 2020/21 academic year. As regards the VTC, the tuition fee for publicly-funded sub-degree programmes for the 2020/21 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 \$5,680 to \$73,100 (after deducting subsidy) for the 2020/21 academic year. The average annual tuition fees of subsidised places for designated sub-degree programmes will range from \$18,508 to \$60,530 (after deducting subsidy) for the 2020/21 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 2019/20 academic year are set out in the table below. Tuition fee information for the 2020/21 academic year is not yet available.

Institution	Sub-degree (\$)	Undergraduate* (\$)
Caritas Bianchi College of Careers	55,970 - 69,230	-
Caritas Institute of Community Education	54,600	-
Caritas Institute of Higher Education	58,225 - 66,950	75,418 - 108,850
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	-	82,800 - 115,200
Community College of City University/UOW College Hong Kong	50,400 - 84,950	71,500 - 96,000
Gratia Christian College	50,750 - 64,000	66,483 - 69,020
The Hang Seng University of Hong Kong	-	86,750 - 92,100
HKCT Institute of Higher Education	64,763	82,752 - 87,482
HKU SPACE Po Leung Kuk Stanley Ho Community College	57,000	-
Hong Kong Art School	55,140	94,610
Hong Kong Baptist University and its Academy of Film, School of Continuing Education and College of International Education	49,140 - 57,000	58,720 - 109,980
Hong Kong College of Technology	54,500 - 65,142	-
Hong Kong Institute of Technology	42,000 - 65,000	59,880 - 74,000
Hong Kong Nang Yan College of Higher Education	70,000	67,500 - 78,100
Hong Kong Shue Yan University	-	70,500
Lingnan University and its Institute of Further Education	55,200 - 69,500	100,000
SCAD Foundation (Hong Kong) Limited/Savannah College of Art and Design, Inc.	-	298,775
School of Continuing and Professional Studies, The Chinese University of Hong Kong	56,700 - 80,040	-
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	57,900 - 68,895	74,250 - 98,550
Hong Kong University of Science and Technology	-	244,703
The Open University of Hong Kong and its Li Ka Shing School of Professional and Continuing Education	59,400 - 95,540	74,166 - 120,481

Institution	Sub-degree (\$)	Undergraduate* (\$)
The University of Hong Kong School of Professional and Continuing Education (HKU SPACE) and HKU SPACE Community College	57,000 - 79,000	54,900 - 110,700
Tung Wah College	57,650 - 92,200	66,000 - 140,675
Vocational Training Council	56,600 - 57,800	65,284 - 105,930
Yew Chung College of Early Childhood Education	73,850	88,400
YMCA College of Careers	53,500	-

Note:

* includes top-up degree programmes

“-” denotes that no related programme was offered

The Centennial College ceased student admission in the 2019/20 academic year. The tuition fee listed above was the average annual tuition fee in the 2018/19 academic year.

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CONTROLLING OFFICER'S REPLY

EDB437

(Question Serial No. 3378)

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, (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 2019-20 and the estimate for 2020-21, together with reasons for the changes;
- (2) details on the school-based professional support services for kindergartens and 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.: 153)

Reply:

- (1) The original estimate for 2019-20, the revised estimate for 2019-20 and the estimate for 2020-21 of the relevant programmes are tabulated below:

	2019-20 Original Estimate	2019-20 Revised Estimate	2020-21 Estimate
	\$ million	\$ million	\$ million
Programme (2) Pre-primary Education	6,302.8	6,308.6 (+0.1%)	6,407.2 (+1.6%)
Programme (3) Primary Education	21,279.4	22,325.3 (+4.9%)	23,467.8 (+5.1%)
Programme (4) Secondary Education	29,429.8	29,742.0 (+1.1%)	31,010.7 (+4.3%)
Programme (5) Special Education	2,959.4	3,004.3 (+1.5%)	3,341.5 (+11.2%)
Programme (8) Policy and Support	2,346.0	2,950.3 (+25.8%)	6,677.6 (+126.3%)

Programme (2) Pre-primary Education

The revised estimate for 2019-20 is \$5.8 million (or 0.1%) higher than the original estimate. The increase in provision is mainly due to the higher requirement on the grants to kindergartens. Provision for 2020-21 is \$98.6 million (or 1.6%) higher than the revised estimate for 2019-20. This is mainly due to increased provision for various existing grants to kindergartens in 2020-21.

Programme (3) Primary Education

The revised estimate for 2019-20 is \$1,045.9 million (or 4.9%) higher than the original estimate. The increase in provision is mainly due to the higher requirement on the grants to schools. Provision for 2020-21 is \$1,142.5 million (or 5.1%) higher than the revised estimate for 2019-20. This is mainly due to increased provision for various existing grants to schools in 2020-21.

Programme (4) Secondary Education

The revised estimate for 2019-20 is \$312.2 million (or 1.1%) higher than the original estimate. The increase in provision is mainly due to the higher requirement on the grants to schools. Provision for 2020-21 is \$1,268.7 million (or 4.3%) higher than the revised estimate for 2019-20. This is mainly due to increased provision for various existing grants to schools in 2020-21.

Programme (5) Special Education

The revised estimate for 2019-20 is \$44.9 million (or 1.5%) higher than the original estimate. The increase in provision is mainly due to the higher requirement on the grants to schools. Provision for 2020-21 is \$337.2 million (or 11.2%) higher than the revised estimate for 2019-20. This is mainly due to increased provision for various existing grants to schools in 2020-21.

Programme (8) Policy and Support

The revised estimate for 2019-20 is \$604.3 million (or 25.8%) higher than the original estimate. This is mainly due to the cash flow requirements for provision of a subsidy to day-school students in 2019/20 school year and payment of examination fees for school candidates sitting for the 2020 Hong Kong Diploma of Secondary Education Examination. These 2 non-recurrent items were approved by the Finance Committee in 2019-20 and not included in the original estimate. Provision for 2020-21 is \$3,727.3 million (or 126.3%) higher than the revised estimate for 2019-20. This is mainly due to the increase in cash flow requirement for the non-recurrent item of provision of a subsidy to day-school students in 2019/20 school year and additional provision for regularising the subsidy to day-school students starting from the 2020/21 school year.

Regarding (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)
<p><u>School-based professional support services (SBSS) for kindergartens and primary, secondary and special schools</u></p> <p>The EDB provides schools with diversified 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. The EDB may, depending on the needs and circumstances of participating schools, provide appropriate school-based support services, including on-site professional support provided by the school-based support sections of the EDB and school-based support services for schools admitting non-Chinese speaking students through the programmes commissioned to post-secondary institutions. Schools are invited to apply for the SBSS around April each year according to their needs.</p>	<p>The EDB has allocated more resources for commissioning post-secondary institutions to provide school-based support services for secondary and primary schools and kindergartens admitting non-Chinese speaking students in the 3 school years from 2019/20 to 2021/22. It is estimated that about 200 secondary and primary schools and kindergartens will be supported in the 3 school years and the total non-recurrent expenditure involved is about \$45 million. The support services have commenced, and the estimated expenditure for the 2019/20 school year is \$6 million.</p>
<p><u>Assessment tools for School Self-evaluation (SSE) and the conduct of External School Reviews (ESR)</u></p> <p>To facilitate schools' continuous development and improvement through SSE, the EDB provides a range of self-evaluation tools (e.g. Performance Indicators, Key Performance Measures and Stakeholder Survey), and conducts ESR to validate SSE and provide schools with suggestions for improvement.</p>	

Education services/initiatives	Specific funding (if any)
<p data-bbox="164 174 858 208"><u>Assistance in various education reform initiatives</u></p> <p data-bbox="164 253 762 286"><i>Implementation of new academic structure</i></p> <p data-bbox="164 331 965 723">As a crucial part of the education reform, the New Academic Structure (NAS) has been implemented since September 2009. EDB will continue to bring about curriculum renewal and 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 resources, and disbursement of various senior secondary (SS) grants, in providing quality secondary education for the benefit of students.</p> <p data-bbox="164 891 965 1485">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.</p> <p data-bbox="164 1529 507 1563"><i>School places allocation</i></p> <p data-bbox="164 1608 965 1843">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 2019/20 and 2020/21 school years.</p>	<p data-bbox="986 331 1420 846">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 NAS in both secondary school and University Grants Committee sectors. The project was completed in 2013-14 and the total spending of the project was \$2,436.8 million.</p> <p data-bbox="986 891 1420 1160">The total provision for disbursement of various recurrent SS grants under Programme (4) Secondary Education and Programme (5) Special Education is about \$180 million in 2020-21.</p>

Education services / initiatives	Specific funding (if any)
<p data-bbox="164 174 962 286"><u>Pilot project in some public sector schools for strengthening schools' internal management and reducing teachers' administrative work</u></p> <p data-bbox="164 331 962 683">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.</p> <p data-bbox="164 728 962 1317">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 was 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.</p>	<p data-bbox="987 331 1415 723">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 SAM Grant was also ended in the 2017/18 school year.</p>

- End -

CONTROLLING OFFICER'S REPLY

EDB438

(Question Serial No. 3379)

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 a breakdown, by school category, school district and school sponsoring body, of the numbers of kindergartens, primary schools and secondary schools that have established an incorporated management committee (IMC), their percentages 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 2015/16 to 2019/20 school years.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 154)

Reply:

As at 2 March 2020, 834 aided schools of 231 school sponsoring bodies (SSBs) have set up their incorporated management committees (IMCs). In the school years from 2015/16 to 2019/20 (as at 2 March 2020), the number of aided schools is 839, 839, 841, 840 and 841 respectively and the percentage of aided IMC schools among all aided schools is 98.3%, 98.9%, 99.2%, 99.2% and 99.2% respectively. The number of aided IMC schools by district and category in the school years from 2015/16 to 2019/20 is at Appendix. According to the Education Ordinance, the provisions for establishment of IMCs are not applicable to kindergartens.

The actual expenditure from 2015-16 to 2018-19 and the revised estimated expenditure in 2019-20 for supporting schools to set up their IMCs are \$33.1 million, \$25.7 million, \$5.6 million, \$5.9 million and \$5.2 million respectively.

Number of Aided Schools with an Incorporated Management Committee (IMC) by District and Category

District	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 31 August 2019)				2019/20 school year (As at 2 March 2020)			
	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	13	0	20	7	13	0	20	7	13	0	20
Eastern	22	21	3	46	22	21	3	46	22	21	3	46	22	22	3	47	22	22	3	47
Islands	7	13	1	21	7	13	1	21	7	13	1	21	7	13	1	21	7	13	2	22
Kowloon City	26	23	1	50	27	27	1	55	27	28	1	56	27	28	3	58	28	28	3	59
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	5	62	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	7	40
Sha Tin	36	37	5	78	37	37	5	79	37	38	5	80	36	38	5	79	36	38	5	79
Southern	13	9	6	28	12	9	6	27	12	9	6	27	12	9	6	27	12	9	6	27
Tai Po	17	17	4	38	17	17	4	38	17	18	4	39	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	9	12	2	23	10	12	2	24	10	12	2	24	10	11	2	23	10	11	2	23
Wong Tai Sin	22	25	5	52	22	23	5	50	22	23	5	50	22	24	3	49	21	24	3	48
Yau Tsim Mong	12	17	2	31	12	17	2	31	12	17	2	31	12	17	1	30	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	356	409	60	825	358	411	61	830	358	415	61	834	357	416	60	833	357	416	61	834

Notes: The above table only shows the number of aided IMC schools. There are also 21 DSS schools with an IMC as at 2 March 2020

- End -

CONTROLLING OFFICER'S REPLY

EDB439

(Question Serial No. 3380)

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 2015/16 to 2019/20 school years and the estimate for the 2020/21 school year, what are the reasons for the changes in the student-to-teacher ratios in government and aided primary schools and the expenditure involved?
- (b) For the 2015/16 to 2019/20 school years and the estimate for the 2020/21 school year, what are the reasons for the changes in the student-to-teacher ratios in government and aided secondary schools and the expenditure involved?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 155)

Reply:

(a) The student-to-teacher ratios in public sector primary schools were reduced from 14.1:1 to 13.3:1 in the school years from 2015/16 to 2019/20 and are expected to remain steady in the 2020/21 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, which provides flexibility for schools to employ additional teachers. The EDB has implemented enhanced measures for the Learning Support Grant (LSG) starting from the 2019/20 school year. Schools will have additional regular teaching post(s) titled as Special Educational Needs Support Teacher (SENST) converted/provided if the total amount of LSG received by schools reaches the specific threshold for supporting students with special educational needs (SEN). 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 12.3:1 to 11.3:1 in the school years from 2015/16 to 2019/20, and are expected to increase slightly in the 2020/21 school year with a rise in secondary school-age population. The student-to-teacher ratios have dropped over the past few years 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 LSG, the Career and Life Planning Grant, etc., also enables schools to employ additional teachers. As regards the LSG, the EDB has also implemented enhanced measures in public sector secondary schools starting from the 2019/20 school year. Schools will have additional regular teaching post(s) titled as SENST, converted/provided if the total amount of LSG received by schools reaches the specific threshold for supporting students with SEN. 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**EDB440****(Question Serial No. 3381)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (5) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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 recurrent subvention for 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	2015/16		2016/17		2017/18		2018/19		2019/20	
	In terms of the no. of months of recurrent subvention for the school	No. of secondary schools	In terms of the no. of months of recurrent subvention for the school	No. of secondary schools	In terms of the no. of months of recurrent subvention for the school	No. of secondary schools	In terms of the no. of months of recurrent subvention for the school	No. of secondary schools	In terms of the no. of months of recurrent subvention for the school	No. 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	2015/16		2016/17		2017/18		2018/19		2019/20	
	In terms of the no. of months of recurrent subvention for the school	No. of primary schools	In terms of the no. of months of recurrent subvention for the school	No. of primary schools	In terms of the no. of months of recurrent subvention for the school	No. of primary schools	In terms of the no. of months of recurrent subvention for the school	No. of primary schools	In terms of the no. of months of recurrent subvention for the school	No. 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	2015/16		2016/17		2017/18		2018/19		2019/20	
	In terms of the no. of months of recurrent subvention for the school	No. of special schools	In terms of the no. of months of recurrent subvention for the school	No. of special schools	In terms of the no. of months of recurrent subvention for the school	No. of special schools	In terms of the no. of months of recurrent subvention for the school	No. of special schools	In terms of the no. of months of recurrent subvention for the school	No. 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 for 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 2015/16 to 2019/20.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 156)

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 2015/16, 2016/17 and 2017/18 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 aided schools are still submitting their accounts for the 2018/19 school year and the 2019/20 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 2015-16 to 2019-20, together with the highest, lowest, average and median amount of unspent grants from 2015-16 to 2017-18, 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 2018/19 school year and the 2019/20 school year has not finished, information on unspent grants for these two school years is not yet available.

**Information on cumulative balances under OEBG/EOEBG/ESCBG
for the school years from 2015/16 to 2017/18**

(A) Aided and government secondary schools (excluding special schools) (Notes 1 to 2)

Amount of Reserve	2015/16 school year		2016/17 school year		2017/18 school year	
	In terms of no. of months of subvention to the school	No. of secondary schools	In terms of no. of months of subvention to the school	No. of secondary schools	In terms of no. of months of subvention to the school	No. of secondary schools
0 to below \$500,000	Less than 6 months	37	Less than 6 months	33	Less than 6 months	32
	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	34	Less than 6 months	31	Less than 6 months	26
	6 to less than 9 months	5	6 to less than 9 months	5	6 to less than 9 months	1
	9 to less than 12 months	1	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	23	Less than 6 months	28	Less than 6 months	21
	6 to less than 9 months	8	6 to less than 9 months	8	6 to less than 9 months	12
	9 to less than 12 months	5	9 to less than 12 months	7	9 to less than 12 months	9
	12 months or more	0	12 months or more	0	12 months or more	1
\$1.5 million to below \$2 million	Less than 6 months	37	Less than 6 months	36	Less than 6 months	36
	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	0	9 to less than 12 months	1
	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	34	Less than 6 months	41	Less than 6 months	38
	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
\$2.5 million to below \$3 million	Less than 6 months	24	Less than 6 months	31	Less than 6 months	35
	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	0	9 to less than 12 months	0
	12 months or more	1	12 months or more	0	12 months or more	0

Amount of Reserve	2015/16 school year		2016/17 school year		2017/18 school year	
	In terms of no. of months of subvention to the school	No. of secondary schools	In terms of no. of months of subvention to the school	No. of secondary schools	In terms of no. of months of subvention to the school	No. of secondary schools
\$3 million to below \$3.5 million	Less than 6 months	28	Less than 6 months	22	Less than 6 months	21
	6 to less than 9 months	13	6 to less than 9 months	20	6 to less than 9 months	17
	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	1	12 months or more	0
\$3.5 million to below \$4 million	Less than 6 months	3	Less than 6 months	4	Less than 6 months	4
	6 to less than 9 months	33	6 to less than 9 months	29	6 to less than 9 months	30
	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	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	3
	6 to less than 9 months	59	6 to less than 9 months	50	6 to less than 9 months	60
	9 to less than 12 months	42	9 to less than 12 months	43	9 to less than 12 months	39
	12 months or more	0	12 months or more	0	12 months or more	0
Total		391		391		389

(B) Aided and government primary schools (excluding special schools) (Notes 1 to 2)

Amount of Reserve	2015/16 school year		2016/17 school year		2017/18 school year	
	In terms of no. of months of subvention to the school	No. of primary schools	In terms of no. of months of subvention to the school	No. of primary schools	In terms of no. of months of subvention to the school	No. of primary schools
0 to below \$500,000	Less than 6 months	36	Less than 6 months	25	Less than 6 months	23
	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	71	Less than 6 months	68	Less than 6 months	54
	6 to less than 9 months	2	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	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	78	Less than 6 months	83	Less than 6 months	76
	6 to less than 9 months	15	6 to less than 9 months	15	6 to less than 9 months	6
	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	0
\$1.5 million to below \$2 million	Less than 6 months	74	Less than 6 months	68	Less than 6 months	55
	6 to less than 9 months	22	6 to less than 9 months	13	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	2
	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	33	Less than 6 months	33	Less than 6 months	43
	6 to less than 9 months	32	6 to less than 9 months	30	6 to less than 9 months	30
	9 to less than 12 months	2	9 to less than 12 months	0	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	9	Less than 6 months	9	Less than 6 months	16
	6 to less than 9 months	33	6 to less than 9 months	43	6 to less than 9 months	46
	9 to less than 12 months	3	9 to less than 12 months	5	9 to less than 12 months	2
	12 months or more	0	12 months or more	0	12 months or more	1

Amount of Reserve	2015/16 school year		2016/17 school year		2017/18 school year	
	In terms of no. of months of subvention to the school	No. of primary schools	In terms of no. of months of subvention to the school	No. of primary schools	In terms of no. of months of subvention to the school	No. of primary schools
\$3 million to below \$3.5 million	Less than 6 months	1	Less than 6 months	0	Less than 6 months	0
	6 to less than 9 months	21	6 to less than 9 months	27	6 to less than 9 months	26
	9 to less than 12 months	4	9 to less than 12 months	3	9 to less than 12 months	9
	12 months or more	0	12 months or more	0	12 months or more	0
\$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	12	6 to less than 9 months	17
	9 to less than 12 months	9	9 to less than 12 months	12	9 to less than 12 months	10
	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	1	6 to less than 9 months	1	6 to less than 9 months	3
	9 to less than 12 months	3	9 to less than 12 months	3	9 to less than 12 months	13
	12 months or more	0	12 months or more	0	12 months or more	0
Total		451		451		451

(C) Aided special schools (Note 1)

Amount of Reserve	2015/16 school year		2016/17 school year		2017/18 school year	
	In terms of no. of months of subvention to the school	No. of special schools	In terms of no. of months of subvention to the school	No. of special schools	In terms of no. of months of subvention to the school	No. of special schools
0 to below \$500,000	Less than 6 months	1	Less than 6 months	2	Less than 6 months	1
	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	2	Less than 6 months	3	Less than 6 months	5
	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	11	Less than 6 months	7	Less than 6 months	5
	6 to less than 9 months	2	6 to less than 9 months	3	6 to less than 9 months	2
	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	6	Less than 6 months	5	Less than 6 months	3
	6 to less than 9 months	5	6 to less than 9 months	4	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	5	Less than 6 months	5	Less than 6 months	6
	6 to less than 9 months	0	6 to less than 9 months	5	6 to less than 9 months	7
	9 to less than 12 months	3	9 to less than 12 months	2	9 to less than 12 months	3
	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	2	Less than 6 months	3	Less than 6 months	1
	6 to less than 9 months	7	6 to less than 9 months	4	6 to less than 9 months	3
	9 to less than 12 months	3	9 to less than 12 months	1	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	2015/16 school year		2016/17 school year		2017/18 school year	
	In terms of no. of months of subvention to the school	No. of special schools	In terms of no. of months of subvention to the school	No. of special schools	In terms of no. of months of subvention to the school	No. of special schools
\$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	3	6 to less than 9 months	5	6 to less than 9 months	3
	9 to less than 12 months	1	9 to less than 12 months	1	9 to less than 12 months	2
	12 months or more	1	12 months or more	2	12 months or more	0
\$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	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	1	9 to less than 12 months	2
	12 months or more	0	12 months or more	0	12 months or more	2
\$4 million or above	Less than 6 months	2	Less than 6 months	1	Less than 6 months	1
	6 to less than 9 months	1	6 to less than 9 months	2	6 to less than 9 months	3
	9 to less than 12 months	3	9 to less than 12 months	3	9 to less than 12 months	4
	12 months or more	0	12 months or more	0	12 months or more	0
Total		60		60		61

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 2018/19 school year and the 2019/20 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.

**Information on government grants to
aided and government schools for the years from 2015-16 to 2019-20**

(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		
	2015-16	2016-17	2017-18	2018-19	2019-20 (Note 5)	2015-16	2016-17	2017-18
Career and Life Planning Grant								
- Highest	541.6	566.9	583.6	609.9	609.9	468.1	311.3	302.6
- Lowest	531.6	189.0	236.2	243.2	609.9	0	0	0
- Average	540.8	549.5	548.6	592.8	609.9	73.3	43.4	35.0
- Median	541.6	566.9	583.6	609.9	609.9	74.9	23.1	1.7
Diversity Learning Grant – Applied Learning								
- Highest	629.4	825.7	771.1	922.3	823.0	59.3	89.9	112.9
- Lowest	6.3	6.1	6.1	6.6	6.8	0	0	0
- Average	145.8	171.1	174.8	169.9	168.5	0.6	1.9	1.5
- Median	129.9	133.3	147.5	136.0	144.0	0	0	0
Diversity Learning Grant – Other Programmes								
- Highest	147.0	147.0	147.0	147.0	147.0	152.0	147.0	134.8
- Lowest	21.0	14.0	7.0	7.0	7.0	0	0	0
- Average	81.8	82.0	81.0	80.6	80.8	49.0	45.3	40.2
- Median	91.0	84.0	84.0	84.0	84.0	49.2	42.9	38.1

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2015-16	2016-17	2017-18	2018-19	2019-20 (Note 5)	2015-16	2016-17	2017-18
Extra Recurrent Grant under ITE4								
- Highest	103.1	103.1	121.3	121.3	121.3	103.1	84.9	121.3
- Lowest	48.5	48.5	48.5	48.5	48.5	0	0	0
- Average	75.8	66.7	66.3	66.9	67.0	25.5	18.1	15.0
- Median	84.9	66.7	66.7	66.7	66.7	13.3	4.9	1.0
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	250.0	250.0	0	0	0
- Average	220.2	69.0	138.9	250.0	250.0	564.7	584.6	484.5
- Median	250.0	62.5	104.2	250.0	250.0	485.1	500.0	380.7
Grants for Teaching and Non-teaching Staff								
- Highest	7,362.2	5,926.3	6,356.7	8,389.1	5,981.6	12,050.7	13,440.9	14,333.2
- Lowest	2.0	32.6	4.6	1.1	55.8	0	0	0
- Average	1,317.3	1,575.2	1,783.9	1,985.5	2,120.5	1,167.2	1,293.1	1,742.4
- Median	619.9	1,070.9	1,380.9	1,519.8	1,831.9	493.1	575.3	982.3

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2015-16	2016-17	2017-18	2018-19	2019-20 (Note 5)	2015-16	2016-17	2017-18
Information Technology Staffing Support Grant								
- Highest	-	-	175.0	304.2	313.1	-	-	300.0
- Lowest	-	-	175.0	304.2	313.1	-	-	0
- Average	-	-	175.0	304.2	313.1	-	-	64.6
- Median	-	-	175.0	304.2	313.1	-	-	41.7
Learning Support Grant								
- Highest	1,559.5	1,583.6	1,753.6	1,795.7	1,442.5	1,086.7	872.2	1,272.9
- Lowest	9.4	9.6	14.0	14.3	10.5	0	0	0
- Average	665.5	724.1	798.1	878.8	479.0	142.1	144.0	152.5
- Median	522.7	576.5	671.3	759.1	391.0	95.0	103.8	105.8
Life-wide Learning Grant								
- Highest	-	-	-	-	1,435.5	-	-	-
- Lowest	-	-	-	-	301.5	-	-	-
- Average	-	-	-	-	832.0	-	-	-
- Median	-	-	-	-	868.5	-	-	-
Moral and National Education Support Grant								
- Highest	-	-	-	-	-	530.0	530.0	530.0
- Lowest	-	-	-	-	-	0	0	0
- Average	-	-	-	-	-	380.7	357.5	333.6
- Median	-	-	-	-	-	447.9	419.8	363.1

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2015-16	2016-17	2017-18	2018-19	2019-20 (Note 5)	2015-16	2016-17	2017-18
OEBG/EOEBG/ESCBG								
- Highest	11,439.3	11,692.5	11,966.0	12,151.4	12,390.4	6,718.8	7,528.2	7,355.0
- Lowest	719.5	1,269.4	775.3	1,333.7	207.5	0	0	0
- Average	6,505.8	6,562.6	6,653.8	7,058.9	7,395.7	2,751.9	2,735.8	2,788.9
- Median	6,965.0	6,960.5	7,090.7	7,550.6	7,805.3	2,736.2	2,602.3	2,679.9
One-off Grant for the Promotion of Chinese History and Culture								
- Highest	-	-	150.0	75.0	31.2	-	-	150.0
- Lowest	-	-	43.8	75.0	31.2	-	-	0
- Average	-	-	141.5	75.0	31.2	-	-	126.7
- Median	-	-	150.0	75.0	31.2	-	-	141.2
One-off Grant to Secondary Schools for the Promotion of STEM Education								
- Highest	-	200.0	-	-	-	-	200.0	200.0
- Lowest	-	200.0	-	-	-	-	0	0
- Average	-	200.0	-	-	-	-	185.1	104.3
- Median	-	200.0	-	-	-	-	200.0	106.2

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2015-16	2016-17	2017-18	2018-19	2019-20 (Note 5)	2015-16	2016-17	2017-18
One-off Grant under ITE4								
- Highest	147.5	121.5	147.5	121.5	95.4	121.5	147.5	121.5
- Lowest	69.4	69.4	69.4	121.5	95.4	0	0	0
- Average	108.7	96.4	93.9	121.5	95.4	48.1	38.0	13.9
- Median	121.5	95.4	95.4	121.5	95.4	22.4	5.2	0
One-off Information Technology Grant for e-Learning in Schools								
- Highest	-	362.6	308.3	253.9	199.5	-	362.6	362.6
- Lowest	-	145.1	38.9	20.0	0.5	-	0	0
- Average	-	199.1	171.6	121.4	65.7	-	173.7	95.3
- Median	-	199.5	199.5	99.6	51.7	-	199.5	85.6
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	227.5	120.0	238.5	0
- Lowest	-	120.0	120.0	75.0	77.5	6.5	0	0
- Average	-	120.0	196.3	75.0	158.8	109.5	103.0	0
- Median	-	120.0	240.0	75.0	152.5	118.7	111.2	0

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2015-16	2016-17	2017-18	2018-19	2019-20 (Note 5)	2015-16	2016-17	2017-18
Promotion of Reading Grant								
- Highest	-	-	-	70.0	72.3	-	-	-
- Lowest	-	-	-	29.2	51.0	-	-	-
- Average	-	-	-	58.1	61.9	-	-	-
- Median	-	-	-	60.0	62.0	-	-	-
Provision of a Non-recurrent Grant to Secondary Schools to support Non-Chinese Speaking Students to learn Chinese History and Culture								
- Highest	-	-	-	-	100.0	-	-	-
- Lowest	-	-	-	-	50.0	-	-	-
- Average	-	-	-	-	96.5	-	-	-
- Median	-	-	-	-	100.0	-	-	-
Salaries Grants								
- Highest	70,055.5	72,913.8	77,907.1	83,865.1	77,197.5	0	0	0
- Lowest	2,381.1	6,765.5	5.8	10,049.5	9,917.1	0	0	0
- Average	42,694.3	44,463.2	45,553.9	47,930.1	44,251.4	0	0	0
- Median	44,009.4	45,564.0	46,715.2	48,807.1	45,135.7	0	0	0

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2015-16	2016-17	2017-18	2018-19	2019-20 (Note 5)	2015-16	2016-17	2017-18
School-based After-school Learning and Support Programmes								
- Highest	373.8	352.8	310.8	325.8	289.2	308.8	289.1	275.7
- Lowest	9.6	12.0	11.6	18.0	15.6	0	0	0
- Average	147.0	138.3	133.9	130.1	126.6	72.1	65.7	59.1
- Median	132.0	124.0	124.8	124.2	117.8	61.8	52.0	49.1
School Executive Officer Grant								
- Highest	-	-	-	-	296.3	-	-	-
- Lowest	-	-	-	-	296.3	-	-	-
- Average	-	-	-	-	296.3	-	-	-
- Median	-	-	-	-	296.3	-	-	-
Senior Secondary Curriculum Support Grant								
- Highest	1,124.7	1,177.2	1,057.1	1,086.0	1,097.8	965.2	939.7	875.3
- Lowest	25.9	27.1	85.0	131.3	106.7	0	0	0
- Average	646.5	451.1	551.4	647.2	590.9	309.2	180.9	227.7
- Median	709.2	504.5	695.3	724.0	731.9	278.6	26.5	102.9

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2015-16	2016-17	2017-18	2018-19	2019-20 (Note 5)	2015-16	2016-17	2017-18
Strengthening School Administration Management Grant								
- Highest	250.0	-	-	-	-	250.0	250.0	0
- Lowest	250.0	-	-	-	-	0	0	0
- Average	250.0	-	-	-	-	228.6	93.9	0
- Median	250.0	-	-	-	-	250.0	80.8	0
The Hong Kong Jockey Club Life-wide Learning Fund/Provision for supporting students with financial needs to participate in life-wide learning activities								
- Highest	98.4	358.8	256.6	233.1	125.5	0	0	0
- Lowest	11.5	5.8	10.6	8.9	6.8	0	0	0
- Average	54.7	160.9	116.3	108.7	60.5	0	0	0
- Median	52.7	151.0	114.0	104.4	60.5	0	0	0
Transitional Career and Life Planning Grant								
- Highest	-	100.0	100.0	-	-	-	100.0	100.0
- Lowest	-	100.0	100.0	-	-	-	0	0
- Average	-	100.0	100.0	-	-	-	82.4	15.6
- Median	-	100.0	100.0	-	-	-	100.0	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		
	2015-16	2016-17	2017-18	2018-19	2019-20 (Note 5)	2015-16	2016-17	2017-18
Consultation Service Grant								
- Highest	-	-	-	72.0	195.5	-	-	-
- Lowest	-	-	-	72.0	51.4	-	-	-
- Average	-	-	-	72.0	108.7	-	-	-
- Median	-	-	-	72.0	123.4	-	-	-
Extra Recurrent Grant under ITE4								
- Highest	103.1	103.1	121.3	121.3	121.3	103.1	103.1	103.1
- Lowest	48.5	48.5	48.5	48.5	48.5	0	0	0
- Average	67.9	69.3	71.6	73.1	73.4	17.1	16.0	18.4
- Median	66.7	66.7	66.7	66.7	66.7	6.4	5.7	6.0
Free Lunch at Schools								
- Highest	1,405.6	1,426.3	1,654.3	1,577.6	1,500.0	0	0	0
- Lowest	12.4	22.3	14.1	6.4	10.2	0	0	0
- Average	457.2	460.6	444.4	409.0	403.9	0	0	0
- Median	435.5	431.6	420.5	391.2	376.7	0	0	0

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2015-16	2016-17	2017-18	2018-19	2019-20 (Note 5)	2015-16	2016-17	2017-18
Grants for Teaching and Non-teaching Staff								
- Highest	3,378.3	3,302.9	3,884.3	4,650.4	4,851.8	3,752.9	4,680.9	5,113.1
- Lowest	3.2	11.5	3.5	17.0	6.3	0	0	0
- Average	504.9	683.2	886.5	1,028.7	968.1	288.6	359.5	579.0
- Median	138.5	153.9	229.7	510.6	433.8	171.1	213.2	317.6
Information Technology Staffing Support Grant								
- Highest	-	-	175.0	304.2	492.3	-	-	304.2
- Lowest	-	-	175.0	179.2	128.0	-	-	0
- Average	-	-	175.0	303.9	313.1	-	-	70.6
- Median	-	-	175.0	304.2	313.1	-	-	59.6
Learning Support Grant								
- Highest	1,652.1	1,751.5	1,683.6	1,770.9	1,530.9	992.2	905.4	647.0
- Lowest	28.1	28.8	14.0	10.0	42.0	0	0	0
- Average	788.4	836.1	785.6	808.6	676.2	134.3	127.2	128.1
- Median	721.6	775.5	713.3	736.2	691.6	102.3	82.5	83.3
Life-wide Learning Grant								
- Highest	-	-	-	-	881.3	-	-	-
- Lowest	-	-	-	-	150.0	-	-	-
- Average	-	-	-	-	556.1	-	-	-
- Median	-	-	-	-	562.5	-	-	-

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2015-16	2016-17	2017-18	2018-19	2019-20 (Note 5)	2015-16	2016-17	2017-18
Moral and National Education Support Grant								
- Highest	-	-	-	-	-	530.0	530.0	530.0
- Lowest	-	-	-	-	-	0	0	0
- Average	-	-	-	-	-	312.1	287.1	267.6
- Median	-	-	-	-	-	330.8	289.9	252.9
OEBG/EOEBG/ESCBG								
- Highest	6,830.1	7,115.3	7,297.9	7,306.9	7,343.4	4,320.3	4,486.9	4,977.7
- Lowest	764.4	1,450.9	1,510.9	1,392.6	371.4	0	0	0
- Average	4,095.2	4,288.9	4,463.3	4,697.6	4,764.8	1,697.6	1,827.0	2,040.9
- Median	4,352.6	4,556.2	4,683.2	4,944.9	5,003.9	1,626.9	1,721.8	1,983.2
One-off Grant for the Promotion of Chinese History and Culture								
- Highest	-	-	100.0	100.0	100.0	-	-	100.0
- Lowest	-	-	29.2	50.0	20.8	-	-	0
- Average	-	-	94.7	51.4	23.1	-	-	87.3
- Median	-	-	100.0	50.0	20.8	-	-	99.0

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2015-16	2016-17	2017-18	2018-19	2019-20 (Note 5)	2015-16	2016-17	2017-18
One-off Grant to Primary Schools for the Promotion of STEM Education								
- Highest	100.0	-	-	-	-	100.0	100.0	0
- Lowest	100.0	-	-	-	-	0	0	0
- Average	100.0	-	-	-	-	96.5	57.1	0
- Median	100.0	-	-	-	-	100.0	61.2	0
One-off Grant under ITE4								
- Highest	147.5	147.5	147.5	95.4	69.4	147.5	147.5	147.5
- Lowest	69.4	69.4	69.4	69.4	69.4	0	0	0
- Average	97.2	99.6	104.6	82.4	69.4	53.3	33.2	17.5
- Median	95.4	95.4	121.5	82.4	69.4	69.4	4.3	0
One-off Information Technology Grant for e-Learning in Schools								
- Highest	-	308.3	308.3	253.9	240.4	-	308.3	308.3
- Lowest	-	145.1	28.8	22.6	0.1	-	0	0
- Average	-	208.2	188.4	128.7	80.6	-	183.1	98.8
- Median	-	199.5	199.5	126.9	79.0	-	199.5	89.4

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2015-16	2016-17	2017-18	2018-19	2019-20 (Note 5)	2015-16	2016-17	2017-18
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	227.5	120.0	239.6	0
- Lowest	-	120.0	120.0	75.0	77.5	0	0	0
- Average	-	120.0	191.5	75.0	161.0	108.5	96.5	0
- Median	-	120.0	240.0	75.0	152.5	118.4	103.6	0
Promotion of Reading Grant								
- Highest	-	-	-	40.0	41.3	-	-	-
- Lowest	-	-	-	11.7	20.4	-	-	-
- Average	-	-	-	32.7	35.0	-	-	-
- Median	-	-	-	30.0	31.0	-	-	-
Salaries Grants								
- Highest	42,786.6	45,210.6	48,587.7	52,327.2	50,041.2	0	0	0
- Lowest	1,874.6	5,734.3	8,241.0	5,420.7	2,887.3	0	0	0
- Average	24,400.3	26,101.0	28,079.8	30,543.9	29,872.3	0	0	0
- Median	26,318.6	27,791.5	29,631.0	32,269.8	31,284.5	0	0	0

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2015-16	2016-17	2017-18	2018-19	2019-20 (Note 5)	2015-16	2016-17	2017-18
School-based After-school Learning and Support Programmes								
- Highest	421.8	435.0	417.0	411.6	411.6	397.2	390.0	376.6
- Lowest	6.4	7.8	4.8	6.0	4.0	0	0	0
- Average	141.6	142.7	144.8	141.3	138.9	60.4	60.1	58.8
- Median	128.0	128.0	132.3	130.0	127.2	44.2	37.8	39.8
School Executive Officer Grant								
- Highest	-	-	-	-	296.3	-	-	-
- Lowest	-	-	-	-	296.3	-	-	-
- Average	-	-	-	-	296.3	-	-	-
- Median	-	-	-	-	296.3	-	-	-
School Social Work Service Grant								
- Highest	-	-	-	355.8	965.7	-	-	-
- Lowest	-	-	-	355.8	190.8	-	-	-
- Average	-	-	-	355.8	528.9	-	-	-
- Median	-	-	-	355.8	609.9	-	-	-

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2015-16	2016-17	2017-18	2018-19	2019-20 (Note 5)	2015-16	2016-17	2017-18
Strengthening School Administration Management Grant								
- Highest	250.0	-	-	-	-	250.0	250.0	0
- Lowest	250.0	-	-	-	-	52.2	0	0
- Average	250.0	-	-	-	-	233.0	106.2	0
- Median	250.0	-	-	-	-	250.0	100.4	0
The Hong Kong Jockey Club Life-wide Learning Fund/Provision for supporting students with financial needs to participate in life-wide learning activities								
- Highest	90.8	273.8	198.7	186.4	101.3	0	0	0
- Lowest	1.4	2.5	2.1	2.9	1.1	0	0	0
- Average	32.6	84.5	65.8	66.0	33.8	0	0	0
- Median	27.4	74.2	60.3	61.4	32.0	0	0	0

(C) Aided special schools

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2015-16	2016-17	2017-18	2018-19	2019-20 (Note 5)	2015-16	2016-17	2017-18
Additional Support Grant for Day Students and Day Students cum Boarders with Medical Complexity in Aided Special Schools								
- Highest	-	-	-	597.7	677.1	-	-	-
- Lowest	-	-	-	176.3	182.1	-	-	-
- Average	-	-	-	207.2	217.3	-	-	-
- Median	-	-	-	176.3	182.1	-	-	-
Career and Life Planning Grant								
- Highest	541.6	566.9	583.6	609.9	609.9	361.9	121.0	117.7
- Lowest	541.6	566.9	583.6	609.9	609.9	0	0	0
- Average	541.6	566.9	583.6	609.9	609.9	85.6	55.8	56.6
- Median	541.6	566.9	583.6	609.9	609.9	88.2	55.9	57.8
Consultation Service Grant								
- Highest	-	-	-	396.1	679.0	-	-	-
- Lowest	-	-	-	72.0	123.4	-	-	-
- Average	-	-	-	168.4	292.4	-	-	-
- Median	-	-	-	144.0	246.9	-	-	-

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2015-16	2016-17	2017-18	2018-19	2019-20 (Note 5)	2015-16	2016-17	2017-18
Diversity Learning Grant – Applied Learning								
- Highest	214.4	318.6	373.4	336.9	275.7	12.1	30.8	2.7
- Lowest	6.3	6.5	8.5	6.9	8.8	0	0	0
- Average	80.7	93.1	104.1	94.2	92.3	0.3	1.0	0.1
- Median	65.6	62.9	92.3	76.6	64.6	0	0	0
Extra Recurrent Grant under ITE4								
- Highest	84.9	103.1	103.1	103.1	103.1	69.4	66.7	62.1
- Lowest	48.5	48.5	48.5	48.5	48.5	0	0	0
- Average	51.3	52.8	52.2	52.8	53.3	19.5	16.6	14.6
- Median	48.5	48.5	48.5	48.5	48.5	9.9	11.9	5.5
Free Lunch at Schools								
- Highest	141.9	189.2	209.6	190.5	173.1	0	0	0
- Lowest	2.6	3.2	3.7	1.8	0.8	0	0	0
- Average	47.3	47.8	45.3	37.2	45.8	0	0	0
- Median	41.4	43.4	38.5	30.0	29.8	0	0	0

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2015-16	2016-17	2017-18	2018-19	2019-20 (Note 5)	2015-16	2016-17	2017-18
Grants for Teaching and Non-teaching Staff								
- Highest	4,949.9	4,907.2	4,942.0	5,163.1	5,622.2	4,914.6	5,098.1	5,580.0
- Lowest	59.3	47.4	37.5	9.4	74.0	0	0	0
- Average	1,416.4	1,532.9	1,849.3	2,091.6	1,869.6	997.6	1,000.7	1,247.8
- Median	970.6	1,279.4	1,481.7	1,807.0	1,463.1	552.3	553.0	888.0
Information Technology Staffing Support Grant								
- Highest	-	-	175.0	304.2	313.1	-	-	255.0
- Lowest	-	-	175.0	125.0	313.1	-	-	0
- Average	-	-	175.0	301.3	313.1	-	-	72.3
- Median	-	-	175.0	304.2	313.1	-	-	63.9
Life-wide Learning Grant								
- Highest	-	-	-	-	858.8	-	-	-
- Lowest	-	-	-	-	263.3	-	-	-
- Average	-	-	-	-	456.7	-	-	-
- Median	-	-	-	-	433.1	-	-	-
Moral and National Education Support Grant								
- Highest	-	-	-	-	-	530.0	530.0	530.0
- Lowest	-	-	-	-	-	0	0	0
- Average	-	-	-	-	-	323.6	306.7	282.3
- Median	-	-	-	-	-	371.5	355.9	335.9

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2015-16	2016-17	2017-18	2018-19	2019-20 (Note 5)	2015-16	2016-17	2017-18
OEBG/EOEBG/ESCBG								
- Highest	11,788.5	11,987.8	12,295.7	12,918.5	12,971.1	6,492.8	6,801.4	7,442.7
- Lowest	1,884.0	1,907.4	1,851.2	458.2	2,852.5	30.2	105.5	407.4
- Average	4,402.9	4,509.0	4,580.2	4,926.3	5,250.3	2,391.0	2,433.4	2,538.1
- Median	4,174.4	4,250.3	4,238.6	4,596.2	4,770.0	2,257.0	3,476.4	2,280.7
One-off Grant for the Promotion of Chinese History and Culture								
- Highest	-	-	150.0	-	50.0	-	-	150.0
- Lowest	-	-	75.0	-	50.0	-	-	0
- Average	-	-	148.0	-	50.0	-	-	127.5
- Median	-	-	150.0	-	50.0	-	-	141.9
One-off Grant to Primary Schools for the Promotion of STEM Education								
- Highest	100.0	-	-	-	-	100.0	100.0	0
- Lowest	100.0	-	-	-	-	0.2	0	0
- Average	100.0	-	-	-	-	97.0	58.1	0
- Median	100.0	-	-	-	-	100.0	57.7	0

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2015-16	2016-17	2017-18	2018-19	2019-20 (Note 5)	2015-16	2016-17	2017-18
One-off Grant to Secondary Schools for the Promotion of STEM								
- Highest	-	200.0	200.0	-	-	-	200.0	154.2
- Lowest	-	100.0	200.0	-	-	-	63.0	0
- Average	-	105.1	200.0	-	-	-	103.5	69.6
- Median	-	100.0	200.0	-	-	-	100.0	77.3
One-off Grant under ITE4								
- Highest	121.5	147.5	95.4	69.4	69.4	147.5	140.7	95.4
- Lowest	69.4	69.4	69.4	69.4	69.4	0	0	0
- Average	73.4	79.5	74.6	69.4	69.4	41.7	27.9	19.3
- Median	69.4	69.4	69.4	69.4	69.4	40.4	3.7	0.5
One-off Information Technology Grant for e-Learning in Schools								
- Highest	-	308.3	199.5	145.1	145.1	-	308.3	308.3
- Lowest	-	145.1	145.1	145.1	145.1	-	0	0
- Average	-	156.2	155.9	145.1	145.1	-	138.8	77.9
- Median	-	145.1	145.1	145.1	145.1	-	145.1	76.7

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2015-16	2016-17	2017-18	2018-19	2019-20 (Note 5)	2015-16	2016-17	2017-18
Promotion of Reading Grant								
- Highest	-	-	-	30.0	31.0	-	-	-
- Lowest	-	-	-	30.0	31.0	-	-	-
- Average	-	-	-	30.0	31.0	-	-	-
- Median	-	-	-	30.0	31.0	-	-	-
Salaries Grants								
- Highest	81,958.2	84,534.6	88,397.2	95,537.0	86,574.7	0	0	0
- Lowest	7,890.1	9,076.2	7,915.4	5,040.8	11,968.3	0	0	0
- Average	27,396.1	28,957.6	30,408.5	33,034.5	32,290.2	0	0	0
- Median	26,089.6	27,753.0	29,474.9	32,373.6	31,031.8	0	0	0
School-based After-school Learning and Support Programmes								
- Highest	130.2	120.6	114.6	101.4	99.6	99.9	90.6	90.6
- Lowest	5.2	4.0	2.4	4.4	2.4	0	0	0
- Average	38.4	41.4	36.3	32.7	36.9	18.3	20.4	18.3
- Median	30.0	30.0	25.2	24.4	30.6	12.6	14.6	11.5
School Executive Officer Grant								
- Highest	-	-	-	-	296.3	-	-	-
- Lowest	-	-	-	-	296.3	-	-	-
- Average	-	-	-	-	296.3	-	-	-
- Median	-	-	-	-	296.3	-	-	-

Government grant (Note 1)	Amount received (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2015-16	2016-17	2017-18	2018-19	2019-20 (Note 5)	2015-16	2016-17	2017-18
Senior Secondary Curriculum Support Grant								
- Highest	428.5	518.0	477.7	482.7	487.9	399.8	406.4	407.7
- Lowest	81.2	40.6	42.5	14.6	30.5	0	0	0
- Average	217.1	221.7	222.1	243.3	216.8	92.5	106.8	120.4
- Median	214.2	224.2	231.8	241.3	244.0	80.9	103.0	118.7
Strengthening School Administration Management Grant								
- Highest	250.0	-	-	-	-	250.0	250.0	0
- Lowest	250.0	-	-	-	-	24.7	0	0
- Average	250.0	-	-	-	-	237.6	114.0	0
- Median	250.0	-	-	-	-	250.0	98.4	0
The Hong Kong Jockey Club Life-wide Learning Fund/Provision for supporting students with financial needs to participate in life-wide learning activities								
- Highest	-	94.6	64.9	62.4	32.4	0	0	0
- Lowest	-	3.6	3.1	4.4	1.3	0	0	0
- Average	-	31.8	23.0	22.5	13.9	0	0	0
- Median	-	21.9	16.9	17.2	12.3	0	0	0

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 aided schools are still submitting their accounts for the 2018/19 school year and the 2019/20 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 2019-20 shows the position as at 29 February 2020.

- End -

CONTROLLING OFFICER'S REPLY**EDB441****(Question Serial No. 3382)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide information on Direct Subsidy Scheme (DSS) primary and secondary schools in the past 5 school years (2015/16 to 2019/20 school years) using the following tables:

Table 1

District	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools

Table 2

DSS Primary 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

Category 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					
Category 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					
Category 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					
Category 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					
Category 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.: 157)

Reply:

The requested information on Direct Subsidy Scheme (DSS) primary/secondary schools in the past 5 school years (from the 2015/16 to 2019/20 school years) is tabulated at Appendix.

Information on DSS Primary/Secondary Schools from the 2015/16 to 2019/20 School Years

Table 1

2015/16 School Year

District	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Central and Western	0	0	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 Mong	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 Tsing	1	540	0	0
Tuen Mun	1	755	0	0
Yuen Long	2	1 418	5	3 818

2016/17 School Year

District	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Central and Western	0	0	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 Mong	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 Tsing	1	529	0	0
Tuen Mun	1	767	0	0
Yuen Long	2	1 436	5	3 673

2017/18 School Year

District	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Central and Western	0	0	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 Mong	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 Tsing	1	537	0	0
Tuen Mun	1	774	0	0
Yuen Long	2	1 449	5	3 557

2018/19 School Year

District	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Central and Western	0	0	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 Mong	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 Tsing	1	527	0	0
Tuen Mun	1	781	0	0
Yuen Long	2	1 472	5	3 620

2019/20 School Year

District	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Central and Western	0	0	2	2 246
Hong Kong East	2	1 254	4	2 822
Islands	0	0	3	1 231
Southern	2	1 467	2	1 907
Wan Chai	0	0	3	1 610
Kowloon City	2	1 744	5	4 498
Kwun Tong	1	774	6	4 921
Sai Kung	4	3 310	7	5 361
Sham Shui Po	3	1 686	9	6 661
Wong Tai Sin	0	0	1	1 307
Yau Tsim Mong	1	931	3	2 444
North	0	0	1	1 170
Sha Tin	2	1 955	6	4 766
Tai Po	0	0	2	1 396
Kwai Tsing	1	518	0	0
Tuen Mun	1	783	0	0
Yuen Long	2	1 513	5	3 709

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\$)
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	45,838,091	48,044,548	27,505	25,300
2019/20	67,493 or 64,793	-- Note 4	-- Note 4	28,507	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 2019-20 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}	Average of Subsidy per DSS School ^{Note 2}	Median of Subsidy per DSS School ^{Note 2}	Average of School Fee Charged ^{Note 3} (HK\$)		Median of School Fee Charged ^{Note 3} (HK\$)	
	(HK\$)	(HK\$)	(HK\$)	S1-3	S4-6	S1-3	S4-6
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	53,224,580	53,315,672	22,573	25,022	19,900	20,800
2019/20	S1 - 3: 70,310 or 68,201 S4 - 6: 82,333 or 79,863	-- Note 4	-- Note 4	23,354	26,002	22,000	22,244

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 2019-20 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
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	67,190,628	65,415,686	4,910,347	2,438,739	--
2018/19 ^{Note 1}	--	--	--	--	--
2019/20 ^{Note 1}	--	--	--	--	--

Note 1: Relevant information for the 2018/19 and 2019/20 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
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	44,394,091	33,779,520	4,272,004	2,220,606	--
2018/19 ^{Note 1}	--	--	--	--	--
2019/20 ^{Note 1}	--	--	--	--	--

Note 1: Relevant information for the 2018/19 and 2019/20 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

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

2019/20 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	518	18	10 948
Annual School Fee between HK\$10,000 and HK\$20,000	8	5 970	7	4 741
Annual School Fee over HK\$20,000	12	9 447	34	30 360

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

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\$) ^{Note 1}	Median of School Fee Charged (HK\$) ^{Note 1}
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\$) ^{Note 1}	Median of School Fee Charged (HK\$) ^{Note 1}
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 3} (HK\$)	Median of Subsidy per DSS School ^{Note 3} (HK\$)	Average of School Fee Charged ^{Note 1} (HK\$)	Median of School Fee Charged ^{Note 1} (HK\$)
Annual School Fee under HK\$10,000	60,820 or 58,387	32,843,159	32,843,159	7,370	7,370
Annual School Fee between HK\$10,000 and HK\$20,000		45,332,270	47,677,277	15,163	15,650
Annual School Fee over HK\$20,000		47,258,216	49,492,431	37,412	34,100

2019/20 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 ^{Note 1} (HK\$)	Median of School Fee Charged ^{Note 1} (HK\$)
Annual School Fee under HK\$10,000	67,493 or 64,793	--	--	7,370	7,370
Annual School Fee between HK\$10,000 and HK\$20,000		--	--	15,851	16,450
Annual School Fee over HK\$20,000		--	--	38,706	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 2019-20 financial year has not come to a close, the amount of subsidy provided to each DSS school is not yet available.

Table 8

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\$) ^{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: 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\$) ^{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: 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 3} (HK\$)	Median of Subsidy per DSS School ^{Note 3} (HK\$)	Average of School Fee Charged ^{Note 1} (HK\$)		Median of School Fee Charged ^{Note 1} (HK\$)	
				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	44,438,306	48,090,641	4,117	5,553	4,490	6,000
Annual School Fee between HK\$10,000 and HK\$20,000		46,050,246	47,937,559	17,960	14,421	19,000	13,900
Annual School Fee over HK\$20,000		60,288,826	59,256,857	38,898	38,801	35,600	34,980

2019/20 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 ^{Note 1} (HK\$)		Median of School Fee Charged ^{Note 1} (HK\$)	
				S1-3	S4-6	S1-3	S4-6
Annual School Fee under HK\$10,000	S1 – S3: 70,310 or 68,201 S4 – S6: 82,333 or 79,863	--	--	4,379	5,587	4,950	5,550
Annual School Fee between HK\$10,000 and HK\$20,000		--	--	17,058	13,561	17,315	13,440
Annual School Fee over HK\$20,000		--	--	37,476	39,372	34,700	35,000

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 2019-20 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}

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	--

2017/18 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	29,391,415	29,391,415	564,698	564,698	--
Annual School Fee between HK\$10,000 and HK\$20,000	56,120,528	58,641,157	1,518,037	984,000	--
Annual School Fee over HK\$20,000	79,684,274	71,175,979	8,080,932	6,138,267	--

Note 1: Relevant information for the 2018/19 and 2019/20 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}

2015/16 School Year

DSS Secondary Schools					
Categories of School Fee ^{Note 2}	Average of Financial Reserve ^{Note 3}	Median of Financial Reserve ^{Note 3}	Average Annual Expenditure on Fee Remission and Scholarship ^{Note 4}	Median Annual Expenditure on Fee Remission and Scholarship ^{Note 4}	Average Number of Students Benefited from Scholarship ^{Note 4}
	(HK\$)	(HK\$)	(HK\$)	(HK\$)	
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}	Median of Financial Reserve ^{Note 3}	Average Annual Expenditure on Fee Remission and Scholarship ^{Note 4}	Median Annual Expenditure on Fee Remission and Scholarship ^{Note 4}	Average Number of Students Benefited from Scholarship ^{Note 4}
	(HK\$)	(HK\$)	(HK\$)	(HK\$)	
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	--

2017/18 School Year

DSS Secondary Schools					
Categories of School Fee ^{Note 2}	Average of Financial Reserve ^{Note 3}	Median of Financial Reserve ^{Note 3}	Average Annual Expenditure on Fee Remission and Scholarship ^{Note 4}	Median Annual Expenditure on Fee Remission and Scholarship ^{Note 4}	Average Number of Students Benefited from Scholarship ^{Note 4}
	(HK\$)	(HK\$)	(HK\$)	(HK\$)	
Annual School Fee under HK\$10,000	23,674,996	17,923,119	819,001	569,036	--
Annual School Fee between HK\$10,000 and HK\$20,000	34,394,493	28,451,039	1,825,508	1,781,828	--
Annual School Fee over HK\$20,000	61,332,716	58,490,193	7,321,408	5,567,974	--

Note 1: Relevant information for the 2018/19 and 2019/20 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**EDB442****(Question Serial No. 3383)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

(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 (2015/16 to 2019/20 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 (2015/16 to 2019/20 school years) in the tables below:

Table 2

District	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

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

(c) How many complaints about insufficient consultation by aided schools in applying to join the DSS in the past 5 school years (2015/16 to 2019/20 school years) were received by the Administration? How many complaints 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 independently operated private schools? What are the manpower and expenditure involved in the implementation of the DSS policy each year?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 158)

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 2015/16 to 2019/20 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 2015/16 to 2019/20 school years) is tabulated at Appendix (Tables 2 & 3).
- (c) In the past 5 school years (from the 2015/16 to 2019/20 school years), the EDB has received 2 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 independently operated private 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.

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 2015/16 to 2019/20 School Years**

School Year	Government		Aided ^{Note 3}		Others ^{Note 3}		All	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
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	1 413	45.7	15 212	42.1	3 165	52.1	19 790	43.7
2018/19 ^{Note 4}	1 427	48.6	14 806	43.8	3 276	55.0	19 509	45.7
2019/20 ^{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 2018/19 school year are provisional figures.

Note 5: Figures of the 2019/20 school year are not yet available.

Table 2

**Number of Primary and Secondary Schools which Applied to Join the DSS
from the 2015/16 to 2019/20 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 <small>Note 1</small>	Number of Private Primary Schools Having Applied to Join the DSS <small>Note 2</small>	Number of Private Secondary Schools Having Applied to Join the DSS <small>Note 2</small>	Other Categories	Total
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
2019/20	--	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 2015/16 to 2019/20 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
2015/16	--	0	0	--	--	0	0
2016/17	--	0	0	--	--	0	0
2017/18	--	0	0	--	--	0	0
2018/19	--	0	0	--	--	0	0
2019/20	--	0	0	--	--	0	0

- End -

CONTROLLING OFFICER'S REPLY

EDB443

(Question Serial No. 3384)

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 will be provided by the Administration to enhance career guidance services and strengthen teacher training?

(c) As mentioned in last 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 2019/20 school year;

(d) On the basis of the figures provided in (c), what is the expenditure on converting the two grants into regular teaching posts? What is the estimated expenditure on converting the two grants into regular posts this year?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 159)

Reply:

(a) and (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 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 2018/19 school year, more than 190 partner organisations collaborated with the EDB in organising more than 1 250 activities under the BSPP, benefitting over 180 000 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 forms learning circles under the District Development Networks to foster a culture of district-based sharing and professional exchange among teachers, and provides 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 2019/20 school year, about 310 (about 70%) and 350 (about 80%) 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 140 (about 30%) and 90 (about 20%) schools have yet to convert the SSCSG and the CLPG into regular teaching posts. In sum, about 85% eligible public sector schools (i.e. about 380 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 are no genuine needs 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

EDB444

(Question Serial No. 3385)

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:

- (a) Please set out the support measures and provision provided by the Government for improving the learning and teaching of the English Language in secondary and primary schools in the past 5 years (2015/16 to 2019/20) and 2020/21; and
- (b) What are the expenditures on the Native-speaking English Teacher (NET) Scheme in Primary Schools and the Enhanced NET Scheme in Secondary Schools in the past 5 years (2015/16 to 2019/20) and 2020/21?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 160)

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 was respectively \$845.08 million (of which \$33.27 million was from the Language Fund (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, \$937.17 million (of which \$41.95 million was from the LF) in the 2018-19 financial year, and \$986 million (of which \$44.77 million was from the LF) in the 2019-20 financial year.

In the 2020-21 financial year, we will continue to improve the learning and teaching of the English Language in primary and secondary schools. The estimated expenditure for 2020-21 is \$1.03278 billion, of which \$51.19 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 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 talent 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 in Primary Schools	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, eligible public sector primary schools operating 6 or more classes (including special schools (primary section) offering the mainstream curriculum as well as schools for children with intellectual disabilities (primary section) offering an appropriate school-based English Language curriculum) are each provided with a NET post.
2.	The Enhanced Native-speaking English Teacher (NET) Scheme in Secondary Schools	NETs collaborate with local English teachers to enhance the effectiveness of English learning and teaching by providing a more favourable English language learning environment and using linguistically and culturally authentic materials and resources. In general, eligible public sector secondary schools (including special schools (secondary section) offering the mainstream curriculum as well as schools for children with intellectual disabilities (secondary section) offering an appropriate school-based English Language curriculum) are each provided with a NET post.

*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 LF

** The initiative is funded under Head 173 Student Financial Assistance Agency

^ The funding for the initiative ended in 2016-17

- (b) Expenditure over the past 5 years (2015-16 to 2019-20 financial years) and the estimated expenditure for the 2020-21 financial year of the PNET Scheme and the ENET Scheme are tabulated below:

	Expenditure (\$ million)					
	15-16	16-17	17-18	18-19	19-20#	2020-21 (estimate)
PNET Scheme	376.4	398.8	420.4	437.2	375.2	491.8
ENET Scheme	381.6	401.0	408.0	421.3	359.4	478.2

as at 31 January 2020

- End -

CONTROLLING OFFICER'S REPLY**EDB445****(Question Serial No. 3410)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (5) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Please provide the following information regarding regular and non-regular teachers in government and aided primary, secondary 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.: 161)Reply:

The median age, mean age and wastage rate of regular teachers (i.e. those filling the posts within the approved teaching establishment) and non-regular teachers in government primary schools, aided primary schools, government secondary schools, aided secondary schools and special schools in the school years from 2015/16 to 2019/20 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 (%)
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	46	45	2.2	37	40	15.1
2019/20 (estimate)	46	45	2.4	38	40	15.9

Aided primary schools

School year	Regular teachers			Non-regular teachers		
	Median age	Mean age	Wastage rate (%)	Median age	Mean age	Wastage rate (%)
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	41	40	3.5	27	31	12.3
2019/20 (estimate)	41	40	3.0	27	31	14.0

Government secondary schools

School year	Regular teachers			Non-regular teachers		
	Median age	Mean age	Wastage rate (%)	Median age	Mean age	Wastage rate (%)
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	47	45	3.8	32	36	17.2
2019/20 (estimate)	47	45	4.6	34	38	16.8

Aided secondary schools

School year	Regular teachers			Non-regular teachers		
	Median age	Mean age	Wastage rate (%)	Median age	Mean age	Wastage rate (%)
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	44	43	3.9	28	30	10.0
2019/20 (estimate)	44	43	3.8	28	30	10.2

Special schools

School year	Regular teachers			Non-regular teachers		
	Median age	Mean age	Wastage rate (%)	Median age	Mean age	Wastage rate (%)
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	39	40	8.1	31	33	23.8
2019/20 (estimate)	39	40	6.5	31	34	23.6

- End -

CONTROLLING OFFICER'S REPLY

EDB446

(Question Serial No. 3411)

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 names and number of Direct Subsidy Scheme (DSS) schools offering non-local curriculum and their respective percentage shares of all public sector schools and all DSS schools in the past 5 years with a breakdown by school type, as well as the number of students taking the non-local curriculum and their percentage share of the total number of students in each of these schools by programme names of the non-local curriculum offered.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 162)

Reply:

From the 2015/16 to 2019/20 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 the total number of DSS schools are provided in the table below:

	2015/16	2016/17	2017/18	2018/19	2019/20
Number of DSS schools offering both local and non-local curricula	9	11	12	14	15
Percentage against the total number of publicly-funded schools (including government, aided, caput and DSS schools)	1%	1%	1%	2%	2%
Percentage against the total number of DSS schools	11%	13%	15%	17%	19%

Note: Percentages in the table are rounded to the nearest integers.

From the 2015/16 to 2019/20 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				
			2015/16	2016/17	2017/18	2018/19	2019/20
1	St. Paul's Co-educational College	IB Diploma Programme	91 (7%)	123 (10%)	119 (10%)	102 (8%)	101 (8%)
2	The Hong Kong Chinese Christian Churches Union Logos Academy	IB Diploma Programme	103 (9%)	116 (10%)	106 (10%)	86 (8%)	88 (9%)
3	Diocesan Boys' School	IB Diploma Programme	115 (8%)	114 (8%)	113 (8%)	119 (9%)	128 (9%)
4	Creative Secondary School	IB Diploma Programme	102 (14%)	99 (13%)	97 (14%)	84 (12%)	86 (12%)
5	St. Paul's Convent School	GCE A-Level Examination Programme	110 (9%)	117 (10%)	126 (11%)	113 (10%)	121 (10%)
6	YMCA of Hong Kong Christian College	GCE A-Level Examination Programme	139 (16%)	132 (16%)	131 (16%)	122 (15%)	130 (16%)
7	ELCHK Lutheran Academy	IB Diploma Programme	49 (10%)	59 (13%)	63 (14%)	61 (13%)	43 (8%)
8	St. Stephen's College	IB Diploma Programme	45 (5%)	85 (9%)	91 (10%)	94 (10%)	96 (10%)
9	Po Leung Kuk Ngan Po Ling College	IB Diploma Programme	14 (2%)	22 (3%)	18 (2%)	33 (4%)	40 (5%)
10	Diocesan Girls' School	GCE A-Level Examination Programme	---	10 (1%)	18 (2%)	34 (3%)	38 (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%)	45 (5%)
12	Pui Kiu College	Northern Consortium of UK International Foundation Year Programme	---	---	8 (1%)	4 ($<1\%$)	17 (2%)
13	G.T. (Ellen Yeung) College	IB Diploma Programme	---	---	---	19 (3%)	34 (5%)
14	St. Paul's College	Edexcel International A-Level Programme	---	---	---	20 (2%)	32 (3%)
15	United Christian College (Kowloon East)	GCE A-Level Examination Programme	---	---	---	---	13 (2%)

Notes:

1. The number of students refers to the position as at September of the respective school years.
2. Percentages in the table are rounded to the nearest integers.

- End -

CONTROLLING OFFICER'S REPLY

EDB447

(Question Serial No. 3412)

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.: 163)

Reply:

The school-age population aged 3, 6 and 12 residing in Hong Kong from 2015 to 2019 are tabulated at Annex 1.

The projected school-age population aged 3, 6 and 12 residing in Hong Kong from the 2020/21 to 2024/25 school years are tabulated at Annex 2.

**School-age population aged 3, 6 and 12 residing in Hong Kong
from 2015 to 2019**

Age	2015	2016	2017	2018	2019
3 years old	58 200	53 100	53 900	58 900	58 300
6 years old	57 100	58 200	64 800	63 000	57 300
12 years old	53 200	49 700	50 400	56 100	58 000

Notes: (1) Figures refer to 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 2020/21 to 2024/25 school years**

Age	2020/21	2021/22	2022/23	2023/24	2024/25
3 years old	57 100	57 800	57 000	56 100	55 500
6 years old	55 700	59 200	57 800	57 600	58 400
12 years old	63 300	65 400	67 900	73 500	74 000

Notes: (1) The projections of school-age population residing in Hong Kong are compiled with reference to 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

EDB448

(Question Serial No. 3413)

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 table form, please advise 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 education of 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 school years from 2015/16 to 2019/20;
- (b) the number of publicly-funded education-related events, talks, classes or seminars designated for parents of NCS students in each of the school years from 2015/16 to 2019/20;
- (c) the number of NCS parents attending each of the activities mentioned in (b);
- (d) the number of education-related events, talks, classes or seminars designated for parents of NCS students organised by the Education Bureau (EDB) in each of the school years from 2015/16 to 2019/20;
- (e) the number of NCS parents attending each of the activities mentioned in (d);
- (f) the number of education-related events, talks, classes 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 school years from 2015/16 to 2019/20;
- (g) the number of 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 2015/16 to 2019/20;
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 2015/16 to 2019/20.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 164)

Reply:

- (a) to (g) Starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding to schools, 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 tandem with the implementation of the "Learning Framework" and the creation of an inclusive learning environment in schools, schools also hope that parents of NCS students can understand the details of the education provided by schools for their children and actively participate in home-school co-operation activities. Therefore, schools will flexibly deploy the additional funding to organise briefings and seminars for parents of NCS students. As the above activities are not organised by EDB and EDB does not collect the related information, relevant statistics are not available.

On the other hand, the education-related programmes organised annually by EDB for parents of NCS students cover different areas such as student financial assistance schemes, admission to Primary 1 and Secondary 1 in public sector schools, and educational support for NCS students. Simultaneous interpretation services in major ethnic minority languages are provided during these events where necessary. Taking the Primary One Admission (POA) system and the Secondary School Places Allocation (SSPA) system as examples, dedicated briefing sessions in English 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) with simultaneous interpretation services in major ethnic minority languages provided. As regards SSPA, since it is not uncommon for primary schools to offer counselling on admission to Secondary 1 specifically on making school choices to Primary 6 students and their parents, 1 briefing session open to all parents of NCS students was organised annually from the 2015/16 to 2019/20 school years. Besides, 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. 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, encourage these parents to enrol their children to schools with an immersed Chinese language environment, and enhance the capability of these parents to support NCS students in life planning education. For instance, starting from 2013, parents of NCS students may accompany their children to attend the Summer Bridging Programme with a view to enhancing their exposure to, and use of, Chinese which in turn will strengthen their support for their children in learning the Chinese language. 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. In addition, starting from the 2020/21 school year, we will provide a series of parent education programmes for parents of NCS students, so as to help them support their children's learning, encourage their children to master the Chinese language, and help them have more comprehensive understanding of the multiple pathways available to their children.

From the 2015/16 to 2019/20 school years, 9 to 10 briefing sessions on POA which were open to all parents of NCS students were organised annually, and the number of participating parents in the briefing sessions was 311, 269, 261, 286 and 373 respectively, while the number of participating parents in the briefing sessions on SSPA was 73, 68, 73, 95 and 81 respectively. Moreover, about 240, 190, 150, 140 and 90 parents of NCS students participated in the Summer Bridging Programme from 2015 to 2019 respectively, and a total of about 300 parents of NCS students participated in the parent workshops organised by the Chinese Language Learning Support Centres.

Apart from the above programmes, we do not maintain a record of the number of participants of other activities for parents of NCS students involving different parties including schools, tertiary institutions and non-governmental organisations. 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.

- (h) and (i) From the 2015/16 to 2019/20 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

EDB449

(Question Serial No. 3414)

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 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 2015/16 to 2019/20 school years.
- (b) The number of non-attendance EM students in each of the grade levels from Secondary 1 to 6 from the 2015/16 to 2019/20 school years.
- (c) The number of non-attendance students in each of the grade levels from Secondary 1 to 6 from the 2015/16 to 2019/20 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 2015/16 to 2019/20 school years.
- (f) The number of dropout EM students in each of the grade levels from Secondary 4 to 6 from the 2015/16 to 2019/20 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.: 165)

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 and reasons for absence. 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 2015/16 to 2018/19 school years are tabulated below. Information for the 2019/20 school year is not yet available.

School year \ Grade level	2015/16	2016/17	2017/18	2018/19
S1	700	557	734	609
S2	595	503	741	690
S3	1 095	969	1 081	1 030
S4	1 153	967	992	956
S5	758	609	595	512
S6	11	96	150	115

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 suitable for teenagers who have not completed secondary education or with other needs. 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 EDB does not compile data on the names of the relevant NGOs or collect information on the funding for the training programmes or courses.

(h)

The 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, the EDB commissioned an 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 enabled 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 has continued to commission an NGO to organise career exploration activities for NCS students, including visits to post-secondary institutions, workplace visits and work experience programmes, etc., to help them make informed choices on further studies and careers, set personal goals and plan their future. In the 2018/19 and 2019/20 school years, around 320 and 620 students benefited from the service respectively, and the expenditures incurred were about \$0.7 million and \$1.3 million. In addition, starting from the 2020/21 school year, we will provide a series of parent education programmes for NCS parents to help them support their children's learning, encourage their children to master the Chinese language and help them have more comprehensive understanding of the multiple pathways available to their children. The five-year initiative will involve an estimated average annual expenditure of \$3 million.

Besides, the full-time Diploma of Vocational Education programmes operated by VTC for S3 to S5 school leavers (including NCS students) are generally subvented by the EDB. VTC also provides different pre-employment programmes specifically for NCS students to obtain formal qualifications for employment and further studies. NCS students can also apply for other pre-employment programmes. NCS students on VTC pre-employment programmes can enjoy various support services to help them learn more effectively and adapt to campus life. These services include academic and learning support, such as student orientation activities, additional tutorial classes, counseling and coaching, peer support through the peer mentorship scheme, various student activities promoting a culture of inclusion and integration with the community, and advisory support for articulation and career development. VTC does not keep a breakdown of the resources deployed to provide support services for NCS students.

- End -

CONTROLLING OFFICER'S REPLY**EDB450****(Question Serial No. 3416)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (5) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding the staffing establishment for special schools, please provide:

(a) the number of students, class size and number of social workers in each special school in the table below:

School (Names not required)	Type of special school	No. of students	Class size	No. 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 Primary School Curriculum Leader post on their establishment in the 5 years from 2015/16 to 2019/20; and

(d) the details and expenditure of the Government's proposed improvement to 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.: 167)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. In the 2019/20 school year, the EDB has provided 59 special schools with a total of 141 SSW posts. The estimated annual expenditure is about \$120 million. The estimated annual expenditure for the 2020/21 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 2019/20 school year, the number of SSWs provided for special schools is set out by school type below:

Type of special school ^(Note 1)	Class size (No. of students per class)	No. of SSWs in school
School for children with visual impairment ^(Note 2)	10/12 ^(Note 2)	1 to 1.5
School for children with hearing impairment	10	1.5
School for children with physical disability	10	1.5 to 3.5
School for social development	12	1.5 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 3)	3 to 5.5
School for children with moderate 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 include 1 school for children with visual impairment and 1 school for children visual impairment cum intellectual disability. The class size is 12 students per class for the former and 10 for the latter.
3. 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 on their establishment in the past 5 school years is tabulated below:

School year ^(Note)	2015/16	2016/17	2017/18	2018/19	2019/20
No. of schools	27	27	57	58	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**EDB451****(Question Serial No. 3417)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding the status, future planning and use of vacant school premises (VSP), please provide the following information:

- (1) using the table below, please set out 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, and whether the VSP have been reused or reallocated for educational use;

School name	Detailed address	Site area (m ²)	Year in which the school ceased operation	Reused/Reallocated for educational use

- (2) the actual and estimated expenditures incurred for managing these VSP, the number of premises involved, and the expenditure items in each of the school years from 2013/14 to 2019/20 and the coming school year. Please specify the government departments responsible for 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 numbers of newly-built and redeveloped schools, as well as the actual and estimated expenditures involved in building and redeveloping schools in each of the school years from 2013/14 to 2019/20 and the coming school year.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 168)

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 2 vacant estate KG premises in public housing estates under the HKHA. According to the established arrangements, 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 an SAE, the EDB would inform the HKHA, which will then consider whether to put the estate KG premises to other alternative uses. The HKHA may also lease estate KG premises at market rent through open rental tender from time to time. In respect of the aforesaid 2 vacant estate KG premises, 1 premises has been recommended for allocation to a school sponsoring body 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 to gainful use. When there is a vacant or to-be-vacant school premises, the EDB will assess the VSP's suitability for school or other educational uses having regard to factors including the size, location, physical conditions, etc., of the relevant premises, as well as the educational needs and relevant policy measures.

When the EDB confirms that the VSP is no longer required by the EDB for reallocation for school use, the EDB will, in accordance with the Central Clearing House Mechanism, 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. According to the mechanism, the EDB is allowed to retain VSP for school use. However, if the EDB intends to put the VSP to other educational uses, the EDB needs to put forward its proposed use with justifications to the PlanD for assessment and may need to compete with other government departments on use of such VSP.

As at end-February 2020, there are 9 VSP under the EDB's purview which are earmarked/retained for school or other educational uses, and the EDB is taking follow-up action on the earmarked uses. Information of the school premises concerned is set out in Table (1) below:

Table (1) – 9 VSP under the EDB’s purview (position as at end-February 2020)

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	Eastern	HongKong Japanese School	9 Hau Yuen Path, Braemar Hill Road, North Point, Hong Kong	2017/18	2 900
2	Southern	St. Peter’s Secondary School	220 Aberdeen Main Road, Hong Kong	2012/13	6 000
3	Kowloon City	Hung Hom Government Primary School	68 Gillies Avenue South, Hung Hom, Kowloon	2009/10	1 900
4	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)
5	Wong Tai Sin	S.H.K. Yat Sau Primary School	1 Luk Lau Avenue, Choi Hung Estate, Wong Tai Sin, Kowloon	2016/17	
6	Wong Tai Sin	Cognitio College (Kowloon)	96 King Fuk Street, San Po Kong, Kowloon	2019/20	2 100
7	Sham Shui Po	Chi Yun School	19 Kwong Lee Road, Kowloon	2018/19	2 200
8	Tai Po	Tai Po Government Primary School	22 Wan Tau Kok Path, Tai Po, New Territories	1999/00	2 400
9	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.

All the VSP under the EDB’s purview are earmarked/retained for school or other educational uses, including catering for the anticipated demand for school places, reprovisioning of existing schools to improve their learning and teaching environment, decanting use by schools undergoing in-situ redevelopment or extension works, etc. 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, the Home Affairs Department, the LandsD, the PlanD and the 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 2020, there are a total of 24 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 24 reserved school sites by districts, with their location, site area and planned use, is set out in Table (2) below. Among them, funding approval for project on 1 reserved school site was obtained from the Finance Committee (FC) of the Legislative Council (LegCo) in the 2017-18 LegCo Session with the school building works commenced in 2018; funding approval for projects on 4 reserved school sites was approved in the 2018-19 LegCo Session and the school building works commenced in 2019 and early 2020. For the remaining 19 sites, 3 fall within private development projects or its availability being affected by private development projects, while the rest are being deployed for temporary uses, undergoing site formation work or with preliminary works/detailed design for school building project being undertaken in accordance with the existing mechanism and procedures. Funding approval will be sought from the FC of the LegCo for commencing these school building projects in due course.

Table (2) – Reserved School Sites by District

No.	District	Location	Site area (rounded to the nearest hundred m ²)	Planned use	No. of classrooms	Allocation status	Remarks
1	Kowloon City	To Kwa Wan	7 700	Secondary school	30	Unallocated	(ii)
2	Kowloon City	Ho Man Tin	7 800	Primary school	24	Unallocated	(ii)
3	Kowloon City	Kowloon Tong	7 700	2 Special schools	12 and 24 respectively	Allocated	(ii)
4	Kowloon City	Kai Tak Development	6 100	Primary school	30	Unallocated	(ii)
5	Kwun Tong	Anderson Road	7 300	Secondary school	30	Allocated	(i)
6	Kwun Tong	Anderson Road	7 200	Primary school	30	Allocated	(ii)
7	Kwun Tong	Anderson Road	6 800	Primary school	30	Unallocated	(ii)
8	Kwun Tong	Wang Chiu Road	7 000	Secondary school	30	Unallocated	(ii)
9	Wong Tai Sin	Luk Lau Avenue	3 700	Primary school	24	Unallocated	(ii)
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	(ii)
14	Yau Tsim Mong	Hoi Fan Road	6 300	Primary school	30	Unallocated	(ii)

No.	District	Location	Site area (rounded to the nearest hundred m ²)	Planned use	No. of classrooms	Allocation status	Remarks
15	Sai Kung	Tseung Kwan O	6 200	Primary school	30	Allocated	(iii)
16	Sai Kung	Tseung Kwan O	7 000	Secondary school	30	Allocated	(iii)
17	Sai Kung	Tseung Kwan O	7 400	Secondary school	30	Unallocated	(ii)
18	Sai Kung	Anderson Road Quarry	6 200	Primary school	30	Unallocated	(ii)
19	Sai Kung	Anderson Road Quarry	7 000	Primary school	30	Unallocated	(ii)
20	Sai Kung	Anderson Road Quarry	8 100	Secondary school	30	Unallocated	(ii)
21	Sha Tin	Shui Chuen O	9 200	Primary school	30	Allocated	(i)
22	Sha Tin	Fo Tan	4 700	Primary school	24	Allocated	(iii)
23	Tai Po	Area 9	7 100	Primary school	36	Allocated	(ii)
24	Tsuen Wan	Tsuen Wan West	5 800	Primary school	30	Allocated	(ii)

Remarks:

- (i) Funding approval has been obtained from the FC of LegCo for the school building project.
- (ii) 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. Funding approval will be sought from the FC of LegCo for commencing the school building project in due course.
- (iii) 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 applications from all eligible organisations in the territory through an SAE and make relevant announcement through press release and on its website. The SAE is generally conducted on a competitive basis among 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), and school proposal, will also be considered. In 2019, we launched a total of 4 SAEs to allocate school premises for different school uses. Moreover, the First SAE 2020 was launched in January 2020 to nominate school sponsoring bodies for allocation of 5 new estate KG premises. Information on these premises is set out in Table (3) below. As always, we will continue to actively identify school sites/VSP that are suitable for school uses and launch SAEs accordingly in a timely manner.

Table (3) – Information on school premises covered by the 2019 SAEs and First SAE2020

SAE	Location of school premises (name of former school of the VSP, if applicable)	Site area (applicable to planned new school premises)/ Site area of the VSP (rounded to the nearest hundred m²)/ Internal floor area of new estate KG premises (rounded to the nearest 10 m²)	Use of allocated school premises	Organisation recommended for allocation
First SAE 2019	Area 9, Tai Po	7 100	Setting up a new aided primary school	The Superintendent in Hong Kong of the Pentecostal Holiness Church
Second SAE 2019	Au Pui Wan Street, Fo Tan, Sha Tin	4 700	Reprovisioning of an existing public sector primary school	Po Leung Kuk (reprovisioning of Po Leung Kuk Siu Hon Sum Primary School)
	Mei Lam Estate, Sha Tin (Ex-premises of Sung Lan Middle School)	5 800 #	Reprovisioning of an existing public sector primary school	The Trustees of the Kowloon Tong Church of the Chinese Christian and Missionary Alliance (reprovisioning of Christian Alliance H.C. Chan Primary School of the Kowloon Tong Church of the Chinese Christian and Missionary Alliance)
Third SAE 2019	Lin Cheung Road, Sham Shui Po	6 200	Reprovisioning of an existing public sector primary school located in the Primary One Admission (POA) school net of Kwai Tsing district	SAE underway
	Site 1B-4 at Kai Tak Development, Kowloon City	6 100	Reprovisioning of an existing public sector primary school located in the POA school net of Wong Tai Sin district	SAE underway
Fourth SAE 2019	Sheung Foo Street, Ho Man Tin, Kowloon City	7 800	Reprovisioning of an existing public sector or Direct Subsidy Scheme (DSS) primary school	SAE underway

	Development at Anderson Road, Kwun Tong (Site KT2a)	6 800	Reprovisioning of an existing public sector or DSS primary school	SAE underway
	Luk Lau Avenue, Wong Tai Sin (Ex-premises of S.K.H. Ching Shan Primary School and S.K.H. Yat Sau Primary School)	3 700	Reprovisioning of an existing public sector or DSS primary school	SAE underway
	68 Gillies Avenue South, Hung Hom, Kowloon (Ex-premises of Hung Hom Government Primary School)	1 900	Reprovisioning of an existing public sector or DSS primary school	SAE underway
First SAE 2020	1/F, Lai Tsui Shopping Centre, Lai Tsui Court, 608 Lai Chi Kok Road	670 #	Operating a kindergarten	SAE underway
	G/F, Chun Yeung Shopping Centre, Chun Yeung Estate, 20 Kwei Tei Street, Fo Tan, Shatin	1 100 #	Operating a kindergarten	SAE underway
	G/F, Hoi Wing House, Hoi Tat Estate, Cheung Sha Wan, Kowloon	710 #	Operating a kindergarten	SAE underway
	Yung Ming Court, 5 Chi Shin Street, Tseung Kwan O	820 #	Operating a kindergarten	SAE underway
	1/F, Long Tin House, Pak Tin Estate Phase 11	550 #	Operating a kindergarten	SAE underway

Information on area of those school premises standing on public housing estates of the Hong Kong Housing Authority/Housing Society refers to the internal floor area of the premises and is marked with (#) in the table above.

(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 2018-19, the expenditure of the EDB for the management of VSP is \$0.727 million, \$0.957 million, \$1.221 million, \$1.341 million, \$1.266 million and \$1.228 million respectively, and in 2019-20 and 2020-21, the revised estimated expenditure and estimated expenditure are \$0.86 million and \$1.818 million respectively, which mainly include security patrol and

inspections, pest control, removal of litter, as well as cleansing and weeding. The increase of around \$0.96 million in the estimate for 2020-21 over 2019-20 is mainly due to the anticipated upward adjustment in the contract price for 2020-21 following a lower than expected actual contract price for the soon to be expired 2019-20 contract. In addition, rising labour costs and the need to enhance pest control works also contribute to an increase in the estimated expenditures.

(4) The school building projects for new schools and redevelopment/extension of public sector schools with funding approval granted by the FC of LegCo from 2013-14 to 2019-20, and the school building projects with funding approval to be sought from the FC in 2020-21 are set out in Table (4) below.

Table (4) – The school building projects for new schools and redevelopment/extension of public sector schools with funding approval obtained/to be sought from the FC:

No.	Financial year in which funding was approved	Project	School type	Project nature	Estimated cost for school building (\$ million) (in money-of-the-day prices)
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
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

No.	Financial year in which funding was approved	Project	School type	Project nature	Estimated cost for school building (\$ million) (in money-of-the-day prices)
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 conversion)	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/extension	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
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

No.	Financial year in which funding was approved	Project	School type	Project nature	Estimated cost for school building (\$ million) (in money-of-the-day prices)
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	Conversion	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	363.2
22		A 30-classroom secondary school at Site KT2e, Development at Anderson Road, Kwun Tong	Secondary school	Reprovisioning	434.8

No.	Financial year in which funding was approved	Project	School type	Project nature	Estimated cost for school building (\$ million) (in money-of-the-day prices)
23	Not applicable	Partial Redevelopment and Conversion of the Hong Kong Chinese Women's Club College at 2B, Tai Cheong Street, Sai Wan Ho	Secondary school	Partial redevelopment/ conversion	To be confirmed
24		Conversion to Shatin Public School	Special school	Conversion/ extension	To be confirmed
25		Extension of Hong Chi Morninghill School, Tuen Mun	Special school	Extension	To be confirmed
26		A 30-classroom primary school at Site KT2c, Development at Anderson Road, Kwun Tong	Primary school	Reprovisioning	To be confirmed

- End -

CONTROLLING OFFICER'S REPLY

EDB452

(Question Serial No. 3418)

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 figures for the past 5 school years, with a breakdown by 18 districts and a total for the whole territory:

- (a) the number and percentage of local students and non-local students studying in international schools, disaggregated by school type (primary, secondary and special);
- (b) out of the non-local students mentioned in (a) above, the number and percentage of Mainland students and non-local students of other origins; 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.: 169)

Reply:

(1) and (2) The numbers of local and non-local students studying in international primary, secondary and special schools from the 2015/16 to 2019/20 school years are tabulated at the **Annex**.

(3) In the 2019/20 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) the 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 2019/20 school year, non-local students accounted for 74.1% of the overall student population in the international school sector while local students accounted for 25.9%. 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 enrolment of local students, except 4 new schools which commenced operation between 2016 and 2018, and 2 schools which are obliged by the renewal of SAs to observe a higher percentage of non-local students in 2018 and 2019 respectively, the rest have complied with the relevant requirement. We will follow up on the student admission of the relevant schools in the coming year.

**Numbers of Local and Non-local Students (Chinese or Others)
in International Primary, Secondary and Special Schools
from the 2015/16 to 2019/20 School Years**

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%

2019/20 School Year**(based on the Student Enrolment Survey conducted in September 2019)****Primary Schools**

	Students	%
Local	6 317	27.3%
Non-local - Chinese	1 116	4.8%
Non-local - Others	15 723	67.9%
Total	23 156	100.0%

Secondary Schools

	Students	%
Local	4 317	24.0%
Non-local - Chinese	908	5.1%
Non-local - Others	12 752	70.9%
Total	17 977	100.0%

Special School

	Students	%
Local	15	21.7%
Non-local - Chinese	1	1.4%
Non-local - Others	53	76.8%
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 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

EDB453

(Question Serial No. 3419)

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 for the school years from 2015/16 to 2019/20:

- (a) the number of primary and secondary schools using Putonghua as the medium of instruction for teaching the Chinese Language Subject, with a breakdown by school type;
- (b) the number of classes using Putonghua and Cantonese respectively as the medium of instruction for teaching the Chinese Language Subject at each level from Primary 1 to Secondary 6 and the number of students involved, with a breakdown by school type; and
- (c) the number of primary and secondary schools that still offer Putonghua as an independent subject.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 170)

Reply:

- (a) to (b) Schools generally adopt Cantonese as the medium of instruction (MOI) for teaching the Chinese Language Subject. Using Putonghua as the MOI for teaching the Chinese Language Subject (PMIC) is a decision driven by school-based policy. Primary and secondary schools may make decisions and arrangements with regard to their own circumstances. As the number of schools adopting PMIC varies every year, we have not kept track of such information.
- (c) Hong Kong's policy on language education is to enhance the biliterate (Chinese and English) and trilingual (Cantonese, Putonghua and English) abilities of our students. To maintain our existing edge and embrace the opportunities brought by globalisation, students are expected to master biliterate and trilingual abilities. The Education Bureau (EDB) recommends that the Putonghua Subject be offered

by primary and secondary schools in Hong Kong. As revealed by the survey conducted by the EDB at the beginning of the 2019/20 school year, Putonghua is taught as an independent subject in over 85% of public sector primary and secondary schools in Hong Kong.

- End -

CONTROLLING OFFICER'S REPLY

EDB454

(Question Serial No. 3420)

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 median salary of teachers serving in public sector and Direct Subsidy Scheme primary, secondary and special schools, and the number of teachers retired from these schools between the 2015/16 and 2019/2020 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.: 171)

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 student 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 primary, secondary as well as special school teachers retired from the profession between the 2015/16 and 2019/20 school years is tabulated below:

School Year	Primary School		Secondary School		Special School
	Public Sector	DSS	Public Sector	DSS	
2015/16	200	10	360	40	29
2016/17	210	0	310	30	29
2017/18	220	0	390	30	30
2018/19	230	0	410	50	33
2019/20 (estimated)	220	10	430	30	29

Note: Figures are rounded to the nearest 10.

The number of applications and approvals for extension of service (including principals and teachers) between the 2015/16 and 2019/20 school years is tabulated below:

School Year	2015/16	2016/17	2017/18	2018/19	2019/20
No. of applications for extension of service	2	0	2	4	1 [#]
No. of approvals for extension of service	0	0	1 [*]	0	0

* Approval for extension of service for 6 months was granted to the individual concerned due to the school's special circumstances.

Application was withdrawn by the school concerned afterwards.

Under the relevant provision of the Education Ordinance and the existing retirement policy, the retirement age of aided school principals and teachers 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

EDB455

(Question Serial No. 3421)

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 each 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 of public sector primary and secondary schools 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.: 172)

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 2015 to 2019 (i.e. for admission to P1 from the 2015/16 to 2019/20 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 at 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 adopt 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.

S1 student population has started to rebound from the 2017/18 school year and is expected to peak in the 2024/25 school year. To address the projected increase in the demand for S1 school places, EDB and the sector met and reached a consensus on the framework of direction and strategies for tackling the issue, i.e. adopting the established netting arrangements for SSPA, progressively reverting the number of students allocated 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 in districts with a shortfall in school places even after adopting the netting arrangements and “place reinstating”, so as to ensure a sufficient supply of S1 places every year to meet the demand. In this connection, based on the consensus reached with the sector, we increased S1 school places through increasing the number of S1 classes in the 2018/19 school year, and through an across-the-board “place reinstating” by one school place in S1 classes in all public sector schools in the territory, complemented by increasing the number of S1 classes in the 2019/20 school year. The implementation of the said measures and the total number of school places increased or reduced in different districts under the SSPA from 2015 to 2019 (i.e. for admission to S1 from the 2015/16 to 2019/20 school years) are tabulated at [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 numbers of P1 places and students in public sector schools by district from the 2015/16 to 2019/20 school years are 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 2015 to 2019 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 supply and demand 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 numbers of S1 places and students in public sector schools by district from the 2015/16 to 2019/20 school years are 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 2015 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 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.

Districts/school nets temporarily allocated with more students per P1 class, the extent of increase and the total number of P1 places increased under the POA from 2015 to 2019

	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

	2019/20 school year							
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)
Number of students allocated to each P1 class	29 for schools adopting small class teaching in School Net 73 30 for School Net 74	29 for schools adopting small class teaching in School Net 88 29 for schools adopting small class teaching in School Net 89 31 for School Net 91	28 for schools adopting small class teaching	30	30	28 for schools adopting small class teaching	28 for schools adopting small class teaching	28 for schools adopting small class teaching
Total number of places increased (Note)	136 for School Net 73 110 for School Net 74	148 for School Net 88 156 for School Net 89 270 for School Net 91	141	180	105	132 for School Net 46 243 for School Net 48	54	63

Note: The above figures reflect the position of schools 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 after temporarily allocating more students.

**Total number of places involved through reduction of allocation class size and
“place reinstating”
in different districts under the SSPA from 2015 to 2019**

District	No. of schools ^{note 2} adopting respective mode to reduce the allocation class size ^{note 1} (Districts are as in 2015)			Total number of places reduced through reduction of allocation class size in 2015	2016 to 2018	Total number of places increased through “place reinstating” in 2019
	“0-0-0”	“1-1-1”	“2-1-1”			
Central & Western	3	5	1	24	There was no reduction of allocation class size or “place reinstating” between 2016 and 2018, and the number of students allocated per class remained at the level in 2015.	24
Wanchai	4	2	6	32		39
Eastern	4	0	24 ^{note 3}	87		79
Southern	1	0	12	45		45
Yau Tsim Mong	2	1	11	49		45
Sham Shui Po	1	4	12	68		67
Kowloon City	6	3	20	94		98
Wong Tai Sin	0	0	23	89		84
Kwun Tong	1	5	21	105		105
Kwai Tsing	0	0	31	120		120
Tsuen Wan	1	3	9	48		47
Tuen Mun	0	0	37	134		134
Yuen Long	4	1	29	121		123
North	0	19	0	73		92
Tai Po	0	0	18	67		74
Sha Tin	1	2	35	145		149
Sai Kung	2	1	16	64		64
Islands	0	1	6	27		26

Note:

- (1) The measure to reduce the allocation class size was implemented progressively in 3 school years from 2013/14 to 2015/16 and ended in 2015.
- (2) Figures on schools and places include all government, aided and caput secondary schools participating in the school places allocation.
- (3) Two secondary schools which opted for the mode of “2-1-1” previously belonged to Eastern District and then changed to Wanchai District in 2016.

**Number of P1 places and students in public sector schools
from the 2015/16 to 2019/20 school years**

District	2015/16 school year		2016/17 school year		2017/18 school year		2018/19 school year		2019/20 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	1 385	1 389	1 435	1 476	1 435	1 481	1 530	1 535	1 385	1 388
Wanchai	1 455	1 467	1 410	1 403	1 485	1 486	1 497	1 468	1 410	1 394
Eastern	2 750	2 728	2 845	2 821	2 870	2 923	3 132	3 088	2 827	2 716
Southern	945	903	920	862	970	927	995	926	945	826
Yau Tsim Mong	2 125	2 117	2 175	2 217	2 200	2 240	2 485	2 423	2 135	2 132
Sham Shui Po	2 335	2 408	2 310	2 398	2 772	2 609	2 752	2 612	2 548	2 545
Kowloon City	3 105	3 184	3 255	3 395	3 419	3 538	3 624	3 662	3 340	3 373
Wong Tai Sin	2 870	2 795	2 645	2 535	2 720	2 680	2 570	2 550	2 425	2 244
Kwun Tong	3 750	3 773	3 695	3 736	4 170	4 263	4 475	4 480	4 108	3 990
Sai Kung	2 225	2 120	2 275	2 172	2 450	2 374	2 500	2 473	2 400	2 218
Sha Tin	4 290	4 385	4 340	4 506	5 093	5 129	5 394	5 269	4 885	4 660
Tai Po	2 280	2 407	2 464	2 606	2 574	2 641	2 670	2 730	2 170	2 178
North	3 080	3 246	3 283	3 434	3 451	3 600	3 436	3 507	2 820	2 833
Yuen Long	5 320	5 334	5 352	5 488	5 518	5 621	5 518	5 565	4 900	4 776
Tuen Mun	3 940	4 037	3 870	4 026	4 115	4 200	4 153	4 206	3 690	3 682
Tsuen Wan	2 105	2 189	2 180	2 218	2 385	2 409	2 390	2 459	2 250	2 231
Kwai Tsing	3 130	3 063	3 205	3 160	3 380	3 371	3 380	3 374	3 005	2 878
Islands	955	852	1 030	926	1 130	999	1 225	1 136	1 230	1 171
All districts	48 045	48 397	48 689	49 379	52 137	52 491	53 726	53 463	48 473	47 235

- Notes: (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Figures include government and aided ordinary primary schools but not special schools.
- (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.

**Number of S1 places and students in public sector schools
from the 2015/16 to 2019/20 school years**

District	2015/16 school year		2016/17 school year		2017/18 school year		2018/19 school year		2019/20 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	1 127	1 037	1 094	1 007	1 094	1 011	1 127	1 057	1 316	1 239
Wanchai	1 644	1 519	1 836	1 635	1 836	1 699	1 836	1 689	1 907	1 759
Eastern	3 244	2 773	3 116	2 623	3 020	2 606	3 116	2 703	3 130	2 894
Southern	1 396	1 179	1 364	1 089	1 396	1 156	1 396	1 143	1 471	1 261
Yau Tsim Mong	1 869	1 667	1 836	1 653	1 836	1 630	1 835	1 658	1 848	1 762
Sham Shui Po	2 471	2 359	2 471	2 394	2 471	2 397	2 471	2 410	2 373	2 343
Kowloon City	3 976	3 626	4 104	3 665	4 136	3 771	4 136	3 826	4 362	4 155
Wong Tai Sin	2 786	2 557	2 786	2 503	2 754	2 556	2 818	2 679	2 742	2 634
Kwun Tong	3 525	3 335	3 525	3 345	3 525	3 352	3 525	3 402	3 630	3 530
Sai Kung	2 308	2 026	2 308	1 957	2 308	1 989	2 340	2 156	2 404	2 243
Sha Tin	4 859	4 276	4 731	4 116	4 731	4 281	4 731	4 396	5 040	4 725
Tai Po	2 112	1 848	2 112	1 854	2 144	1 992	2 240	2 072	2 442	2 242
North	2 409	2 302	2 442	2 320	2 409	2 325	2 970	2 764	3 128	3 044
Yuen Long	4 391	3 980	4 327	3 916	4 359	4 075	4 359	4 151	4 600	4 420
Tuen Mun	4 140	3 440	3 980	3 360	4 076	3 510	4 172	3 782	4 402	4 092
Tsuen Wan	1 692	1 556	1 660	1 552	1 660	1 563	1 660	1 539	1 707	1 635
Kwai Tsing	3 808	3 500	3 808	3 471	3 776	3 438	3 808	3 504	3 927	3 678
Islands	773	668	773	638	773	612	741	626	764	702
All districts	48 530	43 648	48 273	43 098	48 304	43 963	49 281	45 557	51 193	48 358

- Notes: (1) Figures refer to the position as at mid-September of the respective school years.
- (2) Figures include government, aided and caput ordinary secondary day schools, but exclude special schools.
- (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

EDB456

(Question Serial No. 3424)

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 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.: 175)

Reply:

(1) and (2) 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 2018/19 school/academic 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 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 2020-21, the recurrent education expenditure will increase by 7.8% to \$99.6 billion, accounting for 20.5% of the total government recurrent expenditure, hence taking up the largest share among all policy areas.

Annex

Name of Fund	Aims of Establishment	Modes of Usage	Management	Total Amount of Injection ⁽¹⁾ \$ million	2018/19 School/Academic Year	
					Year-end Balance \$ million	Operating Expenses Directly Covered by the Fund \$ 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	6,550	Nil

Name of Fund	Aims of Establishment	Modes of Usage	Management	Total Amount of Injection ⁽¹⁾ \$ million	2018/19 School/Academic Year	
					Year-end Balance \$ million	Operating Expenses Directly Covered by the Fund \$ 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	9,426	69.4

Name of Fund	Aims of Establishment	Modes of Usage	Management	Total Amount of Injection ⁽¹⁾ \$ million	2018/19 School/Academic Year	
					Year-end Balance \$ million	Operating Expenses Directly Covered by the Fund \$ 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	1	Nil

Name of Fund	Aims of Establishment	Modes of Usage	Management	Total Amount of Injection ⁽¹⁾ \$ million	2018/19 School/Academic Year	
					Year-end Balance \$ million	Operating Expenses Directly Covered by the Fund \$ 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	3,248	6.5

Name of Fund	Aims of Establishment	Modes of Usage	Management	Total Amount of Injection ⁽¹⁾ \$ million	2018/19 School/Academic Year	
					Year-end Balance \$ million	Operating Expenses Directly Covered by the Fund \$ 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, the Research Impact Fund and the Theme-based Research Scheme. The Fund also offers tuition waiver to eligible local students enrolled in research postgraduate programmes for the normative study period of the programmes. In addition, the RGC provides 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.	46,000	49,257	Nil

Name of Fund	Aims of Establishment	Modes of Usage	Management	Total Amount of Injection ⁽¹⁾ \$ million	2018/19 School/Academic Year	
					Year-end Balance \$ million	Operating Expenses Directly Covered by the Fund \$ 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 Committee on Self-financing Post-secondary Education ⁽⁵⁾ advises the trustee on the overall strategies and policies for the administration and development of the Fund, while the Investment Committee of the Fund advises on the formulation of investment policies and the monitoring of investment.	3,520	3,946	9.8

Name of Fund	Aims of Establishment	Modes of Usage	Management	Total Amount of Injection ⁽¹⁾ \$ million	2018/19 School/Academic Year	
					Year-end Balance \$ million	Operating Expenses Directly Covered by the Fund \$ million
Qualifications Framework Fund	To support the sustainable development and implementation of the 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, Support Scheme for Recognition of Professional Qualifications under HKQF, 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	2,300	Nil

Name of Fund	Aims of Establishment	Modes of Usage	Management	Total Amount of Injection ⁽¹⁾ \$ million	2018/19 School/Academic Year		
					Year-end Balance \$ million	Operating Expenses Directly Covered by the Fund \$ 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	1,625	Nil	
Student Activities Support Fund	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	2,533	Nil	
Total balance of all funds:						78,886	

Note

- (1) Including initial injection and subsequent injections as at March 2020 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 came to a 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) Following its revamp with effect from 1 November 2019, the Committee on Self-financing Post-secondary Education has taken over the functions of the Self-financing Post-secondary Education Fund Steering Committee.

- End -

CONTROLLING OFFICER'S REPLY

EDB457

(Question Serial No. 3426)

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 Government carries out repair and improvement works for schools every year. Regarding the relevant provision and estimated expenditure, please provide the following information in respect of primary, secondary and special schools for the school years from 2015/16 to 2020/21:

- (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 workers providing repair services?
- (4) The reasons for a reduced provision for repairs in the coming year when compared with the revised estimate.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 177)

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 2020-21, the Government has reserved around \$1.56 billion as capital subventions for carrying out repair/improvement works of school premises under the annual Major Repairs and Emergency Repairs mechanism, representing an increase of about 4% over 2019-2020. For 2015-16 to 2020-21, the relevant actual expenditure/estimated expenditure is tabulated below:

Actual expenditure/ estimated expenditure (\$ million)	2015-16 (actual expenditure)	2016-17 (actual expenditure)	2017-18 (actual expenditure)	2018-19 (actual expenditure)	2019-20 (estimated expenditure)	2020-21 (estimated expenditure)
Secondary school	535.9	579.9	674.3	743.2	660.5	breakdown by school type is not available
Primary school	386.5	478.2	575.1	856.8	774.2	
Special school	49.1	46.7	58.5	85.3	66.0	
Total	971.5	1,104.8	1,307.9	1,685.3	1,500.7	1,564.0
Percentage change	-	+14%	+18%	+29%	-11%	+4%

As the EDB is still processing school applications submitted under the Major Repairs mechanism for 2020-21, a breakdown by school type for the financial year concerned is not yet available.

- End -

CONTROLLING OFFICER'S REPLY

EDB458

(Question Serial No. 3428)

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 numbers of kindergartens, and the numbers of places and students involved;
- (2) the numbers of subsidised kindergartens, and the numbers of places and students involved;
- (3) the numbers of non-subsidised and non-profit-making kindergartens, and the numbers of places and students involved;
- (4) the numbers of profit-making kindergartens, and the numbers of places and students involved; and
- (5) the numbers of kindergarten-cum-child care centres, and the numbers of places and students involved.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 179)

Reply:

(1), (2), (3) and (4)

The numbers of 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 PEVS/KG Scheme and private independent (PI) KGs, and their numbers of places and students by District Council district from the 2016/17 to 2019/20 school years are tabulated in Appendix 1.

(5)

The numbers of KG-cum-child care centres (KG-cum-CCCs) in the territory, and their numbers of places and students by District Council district from the 2016/17 to 2019/20 school years are tabulated in Appendix 2.

Numbers of KGs, places and students
by KG type and by District Council district
from the 2016/17 to 2019/20 school years

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

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
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

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
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

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
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

2019/20 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	49	7 990	6 203	24	5 183	4 316	8	1 220	915	17	1 587	972
Wan Chai	32	8 475	7 050	14	3 123	2 653	11	4 310	3 650	7	1 042	747
Eastern	86	14 289	10 926	57	8 859	7 006	5	2 220	1 666	24	3 210	2 254
Southern	40	6 291	4 371	19	2 901	2 433	7	1 533	967	14	1 857	971
Sham Shui Po	53	11 685	9 913	43	10 108	8 833	3	748	530	7	829	550
Yau Tsim Mong	39	7 484	6 329	26	4 705	4 225	1	146	78	12	2 633	2 026
Kowloon City	102	26 975	22 379	46	11 327	9 914	14	4 168	3 315	42	11 480	9 150
Wong Tai Sin	48	8 164	6 948	45	7 397	6 336	1	540	536	2	227	76
Kwun Tong	78	14 511	12 187	74	13 945	11 845	1	46	46	3	520	296
Tsuen Wan	41	8 341	7 012	33	6 958	6 048	0	0	0	8	1 383	964
Tuen Mun	69	13 476	11 784	60	12 099	10 701	3	259	196	6	1 118	887
Yuen Long	78	18 309	16 348	70	16 348	15 004	0	0	0	8	1 961	1 344
North	48	10 178	8 867	43	9 446	8 397	0	0	0	5	732	470
Tai Po	37	7 485	6 549	24	5 369	5 130	4	510	381	9	1 606	1 038
Sha Tin	82	16 831	14 167	60	12 933	11 195	3	674	596	19	3 224	2 376
Sai Kung	67	10 935	9 042	41	7 553	6 583	6	745	529	20	2 637	1 930

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
Islands	36	4 993	4 281	24	3 520	3 184	2	538	483	10	935	614
Kwai Tsing	64	11 896	9 941	58	10 750	9 020	2	537	418	4	609	503
Total	1 049	208 308	174 297	761	152 524	132 823	71	18 194	14 306	217	37 590	27 168

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 PEVS/KG Scheme include local and non-local KGs, among which non-local KGs are not eligible to join the PEVS/KG Scheme.

Numbers of KG-cum-CCCs in the territory,
and numbers of places and students by District Council district
from the 2016/17 to 2019/20 school years

District	2016/17 school year			2017/18 school year			2018/19 school year			2019/20 school year		
	No.	No. of places	No. of students	No.	No. of places	No. of students	No.	No. of places	No. of students	No.	No. of places	No. of students
Central & Western	24	2 688	2 002	27	2 883	2 138	27	2 895	2 132	27	2 760	2 115
Wan Chai	18	3 107	2 540	19	3 199	2 652	18	3 174	2 590	18	3 153	2 476
Eastern	49	8 406	6 891	48	8 297	6 753	51	8 028	6 360	52	8 015	6 259
Southern	22	2 774	2 033	21	2 404	1 880	20	2 351	1 879	19	2 311	1 807
Sham Shui Po	21	2 575	2 274	22	2 724	2 345	24	2 887	2 479	24	3 032	2 600
Yau Tsim Mong	24	3 976	3 547	26	4 363	3 838	27	4 479	3 875	26	4 509	3 943
Kowloon City	49	8 066	6 627	50	7 900	6 276	49	7 296	5 797	48	7 654	5 959
Wong Tai Sin	26	2 745	2 486	26	2 800	2 474	26	2 751	2 461	26	2 761	2 443
Kwun Tong	39	5 372	4 791	39	5 350	4 726	38	5 473	4 694	39	5 491	4 681
Tsuen Wan	22	3 599	3 165	22	3 582	3 128	23	3 565	3 150	24	3 758	3 184
Tuen Mun	33	4 550	4 125	32	4 484	3 918	33	4 504	3 976	33	4 337	3 867
Yuen Long	30	6 193	5 735	31	6 392	5 729	32	6 420	5 729	33	6 519	5 864
North	19	3 064	2 730	19	2 793	2 410	20	2 574	2 209	20	2 698	2 234

District	2016/17 school year			2017/18 school year			2018/19 school year			2019/20 school year		
	No.	No. of places	No. of students	No.	No. of places	No. of students	No.	No. of places	No. of students	No.	No. of places	No. of students
Tai Po	18	2 530	2 180	17	2 466	2 147	18	2 436	2 098	18	2 460	2 059
Sha Tin	42	6 359	5 711	43	6 580	5 897	42	6 085	5 371	42	5 963	5 155
Sai Kung	33	4 469	4 031	33	4 658	4 136	33	4 602	3 932	35	4 803	4 214
Islands	15	1 678	1 216	13	1 484	1 154	14	1 717	1 304	14	1 716	1 321
Kwai Tsing	30	3 922	3 663	30	4 046	3 747	30	4 020	3 662	31	4 143	3 683
Total	514	76 073	65 747	518	76 405	65 348	525	75 257	63 698	529	76 083	63 864

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

EDB459

(Question Serial No. 3429)

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 2018/19 school year, the Government has been enhancing 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 to 2019/20 school years:

- (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.: 180)

Reply:

(a) to (c)

In the 2018/19 and 2019/20 school years, 223 and 309 public sector primary schools have respectively 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	
	School Year	2018/19	2019/20	2018/19	2019/20	2018/19	2019/20	2018/19
Number of Schools	41	53	182	256	223	309	212	293
Total Expenditure (\$ million)	27.3	37.0 (Estimated Expenditure)	115.9	171.9 (Estimated Expenditure)	28.8	41.8 (Estimated Expenditure)	51.7	73.6 (Estimated Expenditure)

In the 2018/19 and 2019/20 school years, 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	
	School Year	2018/19	2019/20	2018/19	2019/20	2018/19	2019/20	2018/19
Number of Schools	6	5	113	105	114	36	233	146
Total Expenditure (\$ million)	3.9	3.5 (Estimated Expenditure)	90.7	97.7 (Estimated Expenditure)	65.0	21.4 (Estimated Expenditure)	52.7	40.4 (Estimated Expenditure)

(d) The Education Bureau 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 actual expenditure on the provision of SSW for special schools was \$104 million. The estimated expenditure for the 2019/20 school year is about \$119 million. The number of special schools concerned with the number of SSW provided in the 2018/19 and 2019/20 school years is tabulated below:

Number of School Social Workers	Number of Special Schools ^{Note}	
	2018/19 School Year	2019/20 School Year
1	10	8
1.5	12	12
2	15	16
2.5	4	4
3 or more	18	19

Note: Specialist services for the Hospital School are provided by the hospitals concerned.

- End -

CONTROLLING OFFICER'S REPLY**EDB460****(Question Serial No. 3430)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

- (a) Please use the table below to provide information on kindergartens (KGs) that set up Parent-Teacher Associations (PTAs) in the past 5 school years, with a breakdown by 18 districts.

District	No. of KGs with PTAs	Percentage out of all the KGs in the district

- (b) Across the territory, the total number of KGs that have set up PTAs, their percentage out of all the KGs, and the total number of KGs.
- (c) Please provide the total amounts of Set Up Grant and Annual Grant provided for setting up PTAs in KGs in each of the past 5 school years.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 181)Reply:

- (a) and (b)

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	No. of KGs in the territory
2018/19	343	33%	1 033
2017/18	326	32%	1 030
2016/17	323	32%	1 014
2015/16	318	32%	1 000
2014/15	324	33%	978

(c)

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) are tabulated below:

School year	Set Up Grant (\$)	Annual Grant (\$)
2018/19	60,000	1,560,090
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

- End -

CONTROLLING OFFICER'S REPLY**EDB461****(Question Serial No. 3431)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (5) Special Education, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

(a) What are the details of the provision of 5-tier grant for kindergartens (KGs) admitting non-Chinese speaking (NCS) students in the 2019/20 school year? What is the estimated expenditure of the aforesaid item in the 2019/20 school year?

(b) Please provide in the table below the numbers of NCS students admitted to subsidised KGs (excluding international schools) in the past 5 school years.

School year	No. of NCS students	No. of KGs	No. of KGs under the KG subsidy 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 in the 2019/20 school year?

(d) Please provide in the table below the numbers of NCS students with SEN admitted to public sector primary and secondary schools in the past 5 school years.

School year	No. of NCS students	No. of public sector secondary schools	No. 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) The Government stated earlier that funding would be given to secondary schools which admitted NCS students for supporting NCS students to learn the Chinese history. What are the details of the aforesaid policy? What is the estimated expenditure for the 2020/21 school year?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 182)

Reply:

(a)

The kindergarten education scheme (Scheme) has been implemented starting from the 2017/18 school year. Kindergartens (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. The Education Bureau (EDB) has, starting from the 2019/20 school year, provided a 5-tiered grant for KGs joining the Scheme according to the number of NCS students admitted, so that these KGs can render more appropriate support to their NCS students. A KG admitting 1 NCS student also receives the grant, and the grant rate for the highest tier is a double of that in the 2018/19 school year. Details of the 5-tiered grant for each eligible KG in the 2019/20 school year are set out as follows:-

Tier	No. of NCS students	Full-year grant rate for the 2019/20 school year
1	1 to 4	\$50,000
2	5 to 7	\$198,960
3	8 to 15	\$397,920
4	16 to 30	\$596,880
5	31 or more	\$795,840

The estimated expenditure is about \$110 million in the 2019/20 school year.

(b)

The numbers of local KGs in the past 5 years (2015/16 to 2019/20 school years) and the numbers of KGs under the Pre-primary Education Voucher Scheme (PEVS) from the 2015/16 to 2016/17 school years and under the Scheme from the 2017/18 to 2019/20 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)

To further support NCS students with special educational needs (SEN) to adapt to school life and make smooth transition through different learning stages, starting from the 2019/20 school year, the EDB has provided a recurrent cash grant known as the Grant for Supporting NCS Students with SEN (the Grant) for public sector ordinary primary and secondary schools admitting these students 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. The Grant is disbursed under a 3-tier structure according to the number of NCS students with SEN enrolled in a school, i.e. \$100,000 for a school enrolling 1 to 9 students concerned, \$200,000 for 10 to 25 students, and \$300,000 for 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. In the 2019/20 school year, about 700 students studying in public sector ordinary primary and secondary schools benefit from the provision, which involves an estimated expenditure of around \$28.1 million.

(d)

Distribution of public sector ordinary primary and secondary schools admitting NCS students with SEN in the past 5 school years (2015/16 to 2019/20 school years) is as follows:-

Number of NCS students with SEN	Number of schools									
	2015/16		2016/17		2017/18		2018/19		2019/20	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	339	338	343	329	336	316	333	312	327	297
1 to 5	100	46	97	54	104	64	107	65	115	79
6 to 9	10	2	7	3	8	5	12	6	8	6
10 to 15	4	2	5	2	4	2	1	5	1	6
16 to 20	1	1	2	1	0	1	1	0	2	0
21 to 25	0	0	0	1	2	1	2	1	2	0
26 to 30	0	1	0	0	0	0	0	0	0	0
31 to 35	0	0	0	0	0	0	0	0	0	1
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 at junior secondary level, the EDB provided a non-recurrent grant of \$50,000 in the 2018/19 and 2019/20 school years, totalling \$25 million, for each public sector secondary school, including government, aided (including special schools), caput and Direct Subsidy Scheme secondary schools which admit NCS students pursuing the local curriculum at junior secondary level. 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. Regarding the ambit of and criteria for deploying the grant, please refer to the EDB Circular Memorandum No. 86/2019. As it is a non-recurrent grant, there is no relevant estimated expenditure in the 2020/21 school year.

**Numbers of local KGs from the 2015/16 to 2019/20 school years and
numbers of KGs under the PEVS from the 2015/16 to 2016/17 school years and
under the Scheme from the 2017/18 to 2019/20 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	No. of NCS students	No. of local KGs	No. of KGs under the PEVS/Scheme
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
2019/20	0	389	335
	1 to 4	230	203
	5 to 7	64	53
	8 to 15	98	84
	16 to 30	58	46
	31 or more	55	40

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include K1, K2 and K3 students in kindergarten-cum-child care centres.
3. Figures include students whose ethnicity is Chinese but who are NCS based on the spoken language at home.

- End -

CONTROLLING OFFICER'S REPLY**EDB462****(Question Serial No. 3432)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

(1) Starting from the 2017/18 school year, the Government provides kindergartens (KGs) 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 numbers of KGs provided with the grant in the past 3 school years from 2017/18 to 2019/20, their percentages against all subsidised KGs in the territory, and the expenditure involved?

(2) Using the tables below, please provide details regarding the participation in the kindergarten 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 KGs						
	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 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 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							

(3) Using the tables below, please provide the relevant figures of KGs (including KGs receiving and not receiving subsidies) in the territory:

Table 1:

District Council district	Number of KGs						
	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.: 183)

Reply:

(1) In the 2017/18 and 2018/19 school years, kindergartens joining the kindergarten (KG) education scheme (Scheme) and admitting 8 or more non-Chinese speaking (NCS) students were 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 Scheme-KGs that admitted NCS students. The expenditure involved was about \$54 million. As regards the 2018/19 school year, over 150 KGs received the additional grant, accounting for about 37% of some 410 Scheme-KGs that admitted NCS students. The expenditure involved was about \$57 million. The Education Bureau (EDB) has, starting from the 2019/20 school year, provided a 5-tiered grant for Scheme-KGs according to the number of NCS students admitted.

A KG admitting 1 NCS student also receives the grant, and the grant rate for the highest tier is a double of the previous level. As at January 2020, about 430 Scheme-KGs have admitted NCS students, and all of them have been provided with the grant. The estimated annual expenditure is about \$110 million. As the grant is calculated by EDB based on the student enrolment information of KGs, the number of KGs and the expenditure involved may vary during the school year due to updating of the enrolment information of NCS students by schools.

(2) The basic unit subsidy under the Scheme covers expenses on salaries for teaching and supporting staff and other operating costs. The salary portion for teaching staff (including principals) accounts for around 60% of the unit subsidy, which is 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 2019/20 school year are as follows:

2019/20 school year	
Mid-point salary of Class Teacher	\$31,660
Mid-point salary of Senior Teacher	\$39,270
Mid-point salary of Vice Principal	\$45,595
Maximum salary point of Principal II	\$59,540
Maximum salary point of Principal I	\$67,140

In the 2019/20 school year, the average numbers of students in half-day (HD), whole-day (WD) and long whole-day (LWD) KGs and the amounts of full-year unit subsidy per student are as follows:

2019/20 school year		
Class	Average number of students in each school	Unit subsidy per student
HD	163	\$35,760
WD	71	\$46,490
LWD	92	\$57,220

The numbers of Scheme-KGs, numbers of students and numbers of places by curriculum type and District Council district are tabulated at Appendixes 1, 2 and 3 respectively.

(3) In the 2019/20 school year, the numbers of KGs in the territory, numbers of students and numbers of places by curriculum type and District Council district are tabulated at Appendixes 4, 5 and 6 respectively.

Numbers of Scheme-KGs
by curriculum type and District Council district
in the 2019/20 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	9	1	30	17
Southern	1	0	10	8
Sham Shui Po	9	1	20	13
Yau Tsim Mong	8	0	4	14
Kowloon City	14	3	14	15
Wong Tai Sin	5	1	22	17
Kwun Tong	14	2	34	24
Tsuen Wan	12	0	11	10
Tuen Mun	8	1	32	19
Yuen Long	18	0	34	18
North	6	0	27	10
Tai Po	2	0	13	9
Sha Tin	11	0	29	20
Sai Kung	5	0	23	13
Islands	4	1	14	5
Kwai Tsing	7	0	32	19
Total	145	11	359	246

Numbers of students in Scheme-KGs
by curriculum type and District Council district
in the 2019/20 school year

District	KGs operating HD classes only	KGs operating WD classes only (except FACs)	KGs operating both HD and WD classes (except FACs)		FACs	
			HD	WD	HD	WD
Central & Western	2 532	0	664	378	0	742
Wan Chai	1 299	93	512	228	0	521
Eastern	1 959	90	2 239	1 621	18	1 079
Southern	153	0	990	596	2	692
Sham Shui Po	2 406	168	3 495	1 294	0	1 470
Yau Tsim Mong	1 921	0	549	348	0	1 407
Kowloon City	5 232	467	1 825	910	0	1 480
Wong Tai Sin	1 500	65	1 398	1 794	0	1 579
Kwun Tong	3 562	231	3 249	2 516	0	2 287
Tsuen Wan	3 294	0	849	796	1	1 108
Tuen Mun	2 665	42	4 104	2 376	7	1 507
Yuen Long	5 823	0	4 673	2 668	0	1 840
North	2 226	0	3 331	1 918	0	922
Tai Po	870	0	2 378	977	0	905
Sha Tin	3 995	0	3 267	2 026	0	1 907
Sai Kung	1 645	0	2 158	1 676	10	1 094
Islands	345	9	1 517	931	3	379
Kwai Tsing	2 148	0	3 041	2 123	14	1 694
Total	43 575	1 165	40 239	25 176	55	22 613

Numbers of school places offered by Scheme-KGs
by curriculum type and District Council district
in the 2019/20 school year

District	KGs operating HD class only	KGs operating WD class only (except FACs)	KGs operating both HD and WD classes (except FACs)		FACs	
			HD	WD	HD	WD
Central & Western	2 972	0	954	410	0	847
Wan Chai	1 562	97	654	231	0	579
Eastern	2 522	90	2 851	1 903	58	1 435
Southern	160	0	1 371	635	2	733
Sham Shui Po	2 901	181	4 231	1 311	0	1 484
Yau Tsim Mong	2 165	0	750	351	0	1 439
Kowloon City	5 845	501	2 464	932	0	1 585
Wong Tai Sin	1 768	96	1 994	1 886	0	1 653
Kwun Tong	4 161	231	4 513	2 643	0	2 397
Tsuen Wan	3 898	0	1 110	822	1	1 127
Tuen Mun	3 085	42	4 910	2 472	11	1 579
Yuen Long	6 424	0	5 305	2 751	0	1 868
North	2 500	0	3 972	1 992	0	982
Tai Po	986	0	2 473	1 003	0	907
Sha Tin	4 745	0	4 108	2 099	0	1 981
Sai Kung	1 903	0	2 758	1 762	10	1 120
Islands	376	27	1 676	967	5	469
Kwai Tsing	2 644	0	4 061	2 205	19	1 821
Total	50 617	1 265	50 155	26 375	106	24 006

Numbers of KGs in the territory
by curriculum type and District Council district
in the 2019/20 school year

District	KGs operating HD classes only	KGs operating WD classes only (except FACs)	KGs operating both HD and WD classes (except FACs)	FACs
Central & Western	27	1	12	9
Wan Chai	20	3	3	6
Eastern	31	2	36	17
Southern	17	1	14	8
Sham Shui Po	16	1	23	13
Yau Tsim Mong	16	1	8	14
Kowloon City	49	9	29	15
Wong Tai Sin	7	1	23	17
Kwun Tong	16	3	35	24
Tsuen Wan	18	0	13	10
Tuen Mun	10	2	38	19
Yuen Long	23	0	37	18
North	7	0	31	10
Tai Po	9	0	19	9
Sha Tin	24	2	36	20
Sai Kung	22	2	30	13
Islands	12	2	17	5
Kwai Tsing	11	0	34	19
Total	335	30	438	246

Numbers of students in KGs in the territory
by curriculum type and District Council district
in the 2019/20 school year

District	KGs operating HD classes only	KGs operating WD classes only (except FACs)	KGs operating both HD and WD classes (except FACs)		FACs	
			HD	WD	HD	WD
Central & Western	3 989	38	951	483	0	742
Wan Chai	5 368	421	512	228	0	521
Eastern	3 925	136	4 040	1 728	18	1 079
Southern	1 588	69	1 368	652	2	692
Sham Shui Po	3 237	168	3 712	1 326	0	1 470
Yau Tsim Mong	3 244	94	1 058	526	0	1 407
Kowloon City	15 716	926	2 825	1 432	0	1 480
Wong Tai Sin	2 077	65	1 419	1 808	0	1 579
Kwun Tong	3 819	277	3 273	2 531	0	2 287
Tsuen Wan	4 134	0	906	863	1	1 108
Tuen Mun	2 671	132	4 827	2 640	7	1 507
Yuen Long	6 605	0	5 104	2 799	0	1 840
North	2 274	0	3 656	2 015	0	922
Tai Po	1 298	0	3 046	1 300	0	905
Sha Tin	6 017	206	3 810	2 227	0	1 907
Sai Kung	3 321	146	2 602	1 869	10	1 094
Islands	1 028	207	1 666	998	3	379
Kwai Tsing	2 986	0	3 099	2 148	14	1 694
Total	73 297	2 885	47 874	27 573	55	22 613

Numbers of school places offered by KGs in the territory
by curriculum type and District Council district
in the 2019/20 school year

District	KGs operating HD classes only	KGs operating WD classes only (except FACs)	KGs operating both HD and WD classes (except FACs)		FACs	
			HD	WD	HD	WD
Central & Western	5 261	50	1 305	527	0	847
Wan Chai	6 494	517	654	231	0	579
Eastern	5 572	169	5 043	2 012	58	1 435
Southern	2 838	105	1 887	726	2	733
Sham Shui Po	4 078	181	4 584	1 358	0	1 484
Yau Tsim Mong	3 990	94	1 392	569	0	1 439
Kowloon City	18 459	1 109	4 152	1 670	0	1 585
Wong Tai Sin	2 460	96	2 038	1 917	0	1 653
Kwun Tong	4 630	277	4 546	2 661	0	2 397
Tsuen Wan	5 045	0	1 221	947	1	1 127
Tuen Mun	3 155	140	5 806	2 785	11	1 579
Yuen Long	7 688	0	5 857	2 896	0	1 868
North	2 584	0	4 438	2 174	0	982
Tai Po	1 817	0	3 396	1 365	0	907
Sha Tin	7 280	226	4 994	2 350	0	1 981
Sai Kung	4 260	158	3 368	2 019	10	1 120
Islands	1 346	241	1 882	1 050	5	469
Kwai Tsing	3 641	0	4 174	2 241	19	1 821
Total	90 598	3 363	60 737	29 498	106	24 006

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

EDB463

(Question Serial No. 3433)

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 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 2016/17 to 2019/20 school years:

- (1) The actual and estimated expenditures on repair works in each school year, and the kinds of repairs involved;
- (2) The respective amounts of subvention 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 cost of repair if the estimated project cost is under \$3,000 (in the case of primary and special schools)/\$8,000 (in the case of secondary schools). Does the project cost include wages of the workers providing the repair services?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 184)

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. The types of repair works include routine

and emergency repairs, improvement works for special rooms and outdoor playgrounds, and rewiring works. 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 2020-21, we have reserved around \$1.56 billion as capital subventions for carrying out repair/improvement works of school premises under the annual Major Repairs and Emergency Repairs mechanism. For 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 (actual expenditure)	2019-20 (estimated expenditure)
Secondary school	579.9	674.3	743.2	660.5
Primary school	478.2	575.1	856.8	774.2
Special school	46.7	58.5	85.3	66.0
Total	1,104.8	1,307.9	1,685.3	1,500.7

- End -

CONTROLLING OFFICER'S REPLY

EDB464

(Question Serial No. 3434)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education, (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 attending training courses to employ supply teachers starting from the 2018/19 school year. In this connection, please provide the following information by school year based on the latest statistics from the Education Department (EDB):

- a. the number of Supply Teacher Grant applications 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 the EDB has any plan to relax the application criteria so that schools with teachers attending single-day courses may also apply? 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.: 185)

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 the 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)

In the 2018/19 school year, a total of 152 applications from 108 KGs were received by the EDB and all of them were approved. The total amount of grant approved was around \$610,000 (i.e. around \$4,000 per case). As for the 2019/20 school year, as at the end of February 2020, 57 applications from 52 KGs have been received. Among these applications, 42 have been approved, involving 38 KGs; while the remaining 15 applications are being processed. The total amount of grant approved is around \$150,000 (i.e. around \$3,600 per case) and no applications have been rejected.

(c)

For processing of applications, 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 within 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 time of receiving an application. In general, an 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 has attended the specified recognised courses provided by the EDB for 3 or more consecutive days. On the other hand, an element for employing supply teachers to enable the release of teachers to attend training courses 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 for learning and teaching activities, they may flexibly deploy human resources to facilitate teachers' participation in various professional development activities. Given the above considerations, we have no plan to relax the eligibility criteria for provision of supply teacher grant to cover relevant courses that last for less than 3 days.

- End -

CONTROLLING OFFICER'S REPLY

EDB465

(Question Serial No. 3436)

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 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.: 187)

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 netting arrangements for Secondary School Places Allocation (SSPA) System, progressively reverting the number of students allocated 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 in the districts with a shortfall in school places even after adopting the netting arrangements and “place reinstating”. Regarding the arrangements for SSPA 2019, as agreed by EDB and the sector, the anticipated demand for S1 places would be coped with through the established netting arrangements and 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 in the 2019/20 school year is tabulated at Appendix 4.

Average class size of public sector primary schools from the 2015/16 to 2019/20 school years

District	2015/16	2016/17	2017/18	2018/19	2019/20
Central & Western	27.0	27.3	27.3	27.6	27.3
Wan Chai	27.3	26.5	26.5	26.2	26.2
Eastern	26.3	27.0	27.1	27.5	27.1
Southern	24.8	24.8	24.5	24.2	23.6
Yau Tsim Mong	28.3	28.0	27.9	28.1	27.9
Sham Shui Po	28.6	28.6	29.2	29.4	29.7
Kowloon City	27.4	27.7	28.0	28.3	28.4
Wong Tai Sin	25.6	25.3	25.5	25.3	24.8
Kwun Tong	26.9	27.2	27.4	27.9	27.9
Sai Kung	23.9	24.0	24.0	24.0	23.5
Sha Tin	26.9	27.2	27.8	28.3	28.5
Tai Po	27.9	29.3	30.6	30.7	30.5
North	28.9	29.4	29.8	29.6	28.9
Yuen Long	26.2	26.6	26.9	27.1	26.9
Tuen Mun	25.4	25.7	25.8	26.5	26.3
Tsuen Wan	28.2	28.3	28.4	28.8	28.6
Kwai Tsing	26.4	26.6	26.8	26.8	26.4
Islands	22.2	22.2	22.2	23.0	24.5
All districts	26.7	26.9	27.2	27.4	27.3

- Notes:
- (1) Figures refer to the position as at mid-September of the respective school years.
 - (2) Figures include government and aided ordinary primary schools, but not special schools.
 - (3) School districts are delineated by the District Council districts of the school campuses. Starting from the 2019/20 school year, the districts for schools with decanting campuses are based on the District Council districts of the original campuses.

Average class size of public sector secondary schools from the 2015/16 to 2019/20 school years

District	2015/16	2016/17	2017/18	2018/19	2019/20
Central & Western	30.3	29.7	29.0	28.6	28.6
Wan Chai	29.8	28.6	28.0	27.5	27.4
Eastern	27.4	26.7	26.1	25.8	26.3
Southern	25.5	24.8	24.0	23.5	23.2
Yau Tsim Mong	29.4	28.8	27.9	27.3	27.2
Sham Shui Po	30.4	30.1	30.1	29.7	29.6
Kowloon City	29.2	28.5	28.3	28.0	28.3
Wong Tai Sin	29.1	28.5	28.0	27.4	27.4
Kwun Tong	30.2	29.4	28.8	28.4	28.3
Sai Kung	28.9	27.8	27.2	26.7	26.8
Sha Tin	27.8	27.0	26.6	26.1	26.3
Tai Po	27.9	27.6	27.3	27.0	27.3
North	30.1	29.5	29.3	29.0	29.4
Yuen Long	28.8	28.4	28.2	27.9	27.9
Tuen Mun	27.0	26.0	25.6	25.4	25.8
Tsuen Wan	30.6	29.8	29.5	29.0	28.9
Kwai Tsing	29.7	29.1	28.4	27.9	27.8
Islands	27.5	26.3	25.6	24.8	24.5
All districts	28.8	28.1	27.7	27.3	27.4

- Notes:
- (1) Figures refer to the position as at mid-September of the respective school years.
 - (2) Figures include government, aided and caput ordinary secondary day schools, but not special schools.
 - (3) School districts are delineated by the District Council districts of the school campuses. Starting from the 2019/20 school year, the districts for schools with decanting campuses are based on the District Council districts of the original campuses.

Number of public sector primary schools by average Primary 1 class size from the 2015/16 to 2019/20 school years

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

2019/20 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	6	0	16
Wan Chai	8	7	0	15
Eastern	18	7	0	26
Southern	4	7	0	11
Yau Tsim Mong	12	8	0	20
Sham Shui Po	16	5	0	21
Kowloon City	22	8	2	32
Wong Tai Sin	7	17	1	25
Kwun Tong	24	7	1	34
Sai Kung	8	12	2	22
Sha Tin	28	9	2	39
Tai Po	15	4	0	19
North	20	7	1	28
Yuen Long	25	18	2	46
Tuen Mun	21	12	1	34
Tsuen Wan	17	4	0	21
Kwai Tsing	14	16	0	30
Islands	6	8	2	16
All districts	275	162	14	455

- Notes:
- (1) Figures refer to the position as at mid-September of the respective school years.
 - (2) Figures include government and aided ordinary primary schools, but not special schools.
 - (3) 2 aided ordinary primary schools did not operate any Primary 1 class from the 2016/17 to 2018/19 school years and 4 aided ordinary primary schools did not operate any Primary 1 class in the 2019/20 school year.
 - (4) School districts are delineated by the District Council districts of the school campuses. Starting from the 2019/20 school year, the districts for schools with decanting campuses are based on the District Council districts of the original campuses.

**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

- End -

CONTROLLING OFFICER'S REPLY

EDB466

(Question Serial No. 3438)

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 operation of the Hong Kong Teachers' Centre (HKTC), please set out the projects for which funding applications were received, projects approved for funding, amount of funding approved and projects rejected (with reasons) by the HKTC in each of the past 5 years, with a breakdown by applicant body and funding level.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 189)

Reply:

The Hong Kong Teachers' Centre (HKTC) has, at present, more than 100 member organisations made up of different educational bodies. The daily operation of the HKTC is undertaken by the Advisory Management Committee, elected by all members, and its Standing Committee. The HKTC accepts applications for Activities Grant all year round, with its Standing Committee entrusted with evaluating applications received in accordance with the established mechanism.

Projects covered by applications submitted to the HKTC by educational bodies and the amounts of grant awarded in the past 5 financial years are tabulated below. No applications were denied.

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	Learn from the Past: Teacher Support in History Education (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	Programme on Enhancing the Learning and Teaching of Junior Secondary History through Design of Learning Activities (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	Launch of Teaching Materials for "Giving Students Room for Creative Thinking" (「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	A Study of the Development and Inheritance of the Chinese Language through Oracle Bone Script (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	Companion Project 2016 (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	The Development of Hong Kong Society over the Past Two Decades (香港社會廿年來發展多面睇)	\$99,950
6.	The Hong Kong Association of Curriculum Development and Leadership	Use of Information Technology in Teaching and Learning (Series) (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	Training courses for STEAM teacher in Hong Kong (香港STEAM教師培訓課程)	\$15,000
2.	Hong Kong Putonghua Professionals Association	A New Access to Putonghua Learning through Romanisation (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

2018-19 financial year

	Applicant body	Project	Amount of grant approved
1.	Hong Kong Federation of Education Workers	A Two-decade Chronicle of Key Educational Events in Hong Kong after Reunification (回歸廿年香港教育大事紀)	\$94,180
2.	Hong Kong Class Pastoral Association	Conference on Curriculum Development and Teaching 2019	\$69,000
3.	Creative Teachers Association (CTA) Limited	Educational Research Award Scheme Reports 2018/19	\$92,000
4.	Hong Kong Society for Education in Art Limited	Visual Arts Teacher Training Workshop (視藝教師培訓工作坊)	\$11,960
5.	Hong Kong Society for Education in Art Limited	Hong Kong Visual Arts Education Festival 2018 – Hand-made Picture Book Workshop (香港視覺藝術教育節2018—手工書工作坊)	\$13,930
6.	Hong Kong Gifted Education Teachers' Association	Celebration for the 30th Anniversary of the Hong Kong Teachers' Centre – Floor Curling Competition (香港教師中心三十周年慶典—地壺球比賽)	\$7,500
7.	Hong Kong Senior Education Workers Association Limited	Celebration for the 30th Anniversary of the Hong Kong Teachers' Centre – Chinese Ink Painting Competition and Exhibition (香港教師中心三十周年慶典—水墨畫比賽及展覽)	\$14,920
Total:			\$303,490

2019-20 financial year

	Applicant body	Project	Amount of grant approved
1.	Education Employees General Union	Celebration for the 30th Anniversary of the Hong Kong Teachers' Centre – Study Tour to Macao and Zhuhai: Enhanced Solidarity and Professional Capacity Among Teachers for Nurturing Future Pillars (教師中心三十周年慶典—加強教師團結、凝聚專業力量、培育未來棟樑：澳門珠海考察團)	\$84,800
2.	The Hong Kong Professional Development Association of the Chinese Language Education	Leadership Training and Curriculum Development Programme for Promoting Cross-curricular Chinese Language Learning (推動中國語文科跨課程語文學習的領導培訓與課程發展計劃)	\$53,900
3.	Hong Kong Senior Education Workers Association Limited	Celebration for the 30th Anniversary of the Hong Kong Teachers' Centre – Hong Kong Teachers' Centre Chorus Performance (慶祝教師中心30周年香港教師中心合唱團大匯演)	\$49,900
4.	Creative Teachers Association (CTA) Limited	Conference on Curriculum Development and Teaching 2020	\$56,950
5.	Hong Kong Creative Educators Organization	Educational Research Award Scheme Reports 2019/20	\$100,000
6.	Hong Kong Association of Careers Masters and Guidance Masters Limited	To Caretakers 2.0 (給守望者 2.0)	\$150,000
Total:			\$495,550

- End -

CONTROLLING OFFICER'S REPLY

EDB467

(Question Serial No. 3439)

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) Among the kindergartens (KGs) under the kindergarten education scheme (Scheme), how many need to pay market rent but are entitled to less subsidy under the Rental Subsidy Scheme as compared to the subsidy received under the Rent Reimbursement Scheme in the 2016/17 school year, and enjoy a grace period of up to 4 years? During the grace period, what is the number of KGs 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?
- 2) In each of the past 5 school years, what is the expenditure incurred by the Education Bureau for subsidising KGs’ rental payment, and what are the average and highest monthly rents of KGs that need to pay market rent?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 190)

Reply:

- 1) In the past, the Education Bureau (EDB) provided rental subsidy for eligible non-profit-making (NPM) kindergartens (KGs) through the Non-profit-making Kindergarten Rent Reimbursement Scheme (Rent Reimbursement Scheme). Starting from the 2017/18 school year, the EDB has implemented the KG education scheme (Scheme) and provided rental subsidy for eligible KGs under the Scheme (Scheme-KGs). Among the Scheme-KGs, 30 need to pay market rent and are entitled to less subsidy than that under the Rent Reimbursement Scheme in the 2016/17 school year. These KGs 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. From the 2017/18 to 2019/20 school years, none of these KGs 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.

- 2) The expenditure incurred by the EDB for subsidising eligible NPM KGs under the Rent Reimbursement Scheme and the rental payment of KGs paying market rent and receiving rental subsidy from 2015-16 to 2017-18 are as follows:

Year	Expenditure	Recognised monthly rent (Note 1) of KGs paying market rent and receiving rental subsidy (Note 2)	
		Average	Highest
2015-16	\$201 million	\$142,000	\$384,000
2016-17	\$215 million	\$152,000	\$408,000
2017-18 (Note 3)	\$92 million	\$156,000	\$408,000

The expenditure incurred by the EDB for providing rental subsidy for eligible Scheme-KGs and the rental information of KGs paying market rent and receiving rental subsidy in 2017-18 and 2018-19 are as follows. We do not have the related information of 2019-20 at this stage.

Year	Expenditure	Recognised monthly rent (Note 1) of KGs paying market rent and receiving rental subsidy (Note 2)	
		Average	Highest
2017-18 (Note 4)	\$196 million	\$148,000	\$640,000
2018-19	\$347 million	\$152,000	\$640,000

Notes:

- (1) Recognised rent refers to the market rent as assessed by the Rating and Valuation Department or the market rent of the premises under the Hong Kong Housing Authority/Hong Kong Housing Society/Government. The rent is rounded to the nearest thousand.
- (2) KGs paying market rent and receiving rental subsidy exclude estate KGs allocated with KG premises through the School Allocation Exercise of the EDB and former aided child care centres under the Social Welfare Department.
- (3) Reflecting the position from April to August 2017 before the implementation of the Scheme.
- (4) The Scheme was launched in the 2017/18 school year. As the school year of some Scheme-KGs starts in August, the figures of 2017-18 reflect the position from August 2017 to March 2018.

- End -

CONTROLLING OFFICER'S REPLY

EDB468

(Question Serial No. 3441)

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 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 upgrading WebSAMS? If yes, when is the next upgrade due and what is the expenditure involved? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 192)

Reply:

- (a) 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. New functions and modules are introduced regularly.
- (b) The operation of WebSAMS 3.0 requires at least Windows Server 2012 R2 and is compatible with workstation operating systems Windows 8.1 and Windows 10. For web browsers, WebSAMS supports mainly Internet Explorer 11 and Chrome.

- (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 upgrading Java to enable the adoption of new technologies by WebSAMS, providing full compatibility with Chrome, and enhancing the function of individual modules. In addition, to alleviate the workload of school personnel in managing and supporting the server of WebSAMS as well as strengthening system security, a pilot cloud project is launched to migrate the WebSAMS now under school-based management to a cloud platform. At present, around 220 schools have their systems migrated to the cloud platform. The effectiveness of the pilot project is under review and a timetable will be worked out for the remaining schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB469

(Question Serial No. 3449)

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) for all special school students since the 2009/10 school year. It also undertakes to arrange the related conversion works for special schools.

- (1) What is the number of special schools whose related conversion works remain uncompleted? What are the reasons for the delay?
- (2) For uncompleted works, please indicate the project status, specifying, for example, whether the works are yet to commence, under design, in the tendering or construction stage, and when they are scheduled for completion.
- (3) In the school years from 2017/18 to 2019/20, what is the number of nurses, physiotherapists, occupational therapists, speech therapists and educational psychologists on the nursing and allied health staff establishment? What is the estimated number for the next school year? Please give the number of vacant posts and specify the ranks involved.
- (4) In the school years from 2017/18 to 2019/20, what is the number of nursing and allied health posts frozen on the establishment due to inadequate new recruits and encashed for hiring temporary staff? What are the expenditures involved?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 201)

Reply:

(1) and (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 2020, a total of 18 improvement works projects for special schools have been completed, while another 23¹ are proceeding at different stages². The progress of relevant works projects is as follows:

Stage	Number of works projects
(1) Feasibility study	1
(2) Conceptual design	5
(3) Detailed design	7
(4) Tendering	3
(5) Construction and handover	7

The time taken to complete a 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, schools' views on the works arrangements 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 school years from 2017/18 to 2019/20, the establishment of school nurses, physiotherapists (PTs), occupational therapists (OTs), speech therapists (STs) and educational psychologists (EPs) in special schools is 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 2020/21 school year at this stage.

Rank of Specialist Staff	2017/18 School Year	2018/19 School Year	2019/20 School Year
School Nurse ^{Note1}	53	104	104
PT ^{Note2}	59	60	60
OT ^{Note3}	98	99	99
ST	155.5	159.5	160.5
EP	19	19	19

Notes:

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.

¹ 3 of the 23 works projects are capital works projects exceeding \$30 million, and 1 of them has been granted funding approval by the Finance Committee of the Legislative Council.

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.

2. The ranks of PT include Senior PT, PTI and PTII.
3. The ranks of OT include Senior OT, OTI and OTII.

Special schools may opt to freeze some of their vacant specialist posts and encash for recruiting temporary staff or hiring related service. In the school years from 2017/18 to 2019/20, specialist vacancies mainly comprised PT and OT posts. The number of vacancies of all aforementioned specialist staff, the number of posts frozen and encashed for provision of service, and the expenditure involved are as follows:

	2017/18 School Year	2018/19 School Year	2019/20 School Year (Estimate)
Total number of specialist vacancies	84.4	89.1	91.7
Number of posts frozen and encashed for provision of service (expenditure involved)	62.4 (\$31 million)	69.4 (\$34 million)	65.5 (\$31 million)

- End -

CONTROLLING OFFICER'S REPLY

EDB470

(Question Serial No. 3455)

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 past and 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 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.: 207)

Reply:

(1) As at March 2020, the number of schools approved under the relevant programme to install, repair or replace air-conditioning systems is tabulated below:

Financial year	School type	No. of schools installing air-conditioning systems	No. of schools repairing or replacing air-conditioning systems
2018-19	Primary school	36	158
	Secondary school	48	147
	Special school	15	17
2019-20	Primary school	1	112
	Secondary school	2	108
	Special school	2	32

The estimated project costs for installing and repairing/replacing air-conditioning systems are around \$76 million and around \$290 million respectively, involving some 1 927 air-conditioning systems.

(2) The Air-conditioning Grant (AC Grant) disbursed to schools 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 non-air-conditioned eligible facilities in accordance with the prevailing mechanism during the school year, the amount of AC Grant will be adjusted accordingly. The quarterly expenditure incurred on the disbursement of the grant in the 2019/20 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 2019/20 school year is around \$396 million. The actual expenditure in the 2018/19 school year was \$384 million.

(3) There are respectively 392, 455 and 59 public sector secondary, primary and special schools provided with the AC Grant in the 2019/20 school year. Disbursement of the Noise Abatement Grant (NAG) has ceased since 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 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 on the basis of the number of classrooms and special rooms installed 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 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 of NAG or Air-conditioning Grant for Schools for Physically Disabled/Severely Intellectually Disabled Children provided for eligible rooms/facilities. We also believe that the AC Grant should be sufficient to cover the related expenses.

(4) and (5)

Starting from the 2018/19 school year, the Education Bureau (EDB) has provided 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, repairing and replacing facilities, etc. We will keep the existing policy under constant review and, as far as resources are available, assist schools in improving 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 needs of their students and the overall 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 are used for organising student activities after school, thus achieving better efficiency and flexibility in the use of existing 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

EDB471

(Question Serial No. 3456)

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 (EDB) 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 tabulate the number of curriculum development visits, school visits and focus group interviews conducted by EDB 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.: 208)

Reply:

(a)

“Reading to Learn” has been actively promoted as a Key Task by the Education Bureau (EDB) since the curriculum reform in 2001. The EDB has provided schools with resources (e.g. various grants for procuring books or multi-media/online reading materials under the Operating Expenses Block Grant/Expanded Operating Expenses Block Grant) and encouraged them to flexibly organise a wide variety of reading activities that tie in with the school curriculum to foster a reading culture and to nurture students’ reading interest and habit from a young age and further enhance their reading and learning abilities.

Starting from the 2018/19 school year, public sector primary and secondary schools (including special schools) are also provided with the recurrent Promotion of Reading Grant and this 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-odd per primary school, \$50,000 to \$70,000-odd per secondary school, and \$30,000-odd per special school in the 2019/20 school year. Schools may use the Grant to organise different types of school-based reading activities to create a favourable environment where students love and enjoy reading, thereby further improving their reading and learning abilities. Under the principle of school-based management, schools should set appropriate goals and formulate suitable strategies based on their actual situation 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. In the 2018/19 school year, the EDB implemented the ‘Pilot Scheme on the Promotion of Reading Grant for Kindergartens’, which attracted the participation of 250 kindergartens (KGs). In light of the effective outcomes of the Pilot Scheme, the EDB has, starting from the 2019/20 school year, provided the recurrent ‘Promotion of Reading Grant for Kindergartens’ to all KGs joining the Kindergarten Education Scheme, which amounted to around 750 in total. Each KG receives a minimum of \$10,000, and KGs with student enrolment of over 80 and 300 receive \$15,000 and \$20,000 respectively. The grant rates are subject to annual adjustment according to the movement of the Composite Consumer Price Index. The relevant recurrent expenditure exceeds \$10 million.

As revealed by the information collected by the EDB from school visits, focus group interviews and regular contacts, schools in general agree that the Grant has a positive effect on the promotion of reading as it helps enrich their library collection and widen students’ scope of reading, and it also provides schools with necessary resources to organise activities that enhance students’ interest in reading.

The EDB has been adopting various enhanced measures to provide further support for reading in KGs, primary and secondary schools. Examples include inviting celebrities and authors to share their reading experience and recommend books to students; collaborating with the publishing sector and professional organisations to organise large-scale reading promotion activities such as the Joyful Reading Carnival 2019 to encourage parent-child reading and create a reading atmosphere through different reading-related activities; producing a series of promotional programmes that feature schools' good practices in the promotion of reading; and providing schools with recommended booklists under different reading themes such as Chinese history and culture, healthy living, moral education and STEM (science, technology, engineering and mathematics) education. These large-scale reading promotion activities have been very well received among stakeholders, including students and parents. It had been the EDB's plan to organise another Joyful Reading Carnival in early 2020, but the event had to be cancelled because of epidemic. Moreover, there are reading award schemes and competitions for certain curricula and subjects to provide more diversified opportunities to promote reading among students.

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. Separate figures for individual items are not available.

(b) and (d)

To implement school self-evaluation, which comprises planning, implementation and evaluation, and to facilitate schools' sustainable development, the EDB has been encouraging schools to strategically formulate for their major concerns (e.g. promotion of reading) School Development Plans and Annual School Plans with relevant goals and evaluation criteria, review 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. At the same time, the EDB will continue to maintain good communication with schools and gain an understanding of their progress in various aspects including library development and promotion of reading through External School Review, curriculum development visits, focus group interviews, etc. Professional advice will be offered by the EDB staff when necessary. Moreover, the EDB will regularly organise sharing sessions, workshops, seminars, etc. on promotion of reading and good practices to enhance teachers' knowledge of the strategies for promoting reading.

(c)

In the recent 5 school years (i.e. 2015/16 to 2019/20 school years), there are respectively 448, 449, 451, 460 and 460 in-service teacher-librarians in primary schools, and 371, 367, 374, 360 and 357 in-service teacher-librarians in secondary schools. About 95% of teacher-librarians possess a bachelor's degree or higher qualifications. The proportions are about the same for primary and secondary schools. On average, less than 1% of newly-joined teachers take up the responsibility as teacher-librarians in primary or secondary schools. About 70% of the teacher-librarians in secondary schools teach 16 or fewer lessons (including library lessons) in each cycle, whereas about 30% of teacher-librarians in primary schools teach 16 or fewer lessons (including library lessons) in each cycle. The EDB does not have statistics on the average length of service, mid-point salary, and time spent on administrative duties each week of teacher-librarians.

(e) and (f)

Teacher-librarians are primarily responsible for planning and managing the daily operation of school libraries, and supporting schools and different subject panels in the promotion of reading. In general, teacher-librarians also take up library lessons, the number and content of which depend on students' needs and the school context. Library lessons are designed to tie in with the objectives of different subject curricula and hence enhance the effectiveness of learning and teaching. If necessary, schools could discuss with teacher-librarians teaching duties that are on top of their library lessons. However, such arrangements should not interfere with the teacher-librarians' role in performing library-related duties. As regards the deployment of human resources and job distribution in individual schools, schools may make their own arrangements having regard to their circumstances and development strategies, provided that promoting students' learning is put in the first place. Through different channels, the EDB will continue to strengthen school leaders' understanding of school library work, so that teacher-librarians can effectively discharge their duties and the school library can better perform its function as a learning centre. We also encourage subject panel heads and teachers to establish good communication with teacher-librarians so as to strengthen collaboration in the promotion of reading. The EDB will keep in view whether teacher-librarians are given sufficient room to carry out their duties effectively. We will consider drawing up more specific guidelines on the responsibilities of teacher-librarians when necessary.

- End -

CONTROLLING OFFICER'S REPLY

EDB472

(Question Serial No. 3457)

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:

There has been a 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 each district and student population in the territory, and the projected demographic changes in each district and in the territory 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 each district? 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.: 209)

Reply:

(a) Starting from the 2013/14 school year, the Education Bureau (EDB) has 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 fewer 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. To alleviate the impact of changes in student population on the school system in individual districts, the Government has subsequently decided to further extend the retention period of the surplus teachers concerned up to 2021/22 school year.

From SSPA 2015 to 2019, 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	2015	2016	2017	2018	2019
Eventual downward adjustment to the number of classes (-)	10	16	2	2	0
Eventual upward adjustment to the number of classes (+)	0	1	10	26	22

Take the allocation of S1 places in 2019 as an example. In response to an overall increase in S1 student population over 2018, the total number of S1 classes across the territory increased by 22. 6 schools that were granted approval to operate only 2 S1 classes in the 2018/19 school year are able to offer 3 S1 classes in the 2019/20 school year because of sufficient student enrolment. No schools were required to downward adjust the number of S1 classes due to under-enrolment.

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 the 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 2020/21 to 2022/23 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, the 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, i.e. adopting the established netting arrangements for SSPA, progressively reverting the number of students allocated 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 districts with a shortfall in school places even after adopting the netting arrangements and "place reinstating", so as to ensure a sufficient supply of S1 places every year to meet the demand.

As far as "place reinstating" is concerned, allowing schools in certain districts to withhold "place reinstating" will affect the established arrangements under SSPA. Besides, the requirements governing the number of places for 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 confusing to

parents if the number of places for allocation per class for different schools participating in SSPA may be varied.

The EDB has been closely monitoring the supply and demand of public sector school places. In fact, our estimation of 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. The EDB will continue to review the projected demand for school places having regard to the latest data available before the commencement of annual SSPA exercise and hold discussions with the sector on the SSPA arrangements to be adopted for the cycle concerned so as to minimise the impact of changes in student population on the sector. 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 2015/16 to 2019/20 school years**

District	No. of S1 students				
	2015/16	2016/17	2017/18	2018/19	2019/20
Central & Western	1 037	1 007	1 011	1 057	1 239
Wan Chai	1 519	1 635	1 699	1 689	1 759
Eastern	2 773	2 623	2 606	2 703	2 894
Southern	1 179	1 089	1 156	1 143	1 261
Yau Tsim Mong	1 667	1 653	1 630	1 658	1 762
Sham Shui Po	2 359	2 394	2 397	2 410	2 343
Kowloon City	3 626	3 665	3 771	3 826	4 155
Wong Tai Sin	2 557	2 503	2 556	2 679	2 634
Kwun Tong	3 335	3 345	3 352	3 402	3 530
Sai Kung	2 026	1 957	1 989	2 156	2 243
Sha Tin	4 276	4 116	4 281	4 396	4 725
Tai Po	1 848	1 854	1 992	2 072	2 242
North	2 302	2 320	2 325	2 764	3 044
Yuen Long	3 980	3 916	4 075	4 151	4 420
Tuen Mun	3 440	3 360	3 510	3 782	4 092
Tsuen Wan	1 556	1 552	1 563	1 539	1 635
Kwai Tsing	3 500	3 471	3 438	3 504	3 678
Islands	668	638	612	626	702
All districts	43 648	43 098	43 963	45 557	48 358

Notes: (1) Figures include government, aided and caput secondary schools but not special schools.

(2) Figures reflect the position as at mid-September of the respective school years.

**Projected school-age population aged 12 residing in Hong Kong by district
from the 2020/21 to 2022/23 school years**

District	2020/21	2021/22	2022/23
Central & Western	1 700	1 700	1 800
Wan Chai	1 400	1 400	1 400
Eastern	4 300	4 700	4 500
Southern	2 500	2 200	2 300
Yau Tsim Mong	2 500	2 700	2 800
Sham Shui Po	3 900	4 100	4 500
Kowloon City	3 700	3 700	3 700
Wong Tai Sin	3 500	3 400	3 700
Kwun Tong	6 100	6 700	6 700
Sai Kung	3 700	4 000	4 200
Sha Tin	6 100	6 300	6 700
Ta Po	2 700	2 800	3 100
North	3 100	2 900	3 500
Yuen Long	5 600	5 800	5 900
Tuen Mun	4 500	4 400	4 600
Tsuen Wan	2 600	2 800	2 400
Kwai Tsing	4 000	4 400	4 300
Islands	1 500	1 500	1 800
All districts	63 300	65 400	67 900

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 2019 – 2028” released by the Planning Department in July 2019.

(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.

(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

EDB473

(Question Serial No. 3458)

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:

Please provide the following information for the recent 5 years:

- (a) in the form of a table, 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) details of government loans provided for international schools (including amount, tenor and interest rate of the loan and name of organisation); and
- (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.: 210)

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 2 vacant school premises and 3 greenfield sites for international school development through the School Allocation Exercises completed in 2015. These 5 new international schools have gradually commenced operation from the 2016/17 school year and will provide a total of some 4 300 places progressively.

Details of the above-mentioned international schools, including their name and address, nature and site area of the allocated premises/sites, and type of rent payable for the premises/sites allocated 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. While schools are requested to provide figures on 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 any misinterpretation of such information.

(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 approved in the recent 5 years.

(c) As private schools (including international schools) operate on a self-financing and market-driven basis and enjoy autonomy in its operation, EDB has been adopting a stance that it does not micro-manage individual private schools. In order to meet the financial needs in relation to learning and teaching, school development, improvement of school facilities and infrastructure projects, etc., some private schools may arrange loans or implement fund-raising schemes (such as debentures and nomination rights) to support the long term development of the schools or large-scale school improvement projects. As the fund-raising schemes of private schools are becoming more diverse in recent years, EDB will improve the regulatory measures. While we are mindful of the legal requirements in improving the regulatory measures, we would also take into account the unique role of private schools in the provision of education services to local and non-local students in Hong Kong, and that they operate on a self-financing and market-driven basis. We will continue to communicate with the private school sector in order to have a better understanding of their situation, developmental needs and concerns in working out the details of the regulatory measures.

**Name and address of international schools allocated
vacant school premises or greenfield sites,
nature and site area of allocated premises/sites,
and type of rent payable for the premises/sites allocated through
the School Allocation Exercises completed in 2015**

Name of school	Address	Nature	Site area (m²) (approximate)	Type of rent^{Note1}
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	NA ^{Note2}
Malvern College Hong Kong	3 Fo Chun Road, Tai Po, New Territories	Greenfield	6 147	NA ^{Note2}
Shrewsbury School	10 Shek Kok Road, Tseung Kwan O, New Territories	Greenfield	6 028	NA ^{Note2}

^{Note 1} According to the tenancy agreement, the rent cannot be disclosed without the consent of the tenant. Hence, only the type of rent is provided in the table.

^{Note 2} The site concerned is made available to the school operator by means of private treaty grant.

- End -

CONTROLLING OFFICER'S REPLY

EDB474

(Question Serial No. 3459)

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 Council of:

(1) 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 2015/16 to 2019/20 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;

(2) 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 2015/16 to 2019/20 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

(3) 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.: 211)

Reply:

(1)

Apart from school education, the Education Bureau (EDB) provides various support programmes for students, such as the 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, and Life Education Activity Programmes for enhancing primary students' awareness of health issues, etc. The funding for organising/running these programmes may take the form of 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 huge number of items, we do not have ready information on all the non-governmental organisations (NGOs)/academic institutions that have received funding from the EDB for providing support programmes, the details, amount of funding, durations and target participants of these programmes, and the total numbers of students and NCS students participating in these programmes from the 2015/16 to 2019/20 school years.

(2) and (3)

The programmes funded by the EDB specifically for supporting NCS students' learning of Chinese and their integration into community from the 2015/16 to 2019/20 school years, with details including the target participants, numbers of NCS students participating in the programmes and the amount involved are set out in the table below. As the support programmes vary in terms of nature and target participants, the EDB evaluates and monitors the programmes by various means, such as observing the immediate responses of participants, conducting questionnaire surveys, holding meetings with service providers and requesting service providers to submit reports. The EDB has always attached 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 and objectives of their support programmes	Target participants	Number of students supported in the 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20 school years	Expenditure [#] (\$ million)				
			2015/16	2016/17	2017/18	2018/19 ⁺	2019/20 [*]
2015/16 to 2017/18 school years: The University of Hong Kong (HKU) 2018/19 and 2019/20 school years: 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 NCS students who have a late start in learning Chinese	NCS students in primary and secondary schools	About 970 (2015/16) About 1 060 (2016/17) About 720 (2017/18) About 810 (2018/19) About 760 (2019/20)	3.7	3.9	4.7	3.4	2.9

NGOs/Academic institutions and objectives of their support programmes	Target participants	Number of students supported in the 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20 school years	Expenditure [#] (\$ million)				
			2015/16	2016/17	2017/18	2018/19 ⁺	2019/20 [*]
<p>District-based Project on Supporting NCS Children in Learning Chinese</p> <p>(i) The Hong Kong Christian Service</p> <p>(ii) The Hong Kong Sheng Kung Hui (HKSKH) Lady MacLehose Centre</p> <p>To motivate NCS children to learn Chinese through fun activities such as visits, games and creative arts.</p> <p>(iii) Dawn Foundation Limited[^]</p> <p>To help NCS children learn how to recognise and write Chinese characters</p>	<p>NCS children aged 3 to 9 in localities with a greater concentration of NCS children</p>	<p>About 400 per year (2015/16 to 2018/19)</p> <p>About 200 (2019/20)</p>	2.4	1.2	1.7	3.7	0.7

NGOs/Academic institutions and objectives of their support programmes	Target participants	Number of students supported in the 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20 school years	Expenditure [#] (\$ million)				
			2015/16	2016/17	2017/18	2018/19 ⁺	2019/20 [*]
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	1.9	2.4	2.0	Not Applicable (the Pilot Project was implemented from the 2015/16 to 2017/18 school years)	
Caritas – Hong Kong To provide life planning education activities for NCS students in secondary schools	NCS students in secondary schools	About 320 (2018/19) About 620 (2019/20)	Not applicable (the programme commenced in the 2018/19 school year)			0.7	1.3

NGOs/Academic institutions and objectives of their support programmes	Target participants	Number of students supported in the 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20 school years	Expenditure [#] (\$ million)				
			2015/16	2016/17	2017/18	2018/19 ⁺	2019/20 [*]
<p>(i) HKU (for kindergartens and primary schools)</p> <p>(ii) The PolyU Technology & Consultancy Company Limited and Department of Chinese and Bilingual Studies of the Hong Kong Polytechnic University (for primary schools only)</p> <p>To organise the University-School Support Programmes for providing school-based support for kindergartens and primary schools in teaching Chinese to NCS students</p>	Kindergartens/primary schools admitting NCS students and having applied for the programmes	The programmes provided support to teachers at the school level and the number of students supported is not available	8.5	15.5	4.1	5.5	@

NGOs/Academic institutions and objectives of their support programmes	Target participants	Number of students supported in the 2015/16, 2016/17, 2017/18, 2018/19 and 2019/20 school years	Expenditure [#] (\$ million)				
			2015/16	2016/17	2017/18	2018/19 ⁺	2019/20 [*]
(i) HKU School of Professional and Continuing Education (for kindergartens) (ii) HKU (for kindergartens and primary schools) (iii) The PolyU Technology & Consultancy Company Limited (for primary schools) To provide school-based support services for kindergartens and primary schools admitting NCS students to enhance teachers' professional capacity for teaching Chinese to NCS students	Kindergartens/primary schools admitting NCS students and having applied for the programmes	The programmes provide support to teachers at the school level and the number of students supported is not available	Not applicable (the programmes commenced in the 2019/20 school year)				6.0

[#] Rounded to the nearest one decimal place

⁺ Actual figures revised from the estimates last year

^{*} Estimated figures

[^] In the school years from 2015/16 to 2018/19 and in the 2019/20 school year, the grantees for the District-based Project on Supporting NCS Children in Learning Chinese are the Hong Kong Christian Service and the HKSKH Lady MacLehose Centre as well as the Dawn Foundation Limited respectively.

@ Not applicable (the programmes were implemented up to the 2018/19 school year)

Notes:

Eligible schools admitting NCS students are provided with additional recurrent funding to support NCS students in learning Chinese. With the additional funding and schools' deployment of resources, it is common for schools to offer Chinese language programmes to NCS students in collaboration with NGOs and/or academic institutions. The relevant expenses have been subsumed under the overall expenditure of the schools and a breakdown of expenditure is not available.

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CONTROLLING OFFICER'S REPLY

EDB475

(Question Serial No. 3461)

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 2015/16 to 2019/20 school years, under the categories of 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.: 213)

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 2020, about 200 of them were built according to prevailing standards. The public sector school premises newly built from 2015-16 to 2019-20 and the construction of public sector schools scheduled for 2020-21 comply with the prevailing standards.

(2), (3) and (4) Among the schools built in different periods, some are cuboidal-shaped premises constructed between the 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 3 public sector primary schools previously operating in “matchbox-style school premises” to vacant school premises (VSP)/new school premises in 2018 and 2019, there are at present 25 public sector primary schools operating in such premises. Among these 25 schools, 5 have been allocated new school premises or VSP through the school allocation mechanism for reprovisioning or expansion.

We understand that the community is concerned about the 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 repairs and emergency repairs mechanism.

The SIP implemented in 5 phases 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 1 to 3 of the SIP focused on upgrading the schools’ teaching, learning and administration facilities. The last two phases further expanded the scope of works, aiming 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 standards prevailing at the time of construction 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 School Allocation Exercises (SAE). The EDB conducts SAEs 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 (2015 to 2019), we have allocated through SAEs a total of 8 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 carefully 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 recent years.

Furthermore, based on the consensus reached with the sector earlier on, the EDB carried out improvement works for the primary schools operating in “matchbox-style school premises” as mentioned above, with a focus on addressing the common problems arising from the unique architectural design of these premises. The improvement works have commenced progressively since the summer of 2017 and were completed in 2019. In addition, under this programme, our works consultants have 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 progressively making arrangements for relevant works to commence 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 gained from the above improvement works programme for “matchbox-style school premises” and views of different stakeholders, the EDB has reserved an additional \$1 billion under the Capital Works Reserve Fund for the implementation of a time-limited minor works programme for some 600 aided schools operating in premises built according to standards prevailing at the time of construction. Minor conversion works, such as converting or altering internal partitions/spaces, will be carried out to enhance schools’ flexibility in using existing spaces of their premises, thereby improving the teaching environment. Individual schools may submit conversion proposals to the EDB in 2019 and 2020 in light of the conditions of their premises and their school-based needs.

Application for the 2019 works programme was closed in June 2019, and the application results were announced in end-March 2020. We will invite the schools concerned to submit their applications for the 2020 works programme in May 2020.

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 repairs and emergency repairs mechanism. In this regard, the Government has reserved a non-recurrent subvention of about \$1.56 billion in 2020-21, an increase of around 4% over that of 2019-20, for major repairs (applicable to both aided schools and Direct Subsidy Scheme schools) and emergency repairs (applicable to aided schools only).

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CONTROLLING OFFICER'S REPLY

EDB476

(Question Serial No. 3462)

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 respect of primary, secondary and special schools for the school years from 2015/16 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.: 214)

Reply:

According to Section 3(1) of the Education Ordinance, school premises include 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 premises for various reasons, such as design of school premises, operational needs or other historical factors. The Education Bureau does not compile statistics on the information requested.

- End -

CONTROLLING OFFICER'S REPLY

EDB477

(Question Serial No. 3465)

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 and percentage 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 2015/16 and 2019/20 academic years. What are the figures expected for the 2020/21 academic year?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 217)

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 2015/16 and 2019/20 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 with 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)	
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%)	
2019/20	Teaching Staff	478 (8.4%)	1 697 (29.9%)	440 (7.8%)	5 667
	Administrative and Supporting Staff	879 (15.5%)	1 825 (32.2%)	348 (6.1%)	

Note: More than 70% of the contracts are for one academic year.

The total number of staff in the 2020/21 academic year is expected to be comparable to that of the 2019/20 academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB478

(Question Serial No. 3539)

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 in respect of staff appointment and dismissal, benefits and codes of conduct? If yes, please set out the relevant standards.
- (2) Please describe the process by which the VTC formulates human resource management policies for its member institutions. Will it consult its employees and staff unions?
- (3) At present, what are the number of contract teaching staff employed by the VTC, their percentage share of the total number of teaching staff, and the average monthly salary and length of service of the VTC's teaching staff?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 220)

Reply:

- (1) The human resource management system and policies of the Vocational Training Council (VTC), covering such matters as appointment of staff, remuneration and benefits, manpower planning, performance appraisal, and manpower development, etc., 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, or Short-term Contract. The terms of appointment for staff of the same rank employed under the same remuneration package are identical.
- (2) When formulating human resource management policies, the VTC will take into account its operational and developmental 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 communication platforms (e.g. focus groups). Individual employees and staff unions can participate in the process.

- (3) In the 2019/20 academic year, there are 1 264 contract teaching staff employed by the VTC under the New Remuneration Package, representing 58.1% of the total number of teaching staff (excluding short-term contract staff).

The VTC determines the pay ranges of teaching staff based on their ranks. In the 2019/20 academic year, the average monthly salary of teaching staff of all ranks (excluding short-term contract staff) is \$54,500. The average length of service in the VTC of all teaching staff (excluding short-term contract staff) is 13 years.

- End -

CONTROLLING OFFICER'S REPLY

EDB479

(Question Serial No. 3540)

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 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 time-limited schools, the floor area and age of their school premises, the 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 average number of students with special educational needs (SEN) in every primary school in the territory and its percentage in the school's total student enrolment, with a breakdown by school net and district.
- (4) The respective number of students in receipt of the Comprehensive Social Security Assistance, full grant and half grant, and its percentage in the school's total student enrolment.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 221)

Reply:

- (1) In the school years between 2013/14 and 2020/21, 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 m²)	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	25.650@	2015-16: 0.02 2016-17: 0.16 2017-18: 0.83 2018-19: 0.16 2019-20 [^] : 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	25.004@	2015-16: no application made by school 2016-17: 0.03 2017-18: 0.03 2018-19: 0.07 2019-20 [^] : no application made by school
2014	C. C. C. Fong Yun Wah Primary School	Estate Primary School, Tin Yiu Estate Phase II, Tin Shui Wai	6 300#	1995	16.803@	2015-16: no applications were made 2016-17: 0.01 2017-18: 0.43 2018-19: 0.17 2019-20 [^] : 1.14
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 2019-20 [^] : 0.13
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 2019-20 [^] : 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.

@ Works for the projects have been completed and the accounts have been finalised. The respective project costs are the actual total expenditure of the projects.

[^] Figures refer to the total approved project estimate as at end of February 2020.

- (2) The commencement date of operation of the above time-limited schools and their class structure in the 2019/20 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	0	7	9	5	3	0	24
The Mission Covenant Church Holm Glad No. 2 Primary School	September 2015	0	4	6	3	4	3	20
C. C. C. Fong Yun Wah Primary School	September 2015	0	4	6	5	3	0	18
NTWJWA Christian Remembrance of Grace Primary School	September 2018	5	5	0	0	1	1	12
The ELCHK Faith Lutheran School#	September 2018	6	4	4	6	6	4	30

Note: Figures reflect the position as at September 2019.

- # 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) 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. In the 2019/20 school year, around 27 320 students with SEN have been admitted to 455 public sector ordinary primary schools. Each primary school admits around 60 students with SEN on average. The percentage share of students with SEN among the total number of students admitted to public sector ordinary primary schools is around 9.1%. With regard to the support for students with SEN, the focus is on providing appropriate assistance to schools in accordance with their individual needs. Comparing the distribution of students with SEN by district and school net has no substantial meaning as far as allocation and provision of resources are concerned. As we mainly maintain student information by grade level and SEN type, we are unable to provide the relevant figures by school net.

- (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

EDB480

(Question Serial No. 3541)

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 and dropouts, as well as the unit costs and 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 (2015/16 to 2019/20 academic years).

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 222)

Reply:

The number of planned places for new intakes and actual intakes of full-time subsidised programmes offered by the Vocational Training Council (VTC) from the 2015/16 to 2019/20 academic years are as follows:-

		2015/16 Academic Year		2016/17 Academic Year		2017/18 Academic Year		2018/19 Academic Year		2019/20 Academic Year	
		Planned Places	Intakes	Planned Places	Intakes	Planned Places	Intakes	Planned Places	Intakes	Planned Places	Intakes
Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/Youth College/ International Culinary Institute	Higher Diploma	9 330	10 763	9 300	10 800	9 300	9 289	9 300	9 439	9 300	8 735
	Diploma of Foundation Studies	2 940	4 086	2 940	3 750	3 210	4 178	3 300	4 113	3 300	4 174
	Diploma of Vocational Education	3 958	4 240	3 930	4 458	3 700	3 799	3 640	3 910	3 710	3 430
Hotel and Tourism Institute/Chinese Culinary Institute/International Culinary Institute	Diploma/Certificate	1 227	968	978	945	1 240	1 016	1 142	1 031	1 185	1 025
Total		17 455	20 057	17 148	19 953	17 450	18 282	17 382	18 493	17 495	17 364

The number of dropouts among new intakes of subvented full-time programmes offered by the VTC from the 2015/16 to 2019/20 academic years is as follows –

		2015/16 Academic Year	2016/17 Academic Year	2017/18 Academic Year	2018/19 Academic Year	2019/20 Academic Year
Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/Youth College/ International Culinary Institute	Higher Diploma	1 508	1 563	1 390	1 358	Not Applicable (Note)
	Diploma of Foundation Studies	238	274	305	305	
	Diploma of Vocational Education	1 038	1 076	1 099	1 202	
Hotel and Tourism Institute/Chinese Culinary Institute/International Culinary Institute	Diploma/ Certificate	153	168	215	198	
Total		2 937	3 081	3 009	3 063	

Note: As the 2019/20 academic year has is still ongoing, relevant statistics are not available.

The average cost of subvented full-time programme places from the 2015/16 to 2019/20 academic years is as follows –

Academic Year	Average Cost (\$)
2015/16	86,800
2016/17	87,800
2017/18	92,600
2018/19	98,400
2019/20 (Revised estimate)	102,100

The tuition fee of subvented full-time programmes from the 2015/16 to 2019/20 academic years is as follows –

	2015/16 to 2019/20 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

EDB481

(Question Serial No. 3542)

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) The Bureau has provided public sector and Direct Subsidy Scheme (DSS) 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 the development of students". Please inform this Committee of the detailed plan for the provision of additional resources, including the policy objectives, implementation schedule, estimated expenditure, amount of subsidy for each school, way of disbursement, related conditions and restrictions, number of school beneficiaries, administrative costs and number of newly created posts by post title.

(2) Currently, how many public sector and DSS primary, secondary and special schools in the territory are without an incorporated management committee (IMC)? Please provide the number and a name list by school type, and give the reasons for not having an IMC.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 223)

Reply:

(1) Starting from the 2019/20 school year, the Government has provided 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 have benefitted from the initiative, and the additional expenditure involved is around \$570 million each year.

The Education Bureau (EDB) has implemented the “One Executive Officer for Each School” policy in public sector schools and DSS schools starting from the 2019/20 school year. These schools are provided with resources for hiring additional administrative manpower. The increased administrative manpower has helped 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 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 has provided 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 is \$50,000 per year.

(2) As at 2 March 2020, a total of 834 aided schools have set up their incorporated management committee (IMC), and 7 aided schools are without an IMC. There are specific reasons for these aided schools not having an IMC. The EDB will not disclose such school list to avoid creating a labelling effect on individual schools. The EDB will continue to maintain close contact with schools and the relevant parties to provide appropriate support. The requirement for setting up an IMC is not applicable to government schools, while DSS and caput schools may opt to set up an IMC or not.

- End -

CONTROLLING OFFICER'S REPLY

EDB482

(Question Serial No. 3543)

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, 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” and the total number of the schools concerned in the recent 5 school years, and list out the amount of additional funding received by each school in relation to the number of NCS students admitted.
- 2) 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.
- 3) The Education Bureau (EDB) indicated that “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”. However, the fact that “the difference of only 1 student admitted could mean a difference of 16 times” has greater impact on schools admitting a relatively small number of NCS students than on those admitting a relatively large number of NCS students. Has EDB made any assessment on this? If so, what is the situation? Will there be special measures for schools admitting a relatively small number of NCS students so as to reduce the impact on them?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 224)

Reply:

- 1) Starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding to schools, 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 (hereinafter referred to as "ordinary schools") 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 ordinary schools admitting a relatively small number of NCS students (i.e. 1 to 9 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 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. The number of ordinary 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 the additional funding from the 2015/16 to 2019/20 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 only 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 relatively small number of NCS students (i.e. 1 to 5 NCS students) 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 2015/16 to 2019/20 school years, the number of special schools admitting 6 or more NCS students and offering an ordinary school curriculum is 6, 6, 5, 5 and 5 respectively; the number of special schools admitting 6 or more NCS students and only offering an adapted curriculum is 19, 18, 20, 20 and 20 respectively. As regards special schools admitting 1 to 5 NCS students, the number of the schools concerned is 24, 26, 26, 25 and 27 respectively, among which 9, 14, 16, 16 and 15 (provisional) have been provided with the above-mentioned additional funding.

2) and 3) As regards the education support provided for NCS students, since the relevant measures are based on the learning needs of NCS students who are arranged in groups/classes according to their different progress and Chinese proficiency, the adoption of a tiered funding model can meet the operational needs of schools. EDB compiles statistics on schools provided with the additional funding based on the funding tiers, but does not compile statistics on the number of these schools based on a specific number of NCS students admitted, and hence the number of schools admitting 9 and 10 NCS students in the past 5 years is not available. The number of ordinary schools provided with different amounts of the additional funding, by the existing additional funding tier, in the past 5 years is tabulated at Annex.

We have been collecting stakeholders' views on the additional funding model through various means so as to further enhance the measure. To enhance the support for NCS students in learning Chinese and create an inclusive learning environment in schools, EDB will, starting from the 2020/21 school year, provide a new two-tiered subsidy for all schools admitting a relatively small number of NCS students (1 to 5 NCS students for ordinary schools and special schools, and 6 to 9 NCS students for ordinary schools respectively) and increase the amount of the additional funding from currently \$50,000 to \$0.15 million or \$0.3 million. It is estimated that about 400 schools will benefit from the measure in the 2020/21 school year, and the expenditure involved will be about \$68.7 million. The amount of the additional funding provided to schools admitting NCS students will also be adjusted based on the year-on-year movement of the Composite Consumer Price Index and/or the annual rates of the Civil Service Pay Adjustment.

**Number of ordinary 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 9”, “10 to 25”, “26 to 50”, “51 to 75”, “76 to 90” and “91 or above”)
and the amount of the additional funding from the 2015/16 to 2019/20 school years**

School year	Number of NCS students	Amount of the additional funding (\$ million)	Primary schools				Secondary schools				
			Government	Aided	DSS	Total	Government	Aided	Caput	DSS	Total
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	88	1	7	104
	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
2019/20	1-9	0.05	10	99	3	112	5	89	1	5	100
	10-25	0.80	5	58	2	65	3	45	0	8	56
	26-50	0.95	3	27	2	32	1	16	0	5	22
	51-75	1.10	0	8	1	9	0	8	0	4	12
	76-90	1.25	0	1	0	1	0	2	0	1	3
	91 or above	1.50	3	22	4	29	1	11	0	11	23

Notes:

1. Figures include public sector schools and Direct Subsidy Scheme (DSS) schools offering the local curriculum, but not special schools.
2. The number of schools for the 2019/20 school year are provisional figures.
3. In the past 5 years, there were schools that admitted a relatively small number of NCS students (i.e. 1 to 9 NCS students) and did not submit funding applications to EDB, and hence these schools were not provided with the additional funding.

- End -

EDB483

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3544)

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 number of schools receiving the grant, number of beneficiary students, amount of grant for each school, eligibility criteria for the grant, administrative costs incurred and number of posts created in association with the provision of the grant, with a breakdown by types of primary, secondary and special schools. Please also give a detailed account on the utilisation and effectiveness of the grant.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 225)

Reply:

Starting from the 2019/20 school year, the Education Bureau (EDB) has provided public sector schools and Direct Subsidy Scheme (DSS) schools with a recurrent Life-wide Learning Grant to support schools to take forward, on the present foundation, life-wide learning with enhanced efforts and organise 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. The Grant comprises a school-based component and a class-based component. For the 2019/20 school year, the school-based provision for each public sector school is \$150,000; the class-based provision is calculated based on the number of approved classes at the per class rates of \$42,000 and \$25,000 for secondary and primary schools respectively. As for DSS schools, the provision of the Grant will be subsumed in the DSS unit subsidy rates. For example, a primary school with 24 classes will receive \$750,000, and a secondary school with 24 classes will receive around \$1.16 million. We have informed schools, through an EDB circular, of the implementation details of the Grant, which is applicable to all students of public sector schools and DSS schools. As the Grant has just been disbursed to schools in the current school year, schools are unable to provide the number of beneficiary students at this stage. The administrative costs incurred and number of posts involved are subsumed

under the EDB's establishment and operational expenses, and cannot be separately identified.

- End -

CONTROLLING OFFICER'S REPLY

EDB484

(Question Serial No. 3545)

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.: 226)

Reply:

To help public sector ordinary primary and secondary schools support 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. In the 2018/19 school year and before, ordinary schools were provided with additional resources under various funding modes to support students with SEN. For instance, some schools opted for the Learning Support Grant (LSG), some primary schools implemented the Intensive Remedial Teaching Programme (IRTP), some schools implemented the Integrated Education (IE) Programme, and some primary schools adopted a Mixed Mode of implementing IRTP while receiving the LSG. Generally speaking, LSG is calculated based on the number of students with SEN and academic low achievers (applicable to primary schools) and the tier of support these 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 were 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 for these students. For schools implementing IE Programme, they were 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 4 years (from the 2015/16 to 2018/19 school years) are set out at Appendix, which covers schools adopting Mixed Mode and schools adopting Migration Mode (i.e. adopting the Mixed Mode and migrating to full adoption of LSG within 6 years). The ceiling of LSG for schools adopting Mixed Mode and Migration Mode was \$350,000 and \$600,000 respectively.

To further enhance the effectiveness of IE, the EDB has implemented a series of enhanced measures (including the enhanced LSG) starting from the 2019/20 school year: (i) restructuring various subvented programmes for IE and extending the LSG to all public sector ordinary schools to replace the IRTP and the IE Programme; (ii) increasing the LSG unit grant rate for tier-3 support to four times the rate for tier-2 support; (iii) converting/providing additional regular teaching post(s) titled as Special Educational Needs Support Teacher if the total amount of LSG received by the schools reaches the specific threshold. With the implementation of the above enhanced LSG, schools have a more stable teaching force and additional resources for flexible deployment to support the implementation of IE. Targets of the enhanced LSG are the same as those in the past, i.e. students with different types of SEN and academic low achievers (applicable to primary schools). In the 2019/20 school year, the revised estimated expenditure (including expenditure on additional teaching posts) on provision of LSG for all public sector ordinary schools (455 primary schools and 389 secondary schools) is about \$1.4 billion.

The Government adopts a dual-track mode in implementing special education. The 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, while other students with SEN will attend ordinary schools. Under the Disability Discrimination Ordinance, all educational institutions should provide equal education opportunities for eligible students, including students with SEN. All public sector ordinary schools have the obligation to admit students with SEN and no admission ceiling should be set in this regard.

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 2015/16 to 2018/19 school years ^(Note 1 & 2)

Measure	School year	No. of public sector ordinary schools		Ceiling of grant ^(Note 3) (\$)	Expenditure (\$ million)
		Primary	Secondary		
LSG	2015/16	211	382	1,547,000	500.1
	2016/17	212	382	1,584,000	539.0
	2017/18	213	381	1,614,000	589.6
	2018/19	217	381	1,652,000	646.3
IRTP	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
IE Programme	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

Notes:

- 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.
- The number of schools implementing IRTP tabulated above includes schools adopting Mixed Mode or Migration Mode and concurrently implementing IE Programme.
- Figures on the ceiling of grant are rounded to the nearest thousand.

- End -

CONTROLLING OFFICER'S REPLY

EDB485

(Question Serial No. 3546)

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 Chief Executive, Mrs Carrie Lam, has set up task forces to review 8 key areas of education. Please set out in a table the establishment dates, progress of review, scope of review, report issuance dates (or expected dates of issuance), as well as memberships and operating fees of the 8 task forces.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 227)

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	<p>The Task Force on Professional Development of Teachers has completed its work and submitted its report to the Government on 26 March 2019.</p> <p>The Government has accepted the 18 recommendations of the Task Force, which include the establishment of a professional ladder for teachers, implementation of the all-graduate teaching force policy, enhancement of the manpower arrangements for senior teachers and vice-principals in public sector primary and secondary schools, rationalisation of salaries of heads and deputy heads in public sector primary schools, improvement of the demarcation arrangements for headship rankings in public sector secondary schools, and establishment of commendation schemes at multiple levels to recognise teachers with outstanding performance.</p> <p>Among these recommendations,</p>	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	<p><u>Chairperson</u> Dr Carrie WILLIS</p> <p><u>Non-official members</u> Mr CHAU Hau-fung Ms CHEUNG Wai-ye, 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</p> <p><u>Official member</u> Deputy Secretary for Education (3), Education Bureau</p>

Task force	Establishment date	Progress of review	Scope of review	Report issuance date (or expected date of issuance)	Membership
		<p>the all-graduate teaching force policy has been implemented since the 2019/20 school year. Other recommendations on enhancing the ranking arrangement of school management in public sector schools will be implemented starting from the 2020/21 school year. The Government is also following up on recommendations on establishing a professional ladder for teachers and establishment of commendation schemes to recognise teachers with outstanding performance.</p> <p>As regards recommendations to improve the manpower at the middle management level and rationalise salaries for school heads and deputy heads in public sector primary schools, the Government has consulted the Legislative Council (LegCo) Panel on Education and the Establishment Subcommittee on the recommendations to seek funding approval in accordance with the established procedures. We will continue to seek funding approval from the Finance Committee of the LegCo.</p>			

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	<p>The Task Force on Review of School Curriculum completed its public consultation on the initial recommendations grouped under 6 directions in mid-October 2019 and is now collating the views received. The final report will be submitted to the Government later.</p> <p>The 6 directions under which the initial recommendations are grouped in the Consultation Document are:</p> <ul style="list-style-type: none"> ♦ Whole-person development ♦ Values education ♦ Creating space and catering for learner diversity ♦ Applied Learning ♦ University admissions ♦ Science, Technology, Engineering and Mathematics (STEM) education 	<p>The main scope of work of the Task Force is to holistically review the primary and secondary curricula and to make directional recommendations on the following:</p> <p>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;</p> <p>how to better cater for students' diverse abilities, interests, needs and aspirations;</p> <p>how to optimise the curriculum in creating space and opportunities for students' whole-person development; and</p> <p>how to better articulate learning at the primary and secondary levels.</p>	The Task Force is expected to submit a report in the second quarter of 2020.	<p><u>Chairperson</u> Dr Anissa CHAN WONG Lai-kuen</p> <p><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</p> <p><u>Official members</u> Deputy Secretary for Education (5), Education Bureau Principal Assistant Secretary for Education (Curriculum Development), Education Bureau</p>

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 Literacy	27 October 2014	<p>The review has been completed.</p> <p>Starting from 2018, Primary 3 Territory-wide System Assessment (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 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.</p> <p>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 resources; exploring greater</p>	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	<p>From October 2015 to March 2018:</p> <p><u>Chairperson</u> Deputy Secretary for Education (5), Education Bureau</p> <p><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 Dr Winnie LAI Mr LAM Yat-fung, James Mr TONG Sau-chai, Henry Ms Martina KAN Ms LAM Sau-lan, Anna Mr LEUNG Wai-cheong Ms SIN Yuk-chun, Rosita 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)</p>

Task force	Establishment date	Progress of review	Scope of review	Report issuance date (or expected date of issuance)	Membership
		<p>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 and the EDB will explore its continuous improvements.</p>			<p><u>Official members</u> Principal Assistant Secretary for Education (Education Infrastructure), Education Bureau 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</p>
Task Force on School-based Management (SBM) Policy	28 November 2017	<p>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.</p> <p>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.</p> <p>The Government accepted the</p>	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.	8 July 2019	<p><u>Chairperson</u> Mr Tim LUI Tim-leung</p> <p><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</p>

Task force	Establishment date	Progress of review	Scope of review	Report issuance date (or expected date of issuance)	Membership
		<p>recommendation. Starting from the 2019/20 school year, all public sector schools (including special schools) and schools under the Direct Subsidy Scheme have been 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.</p> <p>Subsequently, the Task Force completed the review and submitted its report to the Government on 8 July 2019. All the recommendations were accepted by the Government. Starting from the 2019/20 school year, the EDB will put in place measures gradually to implement the recommendations of the Task Force.</p>			<p><u>Official member</u> Principal Assistant Secretary (School Development), Education Bureau</p>

Task force	Establishment date	Progress of review	Scope of review	Report issuance date (or expected date of issuance)	Membership
Task Force on Home-school Co-operation and Parent Education	1 December 2017	<p>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 September 2018.</p> <p>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.</p> <p>The Government accepted this recommendation. Starting from the 2019/20 school year, the Government has increased 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</p>	<p>The Task Force is tasked to review the existing approach in promoting home-school co-operation and parent education; and</p> <p>based on the outcome of the review, to formulate the direction and strategy for 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.</p>	29 April 2019	<p><u>Chairman</u> Mr Tim LUI Tim-leung</p> <p><u>Non-official members</u> Mr Rock CHEN Chung-nin (till September 2018) Ms SHUM Siu-fong Dr Odalia WONG Ming-hung 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</p> <p><u>Official member</u> Principal Education Officer (School Administration), Education Bureau</p>

Task force	Establishment date	Progress of review	Scope of review	Report issuance date (or expected date of issuance)	Membership
		<p>organising more community-based and school-based parent education programmes or activities.</p> <p>The Task Force completed the review and submitted its report on 29 April 2019. The EDB has fully accepted the recommendations and relevant measures are implemented progressively.</p>			

Task force	Establishment date	Progress of review	Scope of review	Report issuance date (or expected date of issuance)	Membership
Task Force on Promotion of Vocational and Professional Education and Training (VPET)	13 April 2018	<p>The Task Force conducted a public consultation on its initial observations and recommendations from May to July 2019, and submitted its review report to the Government on 23 January 2020. The review report put forward a total of 18 recommendations, advising the Government to strengthen and deepen collaboration with industries to provide more diversified and quality VPET programmes for young people, with a view to facilitating the parallel development of the VPET and academic education pathways. The Government is carefully studying the Task Force's report. Given the different nature of the recommendations, we will follow up on the recommendations in a gradual and orderly manner, having regard to the complexity, maturity, and timing of the recommendations as well as the consensus of stakeholders. We will consult the Legislative Council Panel on Education on the follow-up actions of the report.</p>	<p>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;</p> <p>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</p> <p>to make recommendations on other VPET promotion measures.</p>	23 January 2020	<p><u>Chairman</u> Dr Roy CHUNG Chi-ping</p> <p><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</p> <p><u>Official member</u> Deputy Secretary for Education (1), Education Bureau</p>

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	<p>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, including the plan to introduce measures relating to the regulation and future development of the self-financing post-secondary sector. The Government revamped the Committee on Self-financing Post-secondary Education (CSPE) in November 2019 with an expanded membership and enhanced roles and functions to provide strategic and policy advice on the development of the self-financing sector, including advice on measures to promote, facilitate and coordinate such development in terms of scope of operation, quality and governance. The Government will continue to follow-up on the related work in collaboration with the CSPE.</p>	<p>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.</p>	27 December 2018	<p><u>Chairman</u> Professor Anthony CHEUNG Bing-leung</p> <p><u>Non-official members</u> 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</p> <p><u>Official members</u> Deputy Secretary for Education (1), Education Bureau Deputy Secretary-General (1), University Grants Committee</p>

Task force	Establishment date	Progress of review	Scope of review	Report issuance date (or expected date of issuance)	Membership
Task Force on Review of Research Policy and Funding	17 October 2017	<p>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 infrastructure, incentivising cross-institutional and cross-disciplinary collaboration on research, and strengthening coordination among different research funding bodies.</p> <p>The Government fully accepted the Task Force's recommendations. 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. These recommendations have been implemented in 2019.</p>	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	<p><u>Chairman</u> Professor TSUI Lap-chee</p> <p><u>Non-official members</u> Professor Paul LAM Kwan-sing Professor Richard WONG Yue-chim Dr Sunny CHAI Ngai-chiu Ms Nisa LEUNG Bernice Wing-yu Mr David FOSTER Dr Richard ARMOUR</p> <p><u>Ex-officio member</u> Chairman, Research Grants Council</p> <p><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</p>

- End -

CONTROLLING OFFICER'S REPLY

EDB486

(Question Serial No. 3547)

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:

(1) Regarding the implementation of the “one school social worker for each school” policy in public sector primary schools, please provide 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; the average monthly salary, average length of service and entitled benefits of these school-based registered graduate social workers; the supply staff arrangements applicable to them and the annual expenditure on the implementation of the “one school social worker for each school” policy from the 2018/19 school year to present.

(2) Has the Administration looked into why the target of “one school social worker for each school” has not been achieved in all public sector primary schools? If yes, what are the problems? Are there any measures to tackle these problems?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 228)

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 under 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 new measure is implemented on the basis of the Comprehensive Student Guidance Service to provide schools with more resources so that each public sector primary school is served by at least one school-based registered graduate social worker with professional qualifications to further enhance the overall quality of guidance service. For schools without Student Guidance Teachers (SGTs), the Education Bureau (EDB) will provide a three-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, including retaining their serving student guidance personnel (SGP) due to special needs, they may discuss with the EDB separately.

In the 2018/19 and 2019/20 school years, 223 (i.e. about 50%) and 309 (i.e. about 70%) public sector primary schools have switched to the new funding mode respectively. The total expenditure and estimated total expenditure on provision of student guidance service under the old and new funding modes are \$436 million and \$487 million respectively in the two school years.

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.

According to the findings of questionnaire surveys conducted by the EDB, 328 and 373 schools have employed registered graduate social workers in the 2018/19 and 2019/20 school years respectively, accounting for about 72% and 82% of all public sector primary schools in Hong Kong (456 and 455 in total). Detailed information on these social workers has not been collected.

The EDB will continue to collect data and views by such means as questionnaire surveys, school visits and meetings with the education sector to review the mode of collaboration between SGP/social workers and SGTs, and will maintain communication with stakeholders and heed their views and suggestions on the best way to provide social work and guidance services for students and render effective support to them.

- End -

CONTROLLING OFFICER'S REPLY

EDB487

(Question Serial No. 3548)

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 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 and qualification requirements, and the estimated annual expenditure on nurses 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.: 229)

Reply:

(1) and (2)

There are no nurses on the establishment of public sector ordinary primary and secondary schools. As for special schools, the Education Bureau (EDB) enhanced the establishment of school nurse in these 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. The number of school nurse posts on the establishment of

special schools and the expenditures involved from the 2015/16 to 2019/20 school years are as follows:

School year	2015/16	2016/17	2017/18	2018/19	2019/20
No. of Posts on the Establishment	52	52	53	104	104
Expenditure (\$ million)	27.4	28.4	31.3	54.6	66.2 (revised estimate)

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 2015/16 to 2019/20 school years is tabulated as follows:

School type	No. of students	2015/16 to 2017/18 school years	2018/19 to 2019/20 school years
School for children with physical disability	(a) 40 – 129 (b) 130 or more	(a) 1	(a) 2
School for children with severe intellectual disability		(b) 2	(b) 3
School for children with mild intellectual disability	40 or more	1	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	Not applicable	1
School for children with hearing impairment			

- End -

CONTROLLING OFFICER'S REPLY

EDB488

(Question Serial No. 3549)

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) Students of aided special schools can apply for extension of years of study (EoS). Please set out the numbers of students and school places, unit cost per school place, and number and status of applications for EoS in the past 5 school years, with a breakdown by school type. Regarding application status, please provide the numbers of applications approved and rejected, as well as the reasons for rejection.

(2) Please provide details on the provision for measures concerning the application for EoS by special school students.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 230)

Reply:

(1) and (2)

From the 2015/16 to 2019/20 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.

The improvement measures for 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 these measures, the Education Bureau (EDB) provides these schools with additional school places and allows them to devise school-based policies 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. Additional school places provided for special schools under the measures of EoS have been included in the overall approved class structure, and the expenditure incurred has been subsumed under the regular subvention for schools. Please refer to the Appendix for the average unit cost per school place in various types of special schools.

**Number of Places, Number of Students, and Average Unit Cost per School Place in Special Schools
from the 2015/16 to 2019/20 School Years**

School Type	2015/16 School Year			2016/17 School Year			2017/18 School Year		
	No. of Places	No. of Students (as at September 2015)	Average Unit Cost per School Place	No. of Places	No. of Students (as at September 2016)	Average Unit Cost per School Place	No. of Places	No. of Students (as at September 2017)	Average Unit Cost per School Place
Visual Impairment	178	125	\$293,000	172	123	\$320,000	169	112	\$359,000
Hearing Impairment	140	87	\$293,000	130	89	\$306,000	120	84	\$343,500
Physical Disability	1 020	915	\$294,000	1 010	883	\$314,000	1 020	877	\$334,000
Mild Intellectual Disability ^{Note 1}	3 240	3 049	\$171,500	3 255	3 103	\$177,000	3 270	3 154	\$195,500
Moderate Intellectual Disability ^{Notes 1, 2}	2 020	1 879	\$253,000	2 050	1 911	\$260,000	2 100	1 992	\$285,500
Severe Intellectual Disability ^{Note 2}	792	679	\$329,000	784	687	\$342,000	792	699	\$361,500
School for Social Development	1 149	600	\$164,000	1 092	553	\$181,000	1 125	594	\$200,000
Hospital School	332	369	\$178,000	332	333	\$186,000	332	314	\$198,500

**Number of Places, Number of Students and Average Unit Cost per School Place in Special Schools
from the 2015/16 to 2019/20 School Years**

School Type	2018/19 School Year			2019/20 School Year		
	No. of Places	No. of Students (as at September 2018)	Average Unit Cost per School Place	No. of Places	No. of Students (as at September 2019)	Average Unit Cost per School Place
Visual Impairment	166	110	\$397,500	178	119	\$469,500
Hearing Impairment	110	64	\$395,500	110	71	\$441,000
Physical Disability	1 030	907	\$360,000	1 030	903	\$397,500
Mild Intellectual Disability ^{Note 1}	3 345	3 218	\$211,500	3 405	3 295	\$242,000
Moderate Intellectual Disability ^{Notes 1, 2}	2 150	2 040	\$304,500	2 200	2 103	\$339,000
Severe Intellectual Disability ^{Note 2}	800	706	\$389,000	816	712	\$442,500
School for Social Development	1 074	614	\$220,000	1 116	647	\$249,000
Hospital School	332	280	\$211,000	340	351	\$242,500

- 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 -

EDB489

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3550)

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 Paid Non-local Study Leave Scheme for Secondary School Teachers (Scheme), please provide, by year, the details of the Scheme since its implementation, including the eligibility for application, number of applicants, 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 by covering kindergarten teachers, increasing the quota, etc.? If yes, when will it be extended? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 231)

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.

Serving full-time regular teachers in aided secondary schools (including special schools) and teachers in government, caput and Direct Subsidy Scheme secondary schools with not less than 5 years of teaching experience in secondary schools are eligible for the Scheme. In the school years from 2017/18 to 2019/20, the EDB received 154, 74 and 101 applications respectively, while the number of participants is 50, 40 and 60. 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	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
Turku, Finland	Interdisciplinary Learning & Entrepreneurship Education	15
Southampton, the United Kingdom	Assessment Literacy	15
Singapore	STEM Education	10

2019/20 school year (Third Batch of the Scheme)		
Destination	Subjects/Areas covered in the training	No. of participants *Provisional figures
Southampton, the United Kingdom	Assessment Literacy	18
Sydney, Australia	Catering for Learner Diversity	21
Turku, Finland	Self-directed Learning	21

The total expenditure of the first batch and second batch of the Scheme is \$7.49 million and \$5.99 million respectively, of which \$2.63 million and \$1.6 million is on remuneration for supply teachers employed to substitute participating teachers on paid study leave. In view of the latest development of the novel coronavirus (COVID-19) epidemic, the third batch of the Scheme will be postponed. The expenditure figures involved are therefore unavailable at the present stage.

Upon completion of the pilot Scheme, 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

EDB490

(Question Serial No. 3551)

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 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 recent 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 that opted 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 upon conversion;
- (iii) The number of schools applying for engagement 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 principles for using 2.5 man-days as the basis for calculating the amount of TRG to be provided; and
- (v) Whether the Education Bureau has reviewed the calculation methods of TRG; if yes, the status of review and the implementation timetable for new initiatives; if no, the reasons.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 232)

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 amounts of the annual recurrent cash grant are around \$160,000 and \$230,000 for primary and secondary schools with 24 classes. The amount of grant varies subject to the number of teaching posts provided under various measures for 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 rate 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 the 2014-15 to 2018-19 financial years are tabulated below:

Financial year	Number of schools	Actual expenditure (\$ million)
2014-15	327	481
2015-16	383	599
2016-17	470	756
2017-18	520	930
2018-19	584	1,078

The above figures include schools that opted to freeze posts permanently, freeze posts temporarily for 30 to 89 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 surplus of 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

EDB491

(Question Serial No. 3552)

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 (KGs) joining the 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:

- (1) From 2018/19 to present, 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)?
- (2) 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?
- (3) 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?
- (4) 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?
- (5) 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 only being accepted on condition that teachers attend courses for 3-consecutive days, etc. 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.: 233)

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 KGs in arranging teachers to attend specified recognised training courses provided by the EDB on catering for students with developmental needs and on supporting non-Chinese speaking (NCS) students. The relevant information is set out as follows:

(1) and (2)

In the 2018/19 school year, a total of 152 applications from 108 KGs were received by the EDB. 141 of them involved employing supply teachers with Certificate in Early Childhood Education or above qualification while the remaining 11 involved employing supply teachers with other qualifications. All applications were approved. As for the 2019/20 school year, 57 applications from 52 KGs have been received as at the end of February 2020. All of them involved employing supply teachers with Certificate in Early Childhood Education or above qualification. 42 of these applications (involving 38 KGs) have been approved, while the remaining 15 (involving 14 KGs) are being processed. As at the end of February 2020, no applications for the supply teachers have been rejected.

(3)

If courses are 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, the EDB will offer different options, as far as possible in the arrangement of course dates to cater for the needs of different KGs.

(4)

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 the 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 the end of the 2018/19 school year, around 150 KGs admitting 8 or more NCS students have achieved the target. Since the 2019/20 school year has not yet come to a close, we are unable to provide the information for the current school year.

(5)

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 has attended the specified recognised courses provided by the EDB for 3 or more consecutive days. On the other hand, an element for employing supply teachers to enable the release of teachers to attend training courses 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 for learning and teaching activities, they may flexibly deploy human resources to facilitate teachers' participation in various professional development

activities. Given the above considerations, we have no plan to relax the eligibility criteria for provision of supply teacher grant to cover relevant courses that last for less than 3 days.

- End -

CONTROLLING OFFICER'S REPLY

EDB492

(Question Serial No. 3553)

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) Regarding the provision of “a salary range and career ladder for kindergarten teachers” as mentioned in the Budget, please give details of the salary range provided for kindergarten (KG) teachers under the Free Quality KG Education Scheme, including the salary range, average monthly salary and average years of service of KG teachers, and the use of the tide-over grant for subsidising long-serving KG teachers. Please provide relevant figures in each of the recent 3 years by type of KG.

(2) Has the EDB evaluated whether the provision of a salary range instead of a pay scale is conducive to raising the professional status of KG teachers and developing a career ladder for them? If yes, what are the evaluation results? If no, what are the reasons?

(3) What specific measures have been put in place by the EDB to provide a career ladder for KG teachers? What are the details and the expenditure involved? Please provide the expenditure, estimated expenditure, implementation details and the numbers of beneficiaries in the recent 3 years.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 234)

Reply:

(1) to (3)

Under the kindergarten (KG) education policy, KGs are encouraged to establish a career ladder and offer competitive remuneration to retain and attract quality teachers. As regards remuneration, 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 joining the KG education scheme (Scheme-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. The salary ranges for teachers in Scheme-KGs from the 2017/18 to 2019/20 school years are tabulated at Appendix 1. The average monthly salary and average years of service of full-time KG teachers (excluding principals) are tabulated at Appendix 2. We have undertaken to use the data of the 3 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 started a review in mid-2019 on the implementation of the new policy, including the salary arrangements for KG teachers. We have been consulting the stakeholders during the process.

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 or above qualification (within the teacher-to-pupil 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 tide-over grant (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 (2017/18 and 2018/19 school years) for 3 years (from the 2019/20 to 2021/22 school years), making a total of 5 years of provision. From the 2017/18 to 2019/20 school years, 478, 485 and 485 Scheme-KGs received the ToG respectively. The relevant total expenditure is tabulated below:

Year	2017-18	2018-19	2019-20
Expenditure on the ToG (\$ million)	135	207	214

Notes:

- (1) The expenditure on the ToG in 2017-18 reflects 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) The expenditure on the ToG in 2019-20 is the revised estimate.

It is not appropriate to apply the salary scale for teachers of public sector primary and secondary schools to the diverse KG sector, nor shall we rely upon it to establish a career ladder for KG teachers. KGs operating on different scales and using different teaching modes require a different ranking structure. As such, we recommend KGs to establish a career ladder for their teachers under the KG education policy. We provide for KGs' reference a three-level teaching staff structure, including the ranks of principal, senior teacher and class teacher which are possibly needed in KGs. Given the diversity of the KG sector, KGs may appoint teachers of different ranks according to their operation scale and school-based needs. When formulating school-based career ladder, KGs should have long-term planning from perspective of resources deployment and sustainable development. The salary portion of the basic unit subsidy provided for KGs by the EDB already includes the share for principals, senior teachers and teachers. Since each KG will flexibly deploy resources provided by the EDB to implement school-based arrangements according to

individual circumstances and needs, the relevant expenditure and numbers of beneficiaries are not available.

Salary ranges for teachers under the KG education scheme
from the 2017/18 to 2019/20 school years

Rank of teaching staff	Salary range		
	2017/18	2018/19	2019/20
Class Teacher	\$20,770 - \$36,930	\$21,680 - \$38,550	\$22,790 - \$40,530
Senior Teacher	\$27,700 - \$43,860	\$28,920 - \$45,790	\$30,400 - \$48,140
Vice Principal	\$34,620 - \$48,470	\$36,140 - \$50,600	\$37,990 - \$53,200
Principal II	\$39,240 - \$54,240	\$40,970 - \$56,630	\$43,070 - \$59,540
Principal I	\$46,160 - \$61,170	\$48,190 - \$63,860	\$50,660 - \$67,140

Note: The salary ranges for teaching staff apply to teachers with Certificate in Early Childhood Education or above qualifications.

Average monthly salary and average years of service of
full-time teachers under the KG education scheme
from the 2017/18 to 2019/20 school years

School Year	KG	Teachers' average monthly salary	Teachers' average year of service (years)
2017/18	KGs operating half-day classes only	\$26,162	12.7
	KGs operating whole-day classes only	\$25,801	9.2
	KGs operating both whole-day and half-day classes	\$24,307	12
2018/19	KGs operating half-day classes only	\$27,862	12.4
	KGs operating whole-day classes only	\$27,860	9.2
	KGs operating both whole-day and half-day classes	\$26,062	12
2019/20 (Note 2)	KGs operating half-day classes only	-	12.7
	KGs operating whole-day classes only		9.1
	KGs operating both whole-day and half-day classes		11.7

Notes:

- The above information is based on the survey on KG teachers/child care staff conducted by the EDB in September of the respective school years. The figures exclude principals.
- Regarding the salary information of teachers in the 2019/20 school year, the EDB notified Scheme-KGs in early March this year of the salary ranges for teaching staff which have been adjusted based on the latest civil service pay adjustment announced at the end of February. Scheme-KGs would adjust the salaries of their teachers accordingly if necessary. Hence, the EDB is unable to provide the salary information of teachers in Scheme-KGs for the 2019/20 school year at this stage. The average years of service of KG teachers in the 2019/20 school year are provisional figures.

- End -

CONTROLLING OFFICER'S REPLY

EDB493

(Question Serial No. 3554)

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 development of kindergartens, it is mentioned in the Budget that the Education Bureau (EDB) will continue to enhance the quality assurance framework. In this connection, please advise this Committee of:

- (1) the details of the existing enhancements to the quality assurance framework, including the numbers of kindergartens for which quality reviews were conducted, numbers of visits, assessment criteria, follow-up actions and expenditures involved in each of the past 5 school years; and
- (2) the EDB's detailed plans to improve the quality assurance framework.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 235)

Reply:

All kindergartens (KGs) joining the kindergarten education scheme (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). The QR teams will make professional judgement on school performance based on the PIs, examine the effectiveness of KGs' development work holistically and offer suggestions for improvement in light of the school context, so as to facilitate KGs' self-improvement on a continuous basis. Any KGs assessed as not meeting the prescribed standards of QR may apply for a follow-up QR and submit to the EDB an action plan to address the issues identified for improvement. The EDB will then send a QR team to the KG concerned for conducting the follow-up QR. From the 2014/15 to 2018/19 school years, we conducted QR for 114, 123, 128, 135 and 120 KGs respectively. In general, it took 2.5 to 3.5 days for a QR team to conduct review for a KG. One of the aforementioned KGs did not meet the prescribed standards of QR

and applied for a follow-up QR. Its application was accepted and the follow-up QR was conducted.

To enhance the quality of KG education, we completed the refinement of PIs in 2017. The refined PIs are clearer, more precise and user-friendly. This helps KGs conduct SSE in a more holistic and focused manner. We will continue to share with KGs information on the refined PIs, observations from the annual QR findings and good practices of schools. With these, we could support KGs in conducting SSE more effectively.

To foster school development and accountability, we encourage KGs to upload their QR reports onto their school websites. Having considered the views of KGs and parents, we have uploaded the Chinese QR reports and their English translations onto the EDB website for public information since the 2018/19 school year. In addition, starting from the 2013/14 school year, we have engaged external independent members as observers in some QR visits and increased the number of QRs that involve these external observers progressively. In the 2018/19 and 2019/20 school years, a pilot scheme was implemented to invite serving KG principals as external observers to further enhance the transparency of QR. We will review the effectiveness of the pilot scheme so as to devise a detailed plan for future arrangements.

As for the expenditure involved in QR, the external independent members are provided with honoraria. From the 2014/15 to 2018/19 school years, the relevant expenditures are \$70,000, \$100,000, \$160,000, \$200,000 and \$110,000 respectively. In the 2018/19 school year, there was a drop in the expenditure on honoraria because some serving KG principals took up the role of external observer on a voluntary basis. All other assessment-related tasks involved in QR are conducted by EDB officers and the relevant expenditure is subsumed under the overall expenditure of EDB. Hence, a breakdown of expenditure is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB494

(Question Serial No. 3555)

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 the Budget that the Bureau will “improve the manpower of deputy heads in public sector primary schools (to provide schools with 18 or more classes with one more deputy head by upgrading a post in the rank of Primary School Master/Mistress to Senior Primary School Master/Mistress) starting from the 2020/21 school year”. In this connection:

- (1) Please provide details of the additional deputy heads to be provided for primary schools, including the numbers of additional and regraded posts in all public sector primary schools after upgrading a post in the rank of Primary School Master/Mistress to Senior Primary School Master/Mistress; the estimated expenditure involved; the conditions for schools to upgrade the post; and the eligibility criteria for a teacher to be appointed as a Senior Primary School Master/Mistress, with a breakdown by number of classes in schools;
- (2) Regarding improving the manpower of deputy heads in public sector primary schools, please advise whether the Bureau has a timetable for extending the initiative to primary schools with 12 or fewer classes. If yes, what are the details? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 236)

Reply:

- (1) The Government has accepted all the recommendations put forward by the Task Force on Professional Development of Teachers (the Task Force) in March 2019 and has been actively following up on the relevant measures, including improving the manpower of deputy heads in public sector primary schools.

Starting from the 2020/21 school year, ordinary primary schools with 12 to 17, 18 to 23, and 24 or more approved classes can upgrade, respectively, 1, 2 and 3 post(s) in the rank of Primary School Master/Mistress (PSM) to Senior Primary School Master/Mistress (SPSM) as deputy head(s).

With the improvement measure, the number of deputy head posts (by upgrading the PSM post to SPSM post) in public sector ordinary primary schools is expected to increase by about 390. The additional full-year expenditure involved is about \$62.2 million. The appointment requirements for the relevant posts are the same as those stipulated in the Codes of Aid.

(2) Improving the manpower of deputy heads in public sector primary schools is a recommendation the Task Force put forward after lengthy deliberations and extensive consultation with stakeholders and the sector. The Task Force understands that in smaller scale primary schools, the heads are in the rank of SPSM. If deputy head posts are provided in these schools, they will be at the same rank as the heads and this can cause staff management issues. Besides, the Task Force has also proposed to improve the manpower at the middle management level in schools. Upon implementation of these improvement measures, primary schools, including those of smaller scale, will have more senior teachers who can be deployed to share school management duties. Having considered the views of the Task Force, the EDB has no plan to provide deputy head posts in ordinary primary schools with 11 or fewer classes.

- End -

CONTROLLING OFFICER'S REPLY

EDB495

(Question Serial No. 3587)

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 the Estimates that the Bureau will “upgrade the Primary School Curriculum Leader post in public sector primary schools with 11 or fewer classes from the provision of an Assistant Primary School Master/Mistress post or Curriculum Leadership Grant to a Primary School Master/Mistress post starting from the 2020/21 school year”. In this connection, please advise of the number of schools that will benefit from this initiative, the number of posts to be created/converted, the expenditures involved, the average annual salary of teachers filling the newly-created posts, the requirements that should be satisfied for transfer/appointment as Primary School Curriculum Leader, and the number of school teaching staff (including teaching assistants) that will be affected by the cancellation of the Curriculum Leadership Grant.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 237)

Reply:

Starting from the 2020/21 school year, the Education Bureau will upgrade the Primary School Curriculum Leader post in public sector primary schools with 11 or fewer classes from the provision of an Assistant Primary School Master/Mistress (APSM) post or Curriculum Leadership Grant (CLG) to a Primary School Master/Mistress (PSM) post to enable Primary School Curriculum Leaders serving schools of a smaller scale to perform their curriculum leadership duties more effectively. With the improvement measure, it is expected that the APSM post or CLG provided for about 20 public sector primary schools will be upgraded to a PSM post, thus incurring an additional full-year expenditure of about \$6.8 million.

The upgraded Primary School Curriculum Leader post is at the PSM rank. The current annual salary of the post is about \$850,000, which is calculated based on the mid-point salary. The teacher appointed to the post has to meet the prevailing appointment requirements, including fulfilling the appointment/promotion requirements for PSM as stipulated in the Guide to Appointment of Code of Aid for Primary Schools/Compendium to Code of Aid for Aided Schools, possessing experience in leading or participating in curriculum development, and completing the professional development programme(s) on curriculum leadership on or before the first year of appointment.

At present, schools may use the CLG to hire temporary staff outside the approved establishment (including monthly-paid temporary teachers or teaching assistants), or hire outside services and/or personnel on a temporary basis for teacher professional development programmes related to the duties of the curriculum leader. As schools may deploy the CLG in different ways (e.g. for hiring staff or procuring services), we are unable to provide the number of school teaching staff affected as a result of upgrading the provision of CLG to a PSM post.

- End -

CONTROLLING OFFICER'S REPLY

EDB496

(Question Serial No. 3588)

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 implement the all-graduate teaching force policy in public sector primary and secondary schools, and schools may, taking into account their school-based circumstances, achieve full implementation in the 2020/21 school year. In this connection, please provide the following information by year and by school type:

In the 2018/19 and 2019/20 school years, the implementation progress of the all-graduate teaching force policy in public sector primary and secondary schools, including the respective number of certificated master/mistress posts, certificated masters/mistresses, graduate teacher posts, graduate teachers, and schools in which the all-graduate teaching force policy has been implemented and their percentage out of the total number of schools.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 238)

Reply:

The number of graduate and non-graduate teacher posts within the approved teaching staff establishment in public sector primary and secondary schools in the 2018/19 and 2019/20 school years is as follows:

Primary schools (government and aided schools)

School year	Ratio of graduate teacher posts	No. of posts within the approved teaching staff establishment*	
		Graduate Master/Mistress Grade	Certificated Master/Mistress Grade
2018/19	65%	14 370	6 430
2019/20	100%	21 220	0

* Figures include the number of teacher posts calculated according to the teacher-to-class ratio and additional teacher posts provided under specific improvement programmes, and are rounded to the nearest 10.

Secondary schools (government, aided and caput schools)

School year	Ratio of graduate teacher posts	No. of posts within the approved teaching staff establishment*	
		Graduate Master/Mistress Grade	Certificated Master/Mistress Grade
2018/19	85%	18 170	2 630
2019/20	100%	20 990	0

* Figures include the number of teacher posts calculated according to the teacher-to-class ratio and additional teacher posts provided under specific improvement programmes, and are rounded to the nearest 10.

The number of graduate and non-graduate teachers employed within the approved teaching staff establishment in public sector primary and secondary schools in the 2018/19 and 2019/20 school years is as follows:

Primary schools (government and aided schools)

School year	No. of teachers within the approved teaching staff establishment*	
	Graduate teacher	Non-graduate teacher
2018/19	10 250	9 560
2019/20 (Estimate)	19 640	780

* Figures are rounded to the nearest 10.

Secondary schools (government, aided and caput schools)

School year	No. of teachers within the approved teaching staff establishment*	
	Graduate teacher	Non-graduate teacher
2018/19	16 980	2 950
2019/20 (Estimate)	19 670	350

* Figures are rounded to the nearest 10.

Under the all-graduate teaching force policy, the ratio of graduate teacher posts in public sector schools has been increased to 100% in one go in the 2019/20 school year. Schools may, taking into account their school-based circumstances, achieve full implementation in 2 years starting from the 2019/20 school year. To our understanding, most schools have filled up their graduate teacher posts as far as possible. Reasons for graduate teacher posts not being fully filled include serving teachers not possessing a local bachelor's degree (or equivalent) or not willing to assume the professional duties of a graduate teacher, etc. Schools should continue to encourage teachers to attain the recognised qualifications as early as possible and to shoulder the duties of a graduate teacher. The fill-up rate of the graduate teacher posts in public sector schools by school type in the 2018/19 and 2019/20 school years is tabulated below:

Primary schools (government and aided schools)

School year	Fill-up rate of graduate teacher posts [^]
2018/19	80%
2019/20 (Estimate)	96%

Secondary schools (government, aided and caput schools)

School year	Fill-up rate of graduate teacher posts [^]
2018/19	100%
2019/20 (Estimate)	98%

[^] The fill-up rate of graduate teacher posts reflects the situation on the filling of graduate teacher posts, but not the change in the number of graduate teacher posts or graduate teachers. In secondary schools, for example, there is an increase in the number of both graduate teacher posts and teachers concerned in the 2019/20 school year as compared to the 2018/19 school year. Nevertheless, as the graduate teacher posts in the 2019/20 school year have not been completely filled, it results in a contrarily lower fill-up rate than that in the 2018/19 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB497

(Question Serial No. 3589)

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 Education Bureau (EDB) states that “teachers have to meet educational standards and other requirements specified in the Education Ordinance (Cap. 279) before they can be registered or permitted to teach”. In this connection, please provide the relevant information:

(1) Please specify what criteria the EDB refers to by “educational standards and other requirements” and whether detailed considerations under “other requirements” include criminal records and moral standards. If yes, please explain the yardsticks and provide any relevant documents/guidelines that the EDB consults; if no, please give the reasons.

(2) Is there any EDB task force or section with the dedicated function of checking whether teachers “meet the educational standards and other requirements”? If yes, please provide the number, ranks and post titles of the staff involved.

(3) Please provide the number of applications made to the EDB for teacher registration or permission to teach, and the number of successful and unsuccessful applications in each of the past 3 years, as well as the reasons for rejection.

(4) Please provide the number of teachers with teacher registration cancelled in each of the past 3 years, and the reasons for cancellation.

(5) Please advise of the expenditures involved in verifying whether applicants “meet the educational standards and other requirements” in each of the past 3 years.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 239)

Reply:

(1) Section 42 of the Education Ordinance (EO) stipulates that anyone who teaches in a school must be a registered teacher (RT) or permitted teacher (PT). On receiving an application for registration as a teacher, the Education Bureau (EDB) will vet it against the qualifications for an RT or PT laid down in Sections 44 to 46 of the EO and the Second Schedule of the Education Regulations. Applicants who possess the qualifications will be registered as teachers. If it appears to the Permanent Secretary for Education (PS(Ed)) that the applicant fits one of the descriptions set out in Section 46 of the EO (such as the applicant is not a fit and proper person to be a teacher, the applicant has been convicted of an offence punishable with imprisonment, the applicant does not possess the prescribed qualifications, etc.), the PS(Ed) will refuse to register the applicant as a teacher. Please refer to the Annexes for details of the relevant regulations.

In addition, when submitting an application for registration as a RT or PT, the teacher and the school must truthfully declare to the EDB whether the teacher concerned has previously been convicted of a criminal offence in Hong Kong or elsewhere (including spent convictions), and whether he/she has ever been refused to be registered as a manager of a school or a teacher or has ever been refused permission to teach, or having been so registered and yet had the registration cancelled in Hong Kong or elsewhere. Taking all factors into consideration, the EDB will strictly scrutinise the application to ensure that all school teachers are fit and proper to teach.

(2) and (5) Currently, 13 staff in the Teacher Registration Team of the EDB are responsible for handling matters related to the application for teacher registration. They include 1 Senior Education Officer (Administration), 3 Education Officers (Administration), 3 Assistant Education Officers (Administration), and 6 staff in the clerical grade. As vetting applications for teacher registration is part of the departmental routine, the expenses involved are subsumed in the EDB's overall provision for staffing and operation and a breakdown of the expenditure is not available.

(3) The respective numbers of applicants who applied to teach as RTs or PTs and the number of applications approved in each of the past 3 years (2017 to 2019) are set out below:

	Registered teacher		Permitted teacher	
	No. of applicants	No. of persons registered as a teacher	No. of applicants	No. of persons issued with a permit to teach
2017	4 868	4 528	3 193	2 403
2018	4 831	4 638	3 503	3 722
2019	4 835	4 722	3 319	3 287

The discrepancies between the number of applicants and the number of persons registered as a teacher or issued with a permit to teach can be attributed to the fact that some applicants withdrew their applications or failed to complete the application procedure and some applications are still being processed.

(4) In the past 3 years (2017 to 2019), 11 teachers had their registration cancelled or application refused by the EDB. These teachers were mainly involved in committing a sex or fraud-related offence or some minor but repeated offences, or having serious integrity problem.

EDUCATION ORDINANCE (Cap. 279) section 42 to 46**42. Teachers to be registered or permitted teachers**

- (1) No person shall teach in a school unless he is—
 - (a) a registered teacher; or
 - (b) a permitted teacher.
- (2) No permitted teacher shall teach in a school otherwise than in accordance with the conditions or limitations specified in the permit to teach issued in respect of such teacher.

43. Permanent Secretary may require medical examination of proposed teacher

The Permanent Secretary may, before registering a person as a teacher or issuing a permit to teach in respect of any person, require such person to undergo a medical examination.

(Amended 3 of 2003 s. 11)

44. Application for registration as a teacher

An application for registration as a teacher shall be—

- (a) made to the Permanent Secretary in the specified form; and *(Amended 8 of 2001 s. 4; 3 of 2003 s. 11)*
- (b) accompanied by the documents specified in such form.

45. Registration of teacher

- (1) On receiving an application in accordance with section 44, the Permanent Secretary shall make such inquiry as he considers necessary and shall determine the application— *(Amended 3 of 2003 s. 11)*
 - (a) by registering the applicant as a teacher; or
 - (b) by refusing under section 46 to register the applicant as a teacher.
- (2) On registering an applicant as a teacher under subsection (1), the Permanent Secretary shall issue to the applicant a certificate of registration in the specified form. *(Amended 8 of 2001 s. 4; Amended 3 of 2003 s. 11)*

46. Grounds for refusal to register teacher

The Permanent Secretary may refuse to register an applicant as a teacher if it appears to him that the applicant— (*Amended 3 of 2003 s. 11*)

- (a) is not a fit and proper person to be a teacher;
- (b) has been convicted of an offence punishable with imprisonment;
- (c) is a person in respect of whom a permit to teach has previously been cancelled;
- (d) is medically unfit;
- (e) does not possess the prescribed qualifications;
- (f) has attained the age of 70 years; or
- (g) in making or in connection with any application—
 - (i) (*Repealed 42 of 1993 s. 17*)
 - (ii) for registration as a manager or a teacher; or
 - (iii) to employ a person as a permitted teacher in a school,

has made any statement or furnished any information which is false in any material particular or by reason of the omission of any material particular.

EDUCATION REGULATIONS (Cap. 279A) Second Schedule

(Format changes—E.R. 2 of 2012)

Part 1

[reg. 68]

Qualifications for a Registered Teacher

- (1) An approved degree of a specified institution together with an approved teacher's diploma, certificate, or like qualification to teach; (*1 of 2004 s. 18*)
- (2) a degree in education of a specified institution; (*1 of 2004 s. 18*)
- *~~(3) (*Repealed 1 of 2004 s. 18*)~~
- (4) a teacher's certificate issued by the Hong Kong Government;
- (5) a Hong Kong Government Normal School certificate and 5 years approved teaching experience; (*L.N. 122 of 1974*)
- (6) a Hong Kong Government Evening Institute teacher's certificate and 5 years approved teaching experience; (*L.N. 122 of 1974*)
- (7) a certificate of status as "Qualified Teacher" or "Qualified Kindergarten Teacher" issued by the Hong Kong Education Department to a teacher who has completed an approved course of training and passed a written and practical test, and approved teaching experience; (*L.N. 122 of 1974; L.N. 268 of 1990*)
- (8) any other educational training and experience which in the opinion of the Permanent Secretary is equivalent to the qualifications specified in paragraph (1), (2), (4), (5), (6) or (7); or (*3 of 2003 s. 14; 1 of 2004 s. 18*)
- *~~(9) (*Repealed 1 of 2004 s. 18*)~~

For the purposes of this Part and Part 2— (*1 of 2004 s. 18*)

- (a) **approved** (認可) means approved by the Permanent Secretary;
- (b) **specified institution** (指明院校) means any of the following—
 - (i) the Lingnan University established by the Lingnan University Ordinance (Cap. 1165);
 - (ii) The Education University of Hong Kong established by The Education University of Hong Kong Ordinance (Cap. 444); (*6 of 2016 s. 2*)
 - (iii) the University of Hong Kong established by the University of Hong Kong Ordinance (Cap. 1053);

- (iv) The Hong Kong Polytechnic University established by The Hong Kong Polytechnic University Ordinance (Cap. 1075);
- (v) The Chinese University of Hong Kong established by The Chinese University of Hong Kong Ordinance (Cap. 1109);
- (vi) the Hong Kong Baptist University established by the Hong Kong Baptist University Ordinance (Cap. 1126);
- (vii) the City University of Hong Kong established by the City University of Hong Kong Ordinance (Cap. 1132);
- (viii) The Hong Kong Academy for Performing Arts established by The Hong Kong Academy for Performing Arts Ordinance (Cap. 1135);
- (ix) The Hong Kong University of Science and Technology established by The Hong Kong University of Science and Technology Ordinance (Cap. 1141);
- (x) The Open University of Hong Kong established by The Open University of Hong Kong Ordinance (Cap. 1145);
- (xi) any Post Secondary College registered under the Post Secondary Colleges Ordinance (Cap. 320). (*1 of 2004 s. 18*)

Part 2

[reg. 69]

Qualifications for a Permitted Teacher, other than a Teacher to Whom Part 2A, 3 or 4 Applies

(L.N. 268 of 1990; 1 of 2004 s. 18)

- (1) A higher diploma issued by a specified institution; (*1 of 2004 s. 18*)
- (1A) an associate degree of a specified institution; or (*1 of 2004 s. 18*)
- (2) any other educational training or practical experience which in the opinion of the Permanent Secretary is equivalent to the qualifications specified in paragraph (1) or (1A). (*L.N. 237 of 1982; 3 of 2003 s. 14; 1 of 2004 s. 18*)

Part 2A

[reg. 69A]

Qualifications for a Permitted Teacher Who is Permitted to Teach other Educational Courses

- (1) One or two certificates of the Hong Kong Certificate of Education Examination with an aggregate of 5 separate subjects at Grade E or a higher grade, including— (*L.N. 23 of 2012*)
 - (a) English Language (Syllabus B), or of a standard which in the opinion of the Permanent Secretary is equivalent to Grade E or a higher grade in that certificate; or
 - (b) Chinese Language;
- (1A) one or two certificates of the Hong Kong Diploma of Secondary Education Examination with an aggregate of 5 separate subjects consisting of—
 - (a) English Language or Chinese Language at Level 2 or a higher level;
 - (b) 2 subjects each of which is—
 - (i) a subject from the New Senior Secondary subjects at Level 2 or a higher level;
 - (ii) a subject from the Applied Learning subjects with an “Attained” or “Attained with Distinction” result; or
 - (iii) a subject from the Other Language subjects at Grade E or a higher grade; and
 - (c) 2 subjects each of which is—
 - (i) a subject from the New Senior Secondary subjects at Level 2 or a higher level; or
 - (ii) a subject from the Other Language subjects at Grade E or a higher grade; or (*L.N. 23 of 2012*)
- (2) any other educational training or practical experience which in the opinion of the Permanent Secretary is equivalent to the qualifications specified in paragraph (1) or (1A).

For the purposes of this Part and Part 4, a subject is not separate from another subject by reason only that instruction in the first subject is given in a language different from that in which instruction in the second subject is given.

(1 of 2004 s. 18; *L.N. 23 of 2012*)

Part 3

[reg. 70]

Qualifications for a Permitted Teacher Who is Permitted to Teach English

The qualifications specified in Part 2 or 2A and— (*1 of 2004 s. 18*)

- (1) Grade E or higher grade in English Language (Syllabus B) in the Hong Kong Certificate of Education Examination;
- (1A) Level 2 or a higher level in English Language in the Hong Kong Diploma of Secondary Education Examination; (*L.N. 23 of 2012*)
- (2) a pass in English Language in the Hong Kong English School Certificate, the Hong Kong Chinese School Certificate, or the Hong Kong School Certificate; or
- (3) a knowledge of English of a standard which in the opinion of the Permanent Secretary is equivalent to— (*L.N. 23 of 2012*)
 - (a) Grade E in English Language (Syllabus B) in the Hong Kong Certificate of Education Examination; or
 - (b) Level 2 in English Language in the Hong Kong Diploma of Secondary Education Examination. (*3 of 2003 s. 14; L.N. 23 of 2012*)

(*1 of 2004 s. 18*)

Part 4

[reg. 70A]

Qualifications for a Permitted Teacher

Who is Permitted to Teach Pupils Undergoing Nursery or Kindergarten Education

(*1 of 2004 s. 18*)

- (1) A certificate of status as “Qualified Assistant Kindergarten Teacher” issued by the Hong Kong Education Department to a teacher who has completed an approved course of training, and approved teaching experience;
- (2) one or two certificates of the Hong Kong Certificate of Education Examination with an aggregate of 5 separate subjects at Grade E or a higher grade, including English Language (Syllabus A or B) and Chinese Language; (*1 of 2004 s. 18*)
- (2A) one or two certificates of the Hong Kong Diploma of Secondary Education Examination with an aggregate of 5 separate subjects consisting of—
 - (a) English Language at Level 2 or a higher level;
 - (b) Chinese Language at Level 2 or a higher level;
 - (c) 2 subjects each of which is—

- (i) a subject from the New Senior Secondary subjects at Level 2 or a higher level;
 - (ii) a subject from the Applied Learning subjects with an “Attained” or “Attained with Distinction” result; or
 - (iii) a subject from the Other Language subjects at Grade E or a higher grade; and
- (d) either of the following—
- (i) a subject from the New Senior Secondary subjects at Level 2 or a higher level;
 - (ii) a subject from the Other Language subjects at Grade E or a higher grade; or (*L.N. 23 of 2012*)
- (3) any other educational training or practical experience which in the opinion of the Permanent Secretary is equivalent to the qualifications specified in paragraph (1), (2) or (2A). (*3 of 2003 s. 14*)

For the purposes of this Part, *approved* (認可) means approved by the Permanent Secretary. (*3 of 2003 s. 14*)

(*L.N. 268 of 1990; L.N. 23 of 2012*)

(*E.R. 2 of 2012*)

Editorial Note:

* This paragraph was repealed by section 18 of the Education (Miscellaneous Amendments) Ordinance 2004 (1 of 2004). The saving and transitional provisions contained in sections 20 and 21 of that Amendment Ordinance read as follows—

“20. Saving regarding qualifications of registered teachers and permitted teachers

(1) If immediately before the commencement date there is in existence an application—

(a)

for registration as a teacher made under section 44 of the Education Ordinance (Cap. 279); or

(b)

to employ a person as a permitted teacher in a school made under section 49 of the Education Ordinance (Cap. 279),

which has not been disposed of, then the application is to be disposed of as if this Ordinance has not been enacted.

(2)

A person who possesses the prescribed qualifications for registration as a teacher immediately before the commencement date may apply for registration within 2 months from the commencement date and the application is to be disposed of as if this Ordinance had not been enacted.

(3)

This section is in addition to and not in derogation from section 23 of the Interpretation and General Clauses Ordinance (Cap. 1).

** (4) In this section and section 21, “commencement date” (生效日期) means the date appointed by the Secretary for Education and Manpower for the commencement of section 18 of this Ordinance under section 1(2) of this Ordinance.

** Commencement date: 1 October 2004.

21. Transitional provisions regarding qualifications of permitted teachers

(1)

Notwithstanding section 51(1)(c) of the Education Ordinance (Cap. 279), the Permanent Secretary may issue a permit under section 50 of that Ordinance in respect of a person who was serving as permitted teacher in a school immediately before the commencement date even though the person does not possess the prescribed qualifications for a permitted teacher on or after the commencement date.

(2) Subsection (1) applies where—

(a)

an application to employ the person as a permitted teacher in a school is made under section 49 of the Education Ordinance (Cap. 279) within 5 years from the commencement date; and

(b)

at the time of making the application the person has been enrolled in or is attending a training course approved by the Permanent Secretary for the purpose.”.

- End -

CONTROLLING OFFICER'S REPLY

EDB498

(Question Serial No. 3590)

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 in the Budget that the Bureau will “improve the manpower of vice-principals in public sector secondary schools (to provide school with 24 or more classes with one more vice-principal by upgrading a post in the rank of Senior Graduate Master/Mistress to Principal Graduate Master/Mistress; and lowering the threshold for the provision of two vice-principals from 15 classes to 12 classes) starting from the 2020/21 school year”.

In this connection, please advise this Committee of the number of vice-principal posts to be created under the new measure, the number of beneficiary public sector secondary schools, the estimated average expenditure on pay and related benefits involved in the creation of an additional vice-principal post every year, and the estimated total expenditure involved in the new measure.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 240)

Reply:

The Government has accepted all the recommendations put forward by the Task Force on Professional Development of Teachers in March 2019 and has been actively following up on the relevant measures, including improving the manpower of vice-principals in public sector secondary schools.

Starting from the 2020/21 school year, the Education Bureau will provide ordinary secondary schools with 24 or more approved classes with one more vice-principal by upgrading a post in the rank of Senior Graduate Master/Mistress to Principal Graduate Master/Mistress. The threshold for the provision of two vice-principals in a school will also be lowered from 15 approved classes to 12 approved classes.

With the improvement measures, it is anticipated that around 340 vice-principal posts will be created (by upgrading Senior Graduate Master/Mistress posts to Principal Graduate Master/Mistress posts) in around 320 public sector ordinary secondary schools, involving an additional annual expenditure of around \$59.1 million. In estimating the expenditure, every additional vice-principal post created (by upgrading a Senior Graduate Master/Mistress post to a Principal Graduate Master/Mistress post) will incur an additional full-year salary of about \$150,000 (including Provident Fund expenditure).

- End -

CONTROLLING OFFICER'S REPLY

EDB499

(Question Serial No. 3591)

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 in the Budget that the Education Bureau (EDB) will “improve the demarcation arrangements for headship rankings in public sector secondary schools (to lower the qualifying criterion of a Principal II post from 15 classes to 12 classes; and to lower the qualifying criterion of a Principal I post from 24 classes to 18 classes) starting from the 2020/21 school year.” In this connection, please provide the following information:

- (1) What is the number of additional Principal II and Principal I posts created as a result in public sector secondary schools? What is the respective additional expenditure involved? What is number of public sector secondary schools that will benefit from the initiative and their percentage out of the total number of public sector secondary schools in Hong Kong?
- (2) What measures are in place to render assistance to principals in schools with less than 12 classes to ensure that their remuneration will not persistently below a reasonable level due to a shortfall in the number of classes? In the long run, will the EDB consider further relaxing the qualifying criterion of a Principal II post in secondary schools? If yes, what are the plan and schedule? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 241)

Reply:

- (1) The Government has accepted all the recommendations put forward by the Task Force on Professional Development of Teachers (the Task Force) in March 2019 and has been actively following up on the relevant measures, including improving the demarcation arrangements for headship rankings in public sector secondary schools.

Starting from the 2020/21 school year, the Education Bureau (EDB) will lower the qualifying criterion of the Principal II post from 15 to 12 approved classes, and lower the qualifying criterion of the Principal I post from 24 to 18 approved classes.

With the improvement measure, the number of Principal II posts will increase because the principal post in some public sector secondary schools will be upgraded from the rank of Principal Graduate Master/Mistress to Principal II. On the other hand, the number of Principal II posts will decrease as the principal post in some public sector secondary schools will be upgraded from the rank of Principal II to Principal I. As a whole, it is expected that the number of Principal II posts will decrease by about 35, while that of the Principal I posts will increase by about 50. The additional full-year expenditure involved is about \$19.7 million, benefitting about 65 schools or 17% of all public sector ordinary secondary schools in Hong Kong.

(2) Principals serving schools of different scales professionally manage and spearhead the continuing development of schools. We have to establish different ranks for the principal post to reflect the differences in workload and complexity in managing schools of different scales.

Improving the demarcation arrangements for headship rankings in public sector secondary schools is a recommendation the Task Force put forward after lengthy deliberations and extensive consultation with stakeholders and the sector. The EDB believes that the current demarcation arrangements for secondary school headship ranking can be improved after implementation of the recommendation. We have no plan to further relax the qualifying criterion of the Principal II post.

- End -

CONTROLLING OFFICER'S REPLY**EDB500****(Question Serial No. 3629)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

(a) Regarding the Education Bureau's internal task force for reviewing cases involving teachers' misconduct or conduct of a criminal nature, how many members does it have and what are the members' titles? What are the task force's terms of reference? Who decided the task force's composition? What approaches and channels have the task force utilised to review cases involving teachers' misconduct or conduct of a criminal nature?

(b) Are there documents that detail the composition and background information of the members of the task force? If yes, please provide the relevant documents.

(c) What is the number of cases involving teachers' misconduct or conduct of a criminal nature that the internal task force has reviewed in the past 5 years (2015 to 2019)? What is the nature of these cases? How many cases required the Permanent Secretary for Education (PS(Ed)) to penalise the teachers concerned? What disciplinary actions were taken? Please provide the nature of these cases and the disciplinary actions taken.

(d) Using the table below, please provide the respective numbers of cases involving refusal and cancellation of teacher registration in the past 5 years:

Year	Total no. of cases	Refusal of teacher registration			Cancellation of teacher registration		
		No. of cases	No. of court cases	No. of non-court cases	No. of cases	No. of court cases	No. of non-court cases
2019							
2018							
2017							
2016							
2015							
Total							

- (e) What is the nature of court and non-court cases?
- (f) Among cases involving cancellation of teacher registration, what are the school types involved?
- (g) Among cases involving cancellation of teacher registration, how many teachers were not given the Government's donations and the dividend thereon under the Subsidised Schools Provident Fund or Grant Schools Provident Fund?
- (h) Are there channels for the teachers concerned to appeal if they are issued a warning/advisory letter by the PS(Ed)? If yes, what is the appeal procedure?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 242)

Reply:

(a) to (h)

The Education Bureau (EDB) attaches great importance to teachers' professional conduct. If a teacher is found to have committed a serious offence, an act of misconduct or malpractice, the EDB will follow up the case in a stringent manner in accordance with the Education Ordinance (EO). For serious cases, the registration of the teacher concerned may be cancelled.

Exercising the power vested by the EO, the Permanent Secretary for Education (PS(Ed)) has established an internal task force comprising the EDB's directorate officers to review the registration status of all teachers involved in malpractice or professional misconduct and report back to the PS(Ed) with recommendations on follow-up actions, including cancelling the registration of the teachers concerned or refusing their registration applications.

All along, the EDB has been handling cases involving registered teachers committing malpractice or professional misconduct with a serious attitude and strict standards. The EDB will decide the form of penalty in an objective and fair manner based on the nature and severity of the incident and careful examination of available information, including relevant investigation reports (such as school reports and documents relevant to the legal proceedings), and inform the teacher concerned of its decision and justifications.

Pursuant to section 61(1) of the EO regarding the right of appeal to Appeal Board, a person upon receiving the notice from the PS(Ed) may appeal to an Appeal Board against the decision of the PS(Ed) referred to in the notice. The procedure on appeal is set out in sections 62 (1) to (7) of the EO. The teacher concerned may lodge an appeal following the established procedure.

In the past 5 years (2015 to 2019), the EDB handled a total of 318 misconduct cases. The EDB cancelled the registration or refused the registration applications of 30 teachers, and issued reprimand letters to 12 teachers, warning letters to 127 teachers, and advisory letters to 44 teachers. For the remaining 72 cases, since the teachers' misconduct involved was minor and/or disciplinary actions had been taken by their schools, only verbal advice was

given by the EDB or no follow-up actions were required on the part of the EDB. The EDB considered each case on its own merits and in a fair and objective manner. Teachers' personal misconduct is unrelated to the type of schools in which they serve. When reviewing a teacher's registration status, the EDB mainly considers the severity of the misconduct or malpractice committed by the teacher, such as whether it involves offences of a sexual nature, the impact or possible impact of his words and deeds on students' safety and well-being, etc. As categorising cases by their nature, the type of schools in which the teachers serve or the type of criminal offences involved is not meaningful, we have not compiled the relevant figures.

The EDB handles provident fund matters of grant/subsidised schools in accordance with the Grant Schools Provident Fund Rules and Subsidised Schools Provident Fund Rules. Among the above-mentioned cases where teachers had their registration cancelled or application refused, 7 teachers were not given the Government's donations and the dividend thereon upon withdrawal from the Subsidised/Grant Schools Provident Fund.

- End -

CONTROLLING OFFICER'S REPLY**EDB501****(Question Serial No. 3630)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

(a) Has the Education Bureau (EDB) implemented any policies on family-friendly employment practices (FFEPs) in schools in the past 5 years (from 2015 to 2019)? If yes, what are the specific measures? If no, what are the reasons? Does the EDB plan to implement any policies on FFEPs in schools?

(b) How many schools have set up a breastfeeding room? What are the types of these schools?

(c) Has the EDB received any application from schools to set up a breastfeeding room by changing the use of another one in the past 5 years (from 2015 to 2019)? If yes, have the applications been approved? Please use the table below to provide a breakdown of the information.

Year	School type	Application status	Reasons for rejecting the application

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 243)

Reply:

(a)

Through various channels and a wide range of publicity activities, the Government has been actively encouraging employers to adopt “employee-oriented” good human resource management measures, including the implementation of family-friendly employment practices (FFEPs). Employers are encouraged to adopt FFEPs that serve the best interests of their enterprises and employees, having regard to their individual circumstances and affordability the unique business environment and operations of specific industries, as well as the actual needs of their employees.

Schools are the employers of all school staff. The Education Bureau (EDB) has strived to help schools create a family-friendly work environment through different measures. As the school sponsoring body of government schools, the Government has taken the lead in this respect. For leave policy, far before the Amendment Ordinance for five-day paternity leave as stipulated in the Employment Ordinance came into effect in January 2019, the Government has granted a paternity leave of 5 working days to eligible male employees of government schools since 1 April 2012 and the EDB has provided eligible male staff of aided, caput and Direct Subsidy Scheme (DSS) schools with a paternity leave of 5 working days since 1 September 2012. As for maternity leave, it is proposed in the Policy Address 2018 that the statutory maternity leave would be extended from the current 10 weeks to 14 weeks. While legislative amendments take time, the Government has extended the maternity leave for all eligible female employees of government schools to 14 weeks since 10 October 2018. Likewise, the new measure of extending the maternity leave for eligible female staff to 14 weeks has been implemented in kindergartens joining the kindergarten education scheme, aided, caput and DSS schools since 1 January 2019, and the schools concerned have been provided with a staff relief grant. Besides, teachers are entitled to have school holidays. For example, the total number of school holidays for a public sector school teacher is about 90 days, including several longer holidays such as Christmas, Chinese New Year, Easter and summer vacation. Generally speaking, teachers may spend these holidays with their family on family activities whatever they like except for certain days on which they are required to return to school to serve as duty teachers or handle certain teaching affairs.

(b) and (c)

Under school-based management, schools may, having regard to the capacity and facilities of the school premises, make flexible use of existing resources and space to implement the Breastfeeding Friendly Workplace policy according to the needs of their staff, such as providing a private space for expression of breastmilk and refrigerators for storage of breastmilk. Schools are not required to seek approval from the EDB if implementation of these measures do not involve any structural alterations to the school premises or any change to teaching facilities such as classrooms and special rooms and will not affect school's normal operation. The EDB has neither collected statistics on the number of schools that have a breastfeeding room nor received any application in this regard.

- End -

CONTROLLING OFFICER'S REPLY

EDB502

(Question Serial No. 3635)

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 Controlling Officer stated that the Bureau “will redeploy resources previously dedicated to production of educational television programmes to development of diversified educational multimedia resources to support learning and teaching in schools”. Please advise this Committee of the direction and specific examples of “developing diversified educational multimedia resources to support learning and teaching in schools” as well as the related measures.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 248)

Reply:

Starting from 2020-21, educational television (ETV) service will be repositioned in light of the recommendations made in the Director of Audit’s Report No.71. The Education Bureau (EDB) will redeploy resources previously dedicated to the production of ETV programmes and cease to provide annual funding for Radio Television Hong Kong (RTHK) to produce a certain number of ETV programmes. Instead, the EDB will develop diversified multimedia learning and teaching resources with reference to curricular needs, including thematic short videos, micro movies, photos, sound tracks, interactive games, as well as picture books, nursery rhymes and props for storytelling for kindergartens. Moving beyond the confines of television programmes, these educational resources are produced to better meet schools’ teaching needs. To produce the diversified learning and teaching resources outlined above, the EDB will increase the scale of commissioning the production of multimedia resources by engaging service providers in the market to tap innovative inputs and enhance production quality. RTHK will be invited to bid for the contracts just like other service providers with production experience. The estimated expenditure for the development of diversified educational multimedia resources for 2020-21 is \$30 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB503

(Question Serial No. 3636)

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:

When asked about the number of schools adopting Putonghua as the medium of instruction for teaching the Chinese Language Subject (PMIC) in the past, the Education Bureau (EDB) kept saying that it did not keep track of such information because the number of schools adopting PMIC varied every year. Would the EDB advise this Committee:

- (a) whether it still considers PMIC a long-term target?
- (b) of the reasons why it does not have a grasp on the number of schools adopting PMIC if it still considers PMIC a long-term target; and whether it will consider compiling the relevant statistics in future.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 249)

Reply:

The promotion of biliteracy and trilingualism has always been an advantage of Hong Kong. Schools have been providing Putonghua curriculum to nurture students' Putonghua proficiency. Primary and secondary schools in Hong Kong choose a suitable medium of instruction (MOI) for teaching the Chinese Language curriculum based on their professional considerations. The Education Bureau has never made it mandatory for schools to use Putonghua as the MOI for teaching the Chinese Language Subject. Schools may decide whether to use Putonghua as the MOI at certain class levels/in some classes with regard to school context, such as readiness of teachers, standards of students, language environment of the school, curriculum planning, availability of learning and teaching support, etc. As adoption of Putonghua as the MOI for teaching the Chinese Language Subject is a school-based language policy, and the numbers of schools, classes and students involved vary every year, we have not kept track of the relevant information.

- End -

CONTROLLING OFFICER'S REPLY

EDB504

(Question Serial No. 3637)

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 “One Executive Officer for Each School” policy, what are the respective numbers of full-time Executive Officer in public sector primary, secondary and special schools in the current school year? How many of these full-time Executive Officer posts are created within the permanent establishment or by using the School Executive Officer Grant? What are the respective median monthly salaries?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 250)

Reply:

Starting from the 2019/20 school year, the Education Bureau has implemented the “One Executive Officer for Each School” policy under which public sector schools and schools under the Direct Subsidy Scheme are provided with resources for hiring additional administrative manpower. Schools may opt to create a regular School Executive Officer (School ExO) post or receive the School Executive Officer Grant (SEOG). Schools that choose to create the post are required to recruit at least one full-time School ExO with a local bachelor’s degree (or equivalent); and schools that choose to receive the SEOG may procure school administration-related service from service provider(s) which should include the arrangement of at least one full-time school-stationed School ExO with a recognised degree for provision of service for schools.

In the 2019/20 school year, a total of 89 aided schools (including special schools) and caput schools created a regular School ExO post. The salary of the post is pegged at that of a civil service Executive Officer II, i.e. Civil Service Master Pay Scale Points 15 to 27. Another 754 aided schools (including special schools) and caput schools received the SEOG. The amount of the SEOG is benchmarked against the mid-point salary of a civil service Executive Officer II and subject to annual adjustment according to the mid-point salary of civil service Executive Officer II.

In the 2019/20 school year, all government schools (65 in total) recruited contract School Administrative Executives with the SEOG. Similar to aided and caput schools, the amount of the SEOG is benchmarked against the mid-point salary of a civil service Executive Officer II and subject to annual adjustment according to the mid-point salary of civil service Executive Officer II.

- End -

CONTROLLING OFFICER'S REPLY**EDB505****(Question Serial No. 3638)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

In respect of schools offering local curriculum in the past 5 years, at Secondary 4:

(A) How many elective subjects, on average, were actually offered in each school? Please provide a breakdown of the figures by school type (government, aided, Direct Subsidy Scheme, etc.), as well as the overall average.

(B) Please provide the number of schools offering different numbers of elective subjects in the table below:

No. of elective subjects actually offered	No. of schools	Percentage out of the total number of schools
5 or fewer		
6 to 10		
11 to 15		
16 or above		
Total		100%

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 251)Reply:

The New Academic Structure implemented since 2009 provides students with a broad and balanced senior secondary curriculum which allows them to choose the subjects suitable for them and explore future development possibilities. Apart from the four core subjects (i.e. Chinese Language, English Language, Mathematics and Liberal Studies), schools also offer elective subjects at the senior secondary level (including Other Languages and Applied Learning courses) as well as Other Learning Experiences to cater for students' diverse interests, abilities and needs.

(A) According to the information provided by schools, government, aided and Direct Subsidy Scheme schools offering the local senior secondary curriculum provided, on average, about 11 elective subjects at Secondary 4 in the past 5 years.

(B) According to the information provided by schools, the number of schools offering the local senior secondary curriculum and the number of elective subjects offered at Secondary 4 in the past 5 years are set out below:

No. of elective subjects offered at Secondary 4	No. of schools (percentage)				
	2014/15 school year	2015/16 school year	2016/17 school year	2017/18 school year	2018/19 school year
5 subjects or fewer	4 (0.9%)	4 (0.9%)	5 (1.1%)	5 (1.1%)	5 (1.1%)
6 to 10 subjects	171 (38.2%)	156 (34.9%)	160 (35.9%)	166 (37.3%)	165 (37.1%)
11 to 15 subjects	268 (59.8%)	283 (63.3%)	276 (61.9%)	271 (60.9%)	270 (60.7%)
16 subjects or more	5 (1.1%)	4 (0.9%)	5 (1.1%)	3 (0.7%)	5 (1.1%)
Total	448 (100%)	447 (100%)	446 (100%)	445 (100%)	445 (100%)

- End -

CONTROLLING OFFICER'S REPLY**EDB506****(Question Serial No. 3639)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (5) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

What are the respective numbers of establishment and non-establishment teachers possessing a Master's degree or above qualifications in the past 5 years? Please provide a breakdown by public sector primary, secondary and special schools.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 252)Reply:

The respective number of teachers with a Master's degree or above qualifications within and outside the staff establishment of public sector primary, secondary and special schools from the 2015/16 to 2019/20 school years is tabulated as follows:

Primary schools (government and aided schools)

School year	No. of teachers with a Master's degree or above qualifications *	
	Establishment teachers	Non-establishment teachers
2015/16	5 740	330
2016/17	5 960	380
2017/18	6 390	410
2018/19	6 730	460
2019/20 (estimate)	6 970	440

Secondary schools (government, aided and caput schools)

School year	No. of teachers with a Master's degree or above qualifications *	
	Establishment teachers	Non-establishment teachers
2015/16	10 780	940
2016/17	10 900	930
2017/18	11 210	750
2018/19	11 290	790
2019/20 (estimate)	11 460	730

Special schools

School year	No. of teachers with a Master's degree or above qualifications *	
	Establishment teachers	Non-establishment teachers
2015/16	600	20
2016/17	620	10
2017/18	690	10
2018/19	700	10
2019/20 (estimate)	720	20

* Figures are rounded to the nearest ten.

- End -

CONTROLLING OFFICER'S REPLY

EDB507

(Question Serial No. 4749)

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 number of students in (a) Kwai Tsing, (b) Tsuen Wan, (c) Tuen Mun, (d) Yuen Long and (e) Islands, under the categories of (a) kindergartens: (a1) local and (a2) non-local; (b) primary schools: (b1) government, (b2) aided, (b3) Direct Subsidy Scheme, (b4) private and (b5) international; (c) secondary schools: (c1) government, (c2) aided, (c3) Direct Subsidy Scheme, (c4) private and (c5) international; (d) special schools: (d1) local/aided and (d2) international/English Schools Foundation.

Asked by: Hon KWOK Ka-ki (LegCo internal reference no.: 363)

Reply:

The numbers of students in kindergartens, primary schools and secondary schools by district (Kwai Tsing, Tsuen Wan, Tuen Mun, Yuen Long and Islands) and sector in the 2019/20 school year are set out at Appendix 1.

Since the number of students who need to be admitted to special schools is relatively small, the planning and provision of special schools are not on a district basis, and not every district has a special school. As such, providing corresponding figures for the above districts is not meaningful.

**Number of students in kindergartens by district and type of kindergartens
in the 2019/20 school year**

District	Local	Non-local	All Types
Kwai Tsing	9 487	454	9 941
Tsuen Wan	7 002	10	7 012
Tuen Mun	11 455	329	11 784
Yuen Long	15 381	967	16 348
Islands	3 554	727	4 281

Notes:

- (1) Figures refer to the position as at 16 September 2019.
- (2) Figures include nursery, lower and upper classes in kindergarten-cum-child care centres.
- (3) School districts are delineated by the District Council districts of the school campuses.

**Number of students in primary schools by district and sector
in the 2019/20 school year**

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Types
Kwai Tsing	0	18 820	518	0	0	19 338
Tsuen Wan	1 778	11 853	0	63	0	13 694
Tuen Mun	662	23 235	783	84	550	25 314
Yuen Long	2 740	29 127	1 513	564	0	33 944
Islands	0	6 739	0	1 061	839	8 639

Notes:

- (1) Figures refer to the position as at 16 September 2019.
- (2) Figures include ordinary primary schools, but not special schools.
- (3) School districts are delineated by the District Council districts of the school campuses.

**Number of students in secondary schools by district and sector
in the 2019/20 school year**

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Types
Kwai Tsing	0	20 401	0	0	0	0	20 401
Tsuen Wan	839	8 439	0	0	0	0	9 278
Tuen Mun	1 420	19 290	0	0	0	732	21 442
Yuen Long	3 221	20 262	0	3 709	66	0	27 258
Islands	261	3 442	0	1 231	772	395	6 101

Note:

- (1) Figures refer to the position as at 16 September 2019.
- (2) Figures include ordinary secondary day schools, but not special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses.
- (3) School districts are delineated by the District Council districts of the school campuses.

- End -

CONTROLLING OFFICER'S REPLY

EDB508

(Question Serial No. 4750)

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 number of schools in (a) Kwai Tsing, (b) Tsuen Wan, (c) Tuen Mun, (d) Yuen Long and (e) Islands, under the categories of (a) kindergartens: (a1) local and (a2) non-local; (b) primary schools: (b1) government, (b2) aided, (b3) Direct Subsidy Scheme, (b4) private and (b5) international; (c) secondary schools: (c1) government, (c2) aided, (c3) Direct Subsidy Scheme, (c4) private and (c5) international; (d) special schools: (d1) local/aided and (d2) international/English Schools Foundation.

Asked by: Hon KWOK Ka-ki (LegCo internal reference no.: 364)

Reply:

The numbers of kindergartens, primary schools and secondary schools by type/sector and by district (Kwai Tsing, Tsuen Wan, Tuen Mun, Yuen Long and Islands) in the 2019/20 school year are tabulated at Appendix 1.

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, and not every district has various types of special schools. As such, providing corresponding figures by district is not meaningful. The number of local aided special schools by type in the 2019/20 school year is tabulated at Appendix 2.

There is one special school under the category of English Schools Foundation (ESF) schools and other private international schools. The ESF schools and other private international schools also offer integrated classes / special classes to provide support to students with special educational needs.

Number of kindergartens by district and by type in the 2019/20 school year

District	Local	Non-local	All types
Yuen Long	72	6	78
Tuen Mun	66	3	69
Tsuen Wan	40	1	41
Kwai Tsing	61	3	64
Islands	27	9	36

Note:

- (1) Figures include kindergarten-cum-child care centres but not special child care centres registered under the Social Welfare Department.
- (2) School districts are delineated by the District Council districts of the main campuses of the schools.

Number of primary schools by district and by sector in the 2019/20 school year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All sectors
Yuen Long	3	43	2	3	0	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

Note:

- (1) Figures include ordinary primary schools but not special schools.
- (2) School districts are delineated by the District Council districts of the main campuses of the schools.

Number of secondary schools by district and by sector in the 2019/20 school year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All sectors
Yuen Long	4	30	5	1	0	40
Tuen Mun	2	35	0	0	1	38
Tsuen Wan	1	13	0	0	0	14
Kwai Tsing	0	31	0	0	0	31
Islands	1	7	3	2	1	14

Note:

- (1) Figures include ordinary secondary day schools but not special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses.
- (2) School districts are delineated by the District Council districts of the main campuses of the schools.

Number of local aided special schools by type in the 2019/20 school year

School type	Number of school
School for Children with Visual Impairment	2
School for Children with Hearing Impairment	1
School for Children with Physical Disability	7
School for Social Development	8
School for Children with Intellectual Disability	41
Hospital School	1

Note:

- (1) Figures refer to the position as at September 2019.
- (2) The Hospital School operates classes in 20 hospitals.

- End -

CONTROLLING OFFICER'S REPLY

EDB509

(Question Serial No. 4773)

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 2018/19 school year, the Education Bureau has enhanced the provision of student guidance service for primary schools by implementing the policy of “one school social worker for each school” in public sector ordinary primary schools, with a view to strengthening student guidance service in these schools. In this connection, would the Administration advise this Committee:

- (1) of the expenditure on the enhancement measure;
- (2) how it can ensure that schools will use the resources to recruit social workers and hence achieve the goal of “one school social worker for each school”; and
- (3) whether it will specify the rank and number of social workers employed by schools under the “one school social worker for each school” policy; if yes, of the details; if no, of the reasons.

Asked by: Hon KWOK Ka-ki (LegCo internal reference no.: 393)

Reply:

(1) to (3)

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 under 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 new measure is implemented on the basis of the Comprehensive Student Guidance Service to provide schools with more resources so that each public sector primary school is served by at least one school-based registered graduate social worker with professional qualifications to further enhance the overall quality of guidance service.

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. Schools may also choose to receive the School Social Work Service Grant 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. In parallel, schools are provided with the Consultation Service Grant to procure consultation, supervision or other support services for school social workers to ensure service quality.

The Education Bureau (EDB) will provide a three-year transitional period for schools 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, including retaining their serving student guidance personnel due to special needs, they may discuss with the EDB separately. In the 2019/20 school year, 309 public sector primary schools (i.e. about 70%) have switched to the new funding mode; the estimated total expenditure on student guidance service under the old and new funding modes is \$487 million.

We will collect data and views by such means as questionnaire surveys, school visits and meetings with the education sector to ensure that schools can make proper use of the resources and achieve the goal of “one school social worker for each school”. We will also maintain communication with stakeholders and heed their views and suggestions on the best way to provide social work and guidance services for students and render effective support to them.

- End -

CONTROLLING OFFICER'S REPLY**EDB510****(Question Serial No. 4950)**

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 student suicide, would the Government inform this Committee:

- (a) of the number of suicides involving local students (including post-secondary, secondary and primary students) in the past 10 years;
- (b) whether there are any preventive measures against student suicide? If yes, what are the details and the staff establishment and resources involved? In the past 10 years, what were the measures taken and their effectiveness?

Asked by: Hon KWOK Ka-ki (LegCo internal reference no.: 590)

Reply:

(a)

The Education Bureau (EDB) has all along required primary and secondary schools to report suspected fatal suicide cases of students to keep in view the situation and facilitate the provision of appropriate professional support for the schools concerned. 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 EDB has not requested post-secondary institutions to make similar reports. 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	2014/15	2015/16	2016/17	2017/18	2018/19
No. of cases	9	19	19	16	20

(b)

The EDB has been encouraging schools to adopt the Whole School Approach directed at 3 levels, namely “Universal”, “Selective” and “Indicated”, to promote mental health among 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. Starting from the 2019/20 school year, the EDB has allocated more resources to enhance the above development programmes. The expenditure for 2018-19 was around \$66 million and the estimated expenditure for 2019-20 is around \$76 million. From the 2016/17 to 2018/19 school years, the EDB and the Department of Health jointly launched the Joyful@School Campaign to enhance students’ awareness and understanding of mental health and strengthen their ability to cope with environmental changes. During the implementation period of the Campaign, schools (or in collaboration with non-governmental organisations) can submit proposals to the Quality Education Fund (QEF) for funding of not exceeding \$200,000 through simplified procedures to organise activities related to the Campaign. More than 800 applications were approved under the Campaign with total funding amount of over \$160 million. Building on past experiences and insights, many schools have continued to promote mental health in schools subsequently. Besides, the EDB has chosen “Expressing gratitude, to cherish, be proactive and optimistic” as the theme for promoting values education in schools in the current and the next 2 school years. We will also provide relevant teaching resources, organise student activities and professional development programmes for teachers to encourage all schools in the territory to create a favourable ambiance for positive education. Expenditure related to promotion of this theme is subsumed under the recurrent expenditure of the EDB, and no breakdown of figures is available. Furthermore, the QEF implemented “My Pledge to Act – Expressing gratitude, to cherish, be proactive and optimistic” Funding Programme for 3 consecutive school years starting from the 2019/20 school year. Publicly-funded schools and kindergartens joining the kindergarten education scheme may apply to the QEF for additional resources to organize relevant activities and to create a learning environment conducive to cultivating positive values among students. A total of 154 schools and 105 kindergartens have submitted applications in the 2019/20 school year. As at February 2020, funding amount of about \$20 million was approved by the QEF.

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 has also provided teachers of primary and secondary schools with the “Professional Development Programme for Mental Health”, including 3-day elementary training for teachers at large and 5-day 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 has provided schools with around 2 300 training places up to the 2019/20 school year. Besides, in each school year, the EDB also organises talks, seminars, 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. Taken together, the revised estimated expenditure for teacher training courses on supporting students with SEN and various related training activities for the 2019/20 school year is about \$100 million. The estimated expenditure for the 2020/21 school year is about \$90 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 have additional resources to strengthen their support for these students’ learning, social, emotional and behavioural needs. Moreover, the Food and Health Bureau, in collaboration with the EDB, the HA and the Social Welfare Department, 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. There are 90 schools benefiting from this Scheme in the 2019/20 school year.

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 (the Task Force) 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 a correct understanding of developmental needs of children and adolescents as well as avoiding excessive competition. The Task Force submitted its report to the EDB on 29 April 2019, and the EDB has fully accepted the recommendations. Starting from the 2019/20 school year, the Federations of Parent-Teacher Associations and Parent-Teacher Associations of schools are provided with additional resources for enhancing home-school co-operation and promoting parent education. The EDB will soon launch a territory-wide “Positive Parent Campaign” to enable the public to understand the importance of happy and healthy development of children and enhance parents’ awareness of positive parenting through a series of publicity activities. In 2019-20 financial year, the expenditure for promoting home-school co-operation and parent education is around \$64.38 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB 511

(Question Serial No. 5031)

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 is the total amount of provision allocated for updating government departments' online teaching materials on sex education in 2019/20? What is the amount of provision earmarked for this purpose in 2020/21?

(2) What is the total amount of provision allocated to schools and teachers' training for implementing sex education in 2019/20? What is the amount of provision earmarked for this purpose in 2020/21?

(3) What is the total amount of provision allocated to non-governmental organisations (NGOs) for promoting sex education among young people in 2019/20? What is the amount of provision earmarked for this purpose in 2020/21?

(4) It has been nearly 10 years since the Government conducted a questionnaire survey on life skills-based education on HIV/AIDS or sex in primary and secondary schools in the 2011/12 school year. Will the Government launch a similar study in 2020/21 to examine how sex education is offered in local schools? If not, will NGOs be invited to apply for funding to undertake such a study?

Asked by: Hon KWOK Ka-ki (LegCo internal reference no.: 899)

Reply:

(1) to (3)

As part of values education, sex education is included in the curricula of Key Learning Areas ("KLAs"), relevant subjects and moral and civic education of primary and secondary schools. As a government department, the Education Bureau (EDB) has been promoting values education (including sex education) in schools to foster students' whole-person development through cross-curricular learning and the provision of a wide array of support (including online teaching materials and professional development programmes). To

support the implementation of values education (including sex education) in schools, the EDB has been providing schools with various learning and teaching (L&T) resources, including student worksheets, audio-visual teaching materials, animation resources, etc. , and developing life event exemplars on different topics, such as “dating and falling in love”, “traps in making friends via mobile apps”, “witnessing public display of affection”, “prevention of sexual assaults” and “impacts of browsing pornographic websites” 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 arranging learning activities such as discussion, sharing and reflection. The related L&T resources have been uploaded to the EDB’s webpage for teachers’ reference. The EDB has also been commissioning/inviting tertiary institutions, relevant government departments and non-governmental organisations (NGOs) to organise professional development programmes on a range of themes, such as “How to Promote Sex Education Effectively in Primary/Secondary Schools”, “How Social Networking Affects the Sex Concept and Love Attitude of Adolescents” and “Learning and Teaching Strategies for Preventing Sexual Harassment”, for both principals and teachers to enhance their professional knowledge and teaching strategies. Since the relevant expenditure and manpower resources incurred in developing L&T resources, organising professional development programmes and the tasks related to curriculum development are subsumed under the recurrent expenditure of the EDB, no breakdown of figures is available.

The EDB also provides various subsidies and grants, including the Operating Expenses Block Grant/Expanded Operating Expenses Block Grant and Life-wide Learning Grant, to schools for their flexible deployment to implement their school-based curriculum and conduct learning activities that promote values education (including sex education). Taking into consideration their own school contexts and students’ developmental needs, schools may also flexibly use the grants to procure services from suitable organisations (including NGOs) to assist in organising related learning activities with a view to enriching students’ learning experiences. In the 2019/20 school year, the Quality Education Fund (QEF) has included “Positive Values” as one of its priority themes. Schools, educational bodies and NGOs may apply to the QEF for funding to implement innovative projects related to values education (including sex education) to foster students’ whole-person development.

(4)

In 2013, the Hong Kong Advisory Council on AIDS conducted a survey on life skills-based education on HIV/AIDS at the junior secondary level to inform the formulation of the Recommended HIV/AIDS Strategies for Hong Kong (2017-2021). The survey results revealed that most schools in Hong Kong had integrated HIV education into KLAs/subjects. Apart from the above survey, the EDB has also been drawing reference to other studies carried out by different organisations. Through different channels such as school inspections and visits, the EDB learns about the implementation of values education (including sex education) in schools and collects good exemplars for dissemination and sharing. We will also offer advice on areas for improvement as necessary to enhance the relevant support for schools. The EDB has no immediate plan to launch a study on values education (including sex education).

- End -

CONTROLLING OFFICER'S REPLY

EDB512

(Question Serial No. 5050)

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 the following information in tabular form: (1) the number of schools that currently open up their facilities after school hours for use by sports organisations in all the 18 districts, the opening hours, as well as the types of organisations they open to; and (2) whether the Education Bureau has any plan to open up more school facilities after school hours; if yes, what are the timetable and details; if no, the reasons?

Asked by: Hon KWOK Ka-ki (LegCo internal reference no.: 983)

Reply:

(1) It has been the Government's policy to encourage schools to open up their facilities and hire out their premises to community organisations as a means to foster collaboration between schools and the community. At present, most schools open up their school facilities after school hours to various groups or organisations for holding different activities, including those for parent-teacher associations, alumni associations, school sponsoring bodies and non-profit making organisations. To further encourage schools to open up their school facilities for sports organisations to hold sports activities, the Education Bureau (EDB) and the Home Affairs Bureau (HAB) jointly launched the Opening up School Facilities for Promotion of Sports Development Scheme (the Scheme) in the 2017/18 school year. In the 2019/20 school year, more than 130 schools in the territory have indicated willingness to open up their facilities to sports organisations under the Scheme and there are a total of 37 sports organisations succeeded in participating in the Scheme. So far, 276 squad training programmes, young athletes training programmes and district sports activities have been scheduled to take place in 60 schools in the 2019/20 school year. Participating schools can open up their school hall, activity room, open or covered playground with ball courts, sports ground, classroom and soccer pitch for sports organisations to hold sports activities during weekends, school holidays and/or after-school hours on weekdays. For each programme/activity, schools should make related facilities available for a total of at least 24 hours. They can also provide more than one facility for sports organisations to hold

different programme(s) during the same time slots and/or at different time slots. Participating sports organisations shall be National Sports Associations, their affiliated club members, District Sports Associations or sports organisations recognised by the HAB.

The EDB does not have information about schools that have made their own arrangements to open up their facilities to sports organisations outside the Scheme.

(2) The Government will continue to encourage schools to open up their facilities as far as practicable in order to strengthen collaboration between schools and the community. Since inception, the Scheme has been well-received by stakeholders. Having collected views from participating schools and sports organisations, the EDB and HAB conducted a review on the implementation of the Scheme and introduced various enhancement measures in the 2018/19 school year, which include extending the Scheme from public sector schools to Direct Subsidy Scheme schools; raising the cap on subsidy receivable by schools for opening up school facilities from \$80,000 to \$130,000 per school year; and expanding the list of eligible sports organisations. In the 2019/20 school year, we allow non-profit-making organisations with the ability and experience, as well as a good track record in running sports programmes in schools and the community to join the Scheme on a pilot basis. In addition, participating schools are eligible to apply for a grant ranging from \$0.7 million to \$4 million from the Sir David Trench Fund for Recreation for improving or upgrading their sports facilities. The EDB and HAB will continue to collect views from participating schools, sports organisations and other stakeholders for continuous enhancement of the Scheme. We hope that more sports activities will be conducted with the use of school facilities.

- End -

CONTROLLING OFFICER'S REPLY

EDB513

(Question Serial No. 6125)

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:

(a) the progress of the enhanced SBEPS, which is implemented since the 2016/17 school year and taken forward with the Government's stated goal of further extending the enhanced SBEPS to about 60 per cent of all public sector primary and secondary schools by the 2023/24 school year, including:

(i) the number of schools with the ratio of EP to school below 1:6 before the introduction of the enhanced SBEPS and their actual ratio;

(ii) the number of schools with the ratio of EP to school above 1:6 before the introduction of the enhanced SBEPS and their actual ratio; and

(iii) the number of schools reaching the ratio of 1:6 in each school year after the introduction of the enhanced SBEPS, with a breakdown of expenditure;

(b) the timetable for providing the enhanced SBEPS for the remaining 40 per cent of schools and the expenditure involved, with a breakdown by item, and the expenditure involved;

(c) 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 2015/16 to 2019/20 school years;

(d) the year-on-year change in the ratio of EP to school since the implementation of the new measure; and

(e) whether the effectiveness of school-based EP services in primary and secondary schools has been improved because of the new measure; whether the Government has evaluated the effectiveness of the services by, for example, conducting seminars, consultation sessions or questionnaire surveys for schools, parents or students; if yes, of the details; if no, of the reasons.

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 8)

Reply:

(a) to (d)

Before the 2016/17 school year, the ratio of educational psychologist (EP) to public sector ordinary school is close to or higher than 1:7. Since the 2016/17 school year, all public sector ordinary primary and secondary schools have been provided with the School-based Educational Psychology Service (SBEPS). The Education Bureau (EDB) has also started to progressively implement the Enhanced School-based Educational Psychology Service (Enhanced SBEPS) by improving the ratio of EP to school to 1:4 for public sector ordinary primary and secondary schools with comparatively large number of students with special educational needs (SEN). Except for schools provided with the Enhanced SBEPS, the ratio of EP to school is around 1:7 to 1:8 in other schools. The numbers of schools receiving the SBEPS and the Enhanced SBEPS and their respective percentage shares in the total number of public sector ordinary primary and secondary schools in the territory from the 2016/17 to 2019/20 school years are tabulated as follows:-

No. of schools receiving the services	School year			
	2016/17	2017/18	2018/19	2019/20
SBEPS (Percentage share)	815 (96%)	763 (91%)	726 (86%)	675 (80%)
Enhanced SBEPS (Percentage share)	30 (4%)	80 (9%)	119 (14%)	169 (20%)

The EDB plans to extend the Enhanced SBEPS to about 210 schools (around 25% of public sector ordinary primary and secondary schools in the territory) in the 2020/21 school year and will keep in view the implementation of the Enhanced SBEPS and the supply and demand of EPs to decide the additional number of schools to be included annually thereafter.

From the 2015/16 to 2019/20 school years, the respective number of EPs providing SBEPS is 114, 138, 144, 151 and 156. Their salaries fall within points 34 to 44 on the Master Pay Scale. The total expenditure involved in the provision of SBEPS is tabulated as follows:-

School year	2015/16	2016/17	2017/18	2018/19	2019/20 (revised estimate)
Expenditure (\$ million)	103	119	127	139	183

Currently, under the SBEPS, the average number of visit days paid by EPs 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.

(e)

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**EDB514****(Question Serial No. 6128)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Last year, the Government announced the plan to provide all public sector and Direct Subsidy Scheme secondary and primary schools with a one-off grant of \$150,000 and \$100,000 respectively for the promotion of Chinese history and culture among students. Please advise this Committee of the following:

(a) What is the current position on the use of the grant? Please tabulate the items and their expenditures in connection with the use of the grant by public sector and Direct Subsidy Scheme primary and secondary schools.

	Item	Year	Content (place, time, etc.)	Number	No. of schools involved	Amount (\$)
1 (e.g.)	Mainland exchange tour					
2 (e.g.)	Seminar					
3 (e.g.)	Teacher professional training activity					
4						

(b) How effective is the grant? 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?

(c) The grant will lapse in August this year and an unspent balance of about \$2.7 million is anticipated. How many primary and secondary schools are involved? The Administration indicates that it will make an overall assessment on schools' deployment of different grants and review the need to disburse each type of grant. How is preparation work for the assessment proceeding? If there is none, what are the reasons?

(d) In future, will the EDB make similar projects or grants available to schools so that they are supported in relevant work? If yes, what are the details? If no, what are the reasons?

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 19)

Reply:

(a) to (d)

A one-off grant for the promotion of Chinese history and culture was disbursed in 2017 with a view to enhancing students' understanding of Chinese history and culture. In line with the principle of school-based management, schools may, in light of 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. When using the grant, schools are required to 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 guidelines issued by the Education Bureau (EDB) 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 does not make it compulsory for schools to separately submit an expenditure report together with relevant statistics on the grant or compile statistics on the use of the grant. The EDB has been learning about schools' use of the grant and gathering their feedback on its usage through various channels, such as teachers' professional training activities, focus group meetings and curriculum development visits. At this stage, we have learnt 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). It is understood that teachers generally consider the one-off grant useful in promoting school-based activities pertinent to Chinese history and culture education, as well as improving teaching and learning in related areas.

The one-off grant was disbursed to all aided primary and secondary schools (including special schools), caput secondary schools, and Direct Subsidy Scheme primary and secondary schools in August 2017. The balance will be used by government primary and secondary schools which have yet to use up the grant and also by 1 new school that started operation in the 2019/20 school year. The funding period of the grant has not ended yet. The EDB has been assessing schools' deployment of different grants to review the needs for various types of grants through various channels, such as teachers' professional training activities, focus group meetings and curriculum development visits. 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 disbursed since 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.

- End -

CONTROLLING OFFICER'S REPLY**EDB515****(Question Serial No. 6133)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (6) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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 students respectively from the 2013/14 to 2019/20 school years. Please use the table below to provide the relevant information.

Primary Schools:

	Name of programme	School Year	Target (year level)	Number of participants	Purpose/ Content of the programme	Amount of funding involved (please provide a breakdown of the expenditure, including but not limited to transportation, accommodation, guide fees, etc)
1 (e.g.)	Mainland Exchange Programme for Junior Secondary and Upper Primary Students					
2						
3						

Secondary Schools:

	Name of programme	School Year	Target (year level)	Number of participants	Purpose/ Content of the programme	Amount of funding involved (please provide a breakdown of the expenditure, including but not limited to transportation, accommodation, guide fees, etc)
1 (e.g.)	Mainland Exchange Programme for Secondary School Students					
2						
3						

(b) the professional exchange programmes arranged by the EDB for primary and secondary school teachers respectively from the 2013/14 to 2019/20 school years. Please use the table below to provide the relevant information.

Primary Schools:

	Name of programme	School Year	Target (subject teacher/ rank)	Number of participants	Purpose/ Content of the programme	Amount of funding involved (please provide a breakdown of the expenditure, including but not limited to transportation, accommodation, guide fees, etc)
1 (e.g.)	School visit					
2						
3						

Secondary Schools:

	Name of programme	School Year	Target (subject teacher/rank)	Number of participants	Purpose/ Content of the programme	Amount of funding involved (please provide a breakdown of the expenditure, including but not limited to transportation, accommodation, guide fees, etc)
1 (e.g.)	School visit					
2						
3						

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 25)

Reply:

(a) To dovetail with the school curriculum and the latest development of our country, the EDB organises Mainland exchange programmes with diversified themes and destinations for primary and secondary students, or subsidises those organised by schools every year. Such programmes 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 consolidate classroom learning by visiting different Mainland provinces and cities, and gain first-hand experience of our country’s development in the aspects of history, culture, economy, education, science and technology, etc. from multiple perspectives.

The numbers of students participating in the Mainland exchange programmes and the expenditures involved in the past 5 school years (from the 2015/16 to 2019/20 school years) are as follows. Due to the novel coronavirus epidemic in early 2020, all Mainland exchange activities organised or subsidised by the EDB have been suspended or postponed since end-January.

School Year	Number of Students (Rounded down to the nearest hundred)		Expenditure (\$ million) [@]	
	Secondary Students	Primary Students	Secondary Students	Primary Students
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 [#]	42 100	32 400	66.7	42.2
2019/20 ⁺	9 300	11 200	18.9	16.2

[@] Manpower resources for 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 professional Mainland exchange programmes organised for teachers by the EDB in the past 5 school years (from the 2015/16 to 2019/20 school years) included leadership enhancement programme for principals of Hong Kong primary and secondary schools, study visits to the Mainland for teachers of Hong Kong government schools, and professional study and exchange tours specifically for novice teachers and serving teachers. These activities enable principals and teachers to widen their horizons and acquire a deeper understanding of the Mainland's latest development in different aspects for enhancing their professional competence. The exchange programmes mainly include visits to and lesson observations conducted in primary schools, secondary schools and higher education institutions, visits to enterprises and cultural facilities, as well as thematic seminars and exchange forums held by experts and scholars on different fields. The numbers of participants and the expenditures involved in professional Mainland exchange programmes in the past 5 school years (from the 2015/16 to 2019/20 school years) are as follows:

School Year	Number of Teachers (rounded down to the nearest ten)	Expenditure (\$ million) [@]
2015/16	410	2.1
2016/17	690	2.9
2017/18	760	5.5
2018/19 [#]	1 680	7.1
2019/20 ⁺	1 000	8.7

[@] Manpower resources for 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**EDB516****(Question Serial No. 6135)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (1) Director of Bureau's OfficeControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

The Office of the Secretary for Education (SED) is responsible for providing support to SED in undertaking political work, providing administrative support, and planning and coordinating SED's public, media and community functions. Please provide the following information:

(a) Local activities attended by SED from 2013/14 to 2019/20 as announced in press releases:

	Descriptions	Nature/ Details	Date/ Duration	Detailed Expenditures	Current Position	Incumbent Secretary
1.						
2.						
3.						

(b) Overseas duty visits made by SED from 2014/15 to 2019/20:

	Name of Public/Media/ Community Function	Purpose of Attendance/ Role	Date/ Duration	Incumbent Secretary	Entourage (name/ post title)	Detailed Expenditures of Each Official (including but not limited to: 1. expenses on air passage 2. class of air ticket 3. flight duration per journey 4. hotel expenses 5. name of hotel 6. local transport expenses)
1.						
2.						

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 26)

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. 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 from 2015-16 to 2019-20 is at the Annex.

**Duty visits outside Hong Kong made by
Secretary for Education (SED)**

(1) From 1 April 2015 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))
6 May 2015	Shenzhen	To attend a working meeting with the Shenzhen Municipal Education Bureau	2	No expenses as no overnight 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	Hotel accommodation 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 overnight stay	No air passage (by car)	7,390	7,390

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)
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 Macao 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
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 accommodation 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 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 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
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 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	3,965	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 international 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 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)
15 November 2016	Guangzhou	To address the founding ceremony of the Guangdong-Hong Kong-Macao 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-Macao 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 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)
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	5,926 Hotel expenses in Hangzhou covered by overseas subsistence allowance which is included in column (C)	16,310	17,773	40,009

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)
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 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-Macao 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	Macao 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

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)
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 10 March 2020

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)
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

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)
29 March 2018	Shenzhen	To attend the Establishment Ceremony of the Harmonia College of the Chinese University of Hong Kong, Shenzhen	-	No expenses as no over-night stay	No air passage (by car)	-	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
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 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 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
27 & 28 May 2019	Beijing	To attend the 6th liaison meeting with the Ministry of Education and to visit the Advanced Innovation Centre for Future Education of Beijing Normal University	-	1,544	5,350	1,402	8,296

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)
17 July 2019	Guangzhou	To meet the Department of Education of Guangdong Province for exchanges on educational co-operation between Hong Kong and Guangdong, to visit the site of the Nansha Campus of the Hong Kong University of Science and Technology at Qingshen, and to meet students participating in the Summer Camp for Sister Schools in the Greater Bay Area	-	No expenses as no over-night stay	No air passage (by train and car)	4,168	4,168
26 September 2019	Guangzhou	To accompany the Chief Executive in attending the groundbreaking ceremony for the Hong Kong University of Science and Technology (Guangzhou)	-	No expenses as no over-night stay	No air passage (by car)	-	Travelling expenses borne by the Chief Executive's Office

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

EDB517

(Question Serial No. 6136)

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 2018/19 school year, the Education Bureau 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) Please tabulate the number of primary and secondary schools applying for the grant and the amount of the grant sought in each school year since the implementation of the scheme;
- (b) To the Education Bureau's understanding, what activities are held by using the grant? Please list the activities by category with a breakdown of the expenditure involved; and
- (c) What is the percentage of the grant out of the recurrent expenditure on education?

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 28)

Reply:

(a) 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. The number of participating schools and the amount of grant disbursed are set out by school year below:

School year	Secondary school	Primary school	Special school	Total no. of schools	Amount of grant for each school per school year (\$)
2018/19	296	312	26	634	150,000
2019/20 (as at March 2020)	305	329	28	662	154,950

Note: Schools already in receipt of grant are not required to submit a fresh application each year.

(b) 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.

(c) The expenditure on the disbursement of the above grant for the 2018/19 and 2019/20 school years is \$93 million and \$102 million (estimated figure) respectively. The Government's total recurrent expenditure on education covers education at all levels from kindergarten to post-secondary and tertiary, and includes expenses in other scopes as well. Since it covers an extensive range of areas and projects, working out the percentage share of the above grant is not appropriate.

- End -

CONTROLLING OFFICER'S REPLY

EDB518

(Question Serial No. 6137)

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 Learning Support Grant (LSG) covers students with mental illness starting from the 2017/18 school year. Please advise this Committee of the following:

- (a) the respective numbers of beneficiary students in primary and secondary schools from the 2017/18 to 2019/20 school years, with a breakdown by mental illness, grade level and district in the form of a table;
- (b) further to (a), as many mental illnesses are transient in nature, please indicate the respective numbers of students who are new recipients of the LSG and those who have been receiving the LSG for 2 years or more;
- (c) the use of the LSG and its distribution in terms of expenditure;
- (d) the amount of LSG per student;
- (e) the numbers of primary and secondary schools provided with the LSG for supporting students with mental illness; and
- (f) How effective is the new initiative? What assessment indicators have been adopted by the Education Bureau? When will a review be conducted?

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 30)

Reply:

(a) to (f)

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB), on top of the regular subvention for all ordinary 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 based on the number of students with SEN and the tier of support these 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.

The EDB has implemented a series of enhanced measures (including the enhanced LSG) starting from the 2019/20 school year: (i) restructuring various subvented programmes for Integrated Education (IE) and extending the LSG to all public sector ordinary schools to replace the Intensive Remedial Teaching Programme and the IE Programme; (ii) increasing the LSG unit grant rate for tier-3 support to four times the rate for tier-2 support; (iii) converting/providing additional regular teaching post(s) titled as Special Educational Needs Support Teacher if the total amount of LSG received by the schools reaches the specific threshold. With the implementation of the above enhanced LSG, schools have a more stable teaching force and additional resources for flexible deployment to support the implementation of IE. Targets of the enhanced LSG are the same as those in the past, i.e. students with different types of SEN and academic low achievers (applicable to primary schools). 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 types of MI 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 ordinary 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 number of applications submitted by schools for the LSG and the number of cases subsequently approved by the EDB at the end of the first term in the 2017/18, 2018/19 and 2019/20 school years, the number of primary and secondary school students with MI as

their major type of SEN in those 3 school years are as follows:

2017/18 school year

	P1	P2	P3	P4	P5	P6
No. of students	16	8	6	14	11	12
	S1	S2	S3	S4	S5	S6
No. of students	36	44	63	72	84	108

2018/19 school year

	P1	P2	P3	P4	P5	P6
No. of students	15	19	14	13	24	21
	S1	S2	S3	S4	S5	S6
No. of students	57	99	114	114	126	182

2019/20 school year

	P1	P2	P3	P4	P5	P6
No. of students	21	23	27	27	29	35
	S1	S2	S3	S4	S5	S6
No. of students	77	116	144	142	175	187

As mentioned above, given that many types of 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. As for whether students are new recipients of the LSG or have been receiving the LSG for 2 years or more is not a consideration for the approval of the LSG, we have not compiled such statistics.

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 IE 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). The purpose of extending the LSG to cover students with MI is to provide schools with

additional resources to cater for the special needs of these students, and this is not the only measure available in catering for 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

EDB519

(Question Serial No. 6138)

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 on integrated education, please advise this Committee of the following:

(a) The changes between the 2015/16 and 2019/20 school years in the number of teachers teaching in government and aided primary and secondary schools, and in the number of serving teachers having received:

- (i) 30 hours of basic training;
- (ii) 30 hours of advanced training; and
- (iii) 90 to 120 hours of thematic training.

(b) The respective expenditure on providing the above training in the past 5 years, in the form of a table and with a breakdown of all items.

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 31)

Reply:

(a)

The number of teachers in public sector ordinary primary and secondary schools from the 2015/16 to 2019/20 school years is as follows:-

School Year	2015/16	2016/17	2017/18	2018/19	2019/20 (Revised estimate)
No. of primary school teachers	19 400	19 900	21 300	22 100	22 600
No. of secondary school teachers	22 900	22 500	22 500	22 400	22 600

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 ordinary primary and secondary school teachers having completed the BAT Courses from the 2015/16 to 2019/20 school years is as follows:-

Course	2015/16		2016/17		2017/18		2018/19		2019/20 (Provisional) ^{Note}	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Basic	221	364	259	444	283	406	314	395	305	445
Advanced	109	147	129	197	157	152	177	146	144	176
Thematic	201	250	204	248	217	270	209	265	233	272

Note: BAT Courses for the 2019/20 school year are not yet completed. Figures provided are the anticipated number of teachers who will complete the courses. To prevent the spreading of COVID-19, all kinds of teacher training courses have to be postponed or terminated. The above figures do not reflect the impact of the pandemic on 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 regularly 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 2015/16 to 2019/20 school years is as follows:-

Course	Expenditure (\$ million)				
	2015/16	2016/17	2017/18	2018/19	2019/20 (Revised estimate)
Basic	8.3	10.4	10.3	11.0	11.4
Advanced	12.6	16.3	15.5	16.8	16.5
Thematic	24.2	25.3	27.9	28.1	30.1
Total	45.1	52.0	53.7	55.9	58.0

- End -

CONTROLLING OFFICER'S REPLY**EDB520****(Question Serial No. 6139)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (5) Special EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

To provide school-based speech therapy services for all public sector primary and secondary schools, the Government has created school-based speech therapist posts for schools by phases in 3 years starting from the 2019/20 school year. Please advise this Committee of the following:

(a) The number of primary and secondary schools that have created the said post in the 2019/20 school year and the number of therapists and expenditure involved, presented in table form and disaggregated by district;

(b) The respective items of expenditure and estimates for the new measure in the 2020/21 and 2021/22 school years, with details set out in table form:

	Item	Year	Descriptions (job nature, name, etc.)	Quantity (if applicable)	Amount (\$)
1(example)	Administrative expenses (with breakdown)				
2(example)	No. of speech therapists employed				
3(example)	Others (with breakdown)				
4					

(c) What is the ratio of speech therapists to schools? Does the Education Bureau have a plan/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.: 32)

Reply:

(a) to (c)

Starting from the 2019/20 school year, the Education Bureau (EDB) implements the “Enhanced School-based Speech Therapy Service” (Enhanced SBSTS) by creating school-based speech therapist (SBST) posts in the public sector ordinary primary and secondary schools by phases. The EDB forms 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 the preference of schools. Most clusters are formed by 2 schools, and a small number of clusters are formed by 3 schools. One school in each cluster is the base school. The permanent posts of SBST are created in the base schools. As the order of schools implementing the Enhanced SBSTS is not related to the district of the schools, a breakdown of the number of primary and secondary schools by district will not be provided.

In the 2019/20 school year, the EDB created 118 SBST posts in 223 public sector ordinary primary and secondary schools. Schools implementing the Enhanced SBSTS for the first time will receive an one-off School-based Speech Therapy Set-up Grant of \$20,000 for procuring necessary resources for providing speech therapy services and for the related expenditures. In addition, all schools implementing the Enhanced SBSTS will receive a School-based Speech Therapy Administration Recurrent Grant of \$8,000 for replenishing speech therapy materials and for the related expenditures required in implementing SBSTS. Separately, the base schools of the school clusters will additionally receive a Base School School-based Speech Therapy Administration Recurrent Grant of \$8,000 for coordinating related administrative work. The rate of the above grants is subject to adjustment according to the movement of the Composite Consumer Price Index each school year. In the 2019/20 school year, the revised estimated expenditure for implementing the Enhanced SBSTS is around \$86 million.

In the 2020/21 school year, the EDB plans to create around 80 SBST posts in more than 150 public sector ordinary primary and secondary schools for implementing the Enhanced SBSTS. The estimated expenditure will be around \$140 million. Taking into consideration the preference of schools, the need for SBSTS and the supply of speech therapists, the EDB will continue to implement the Enhanced SBSTS by phases for the remaining schools. Upon full implementation of the Enhanced SBSTS, it is estimated that a total of around 420 SBST posts will be created in the public sector ordinary schools. The estimated annual recurrent expenditure will be around \$320 million.

The EDB will keep in view the implementation of the Enhanced SBSTS and the effectiveness of the service. Specialists (Speech Therapy) of the Bureau 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 quality of the service to ensure that students with SLI are provided with appropriate support.

- End -

CONTROLLING OFFICER'S REPLY

EDB521

(Question Serial No. 6143)

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, please provide, in tabular form, figures on the following items for the school years from 2015/16 to 2019/20:

- (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 type of SEN, the number of NCS students with SEN studying in mainstream primary and secondary schools;
- (d) the number of mainstream primary and secondary schools that have admitted NCS students; and
- (e) the funding and support provided for the schools concerned, with details and amounts.

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 36)

Reply:

- (a) For the planning of education support measures for non-Chinese speaking (NCS) students, their need for support is determined by whether their spoken language at home is Chinese or not (instead of their ethnicity). As the ethnicities of NCS students can be categorised into at least 10 types, the composition would be highly complicated if the number of NCS students is to be 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 2015/16 to 2019/20 school years, the number of NCS ethnic minority (EM) students studying in public sector ordinary schools and Direct Subsidy Scheme (DSS) schools by ethnicity is tabulated at [Annex A1](#), and the number of NCS students studying in public sector ordinary schools and DSS 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) studying in public sector ordinary schools and DSS schools by grade level and by ethnicity from the 2015/16 to 2019/20 school years is tabulated at [Annex B](#).
- (c) The number of NCS students with SEN studying in public sector ordinary schools and DSS schools by grade level and by major SEN type from the 2015/16 to 2019/20 school years is tabulated at [Annex C](#).
- (d) The number of public sector ordinary schools and DSS schools admitting NCS students from the 2015/16 to 2019/20 school years is tabulated at [Annex D](#).
- (e) The Education Bureau (EDB) is committed to encouraging and supporting the early integration of NCS students (including those with SEN) into the community, including facilitating their 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 2015/16 to 2019/20 school years are tabulated at [Annex E](#).

To help public sector ordinary schools cater for students with SEN, including NCS students with SEN, EDB, on top of regular subvention, has been providing schools with additional resources, professional support and teacher training. The additional resources include the Learning Support Grant (LSG), additional teachers to support academic low achievers, Top-up Fund for procurement of special furniture and equipment, and Intensive Support Grant for hardcore cases. Starting from the 2019/20 school year, EDB has implemented a series of enhanced measures on integrated education (IE), which include restructuring of various subvented programmes for IE, extending the LSG to all public sector ordinary schools and increasing the grant rate of the LSG for tier-3 support, as well as converting/providing additional regular teaching post(s) titled as Special Educational Needs Support Teacher if the total amount of LSG received by the schools reaches the specific threshold. Moreover, the post of Special Educational Needs Coordinator in public sector ordinary schools with a comparatively large number of students with SEN will be upgraded to a promotion rank. 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 the use of teachers and parents. In addition, 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. Starting from the 2019/20 school year, we have progressively improved the ratio of educational psychologist to school to 1:4 with a view to enhancing the School-based Educational Psychology Service, and created school-based speech therapist posts in public sector ordinary schools by phases to implement the Enhanced School-based Speech Therapy Service. Public sector ordinary schools and DSS schools admitting NCS students with SEN are also provided with the Grant for Supporting NCS Students with SEN for strengthening their emotional, communication and social support for the students concerned. 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 schools in catering for students with SEN from the 2015/16 to 2019/20 school years is tabulated below:

School year	2015/16	2016/17	2017/18	2018/19	2019/20 (revised estimate)
Expenditure (\$ million)	1,310	1,392	1,638	1,977	3,116

As the support services are provided to cater for all the students with SEN, with the exception of the Grant for Supporting NCS Students with SEN, we are not able to apportion the expenditure specifically on NCS students with SEN.

**Number of non-Chinese speaking (NCS) ethnic minority students in ordinary schools by ethnicity
from the 2015/16 to 2019/20 school years**

	2015/16		2016/17		2017/18		2018/19		2019/20	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Indonesian	115	57	128	72	142	82	174	94	198	101
Filipino	1 290	1 510	1 309	1 508	1 328	1 529	1 310	1 487	1 323	1 494
Indian	944	1 223	970	1 201	965	1 240	988	1267	1 093	1 314
Pakistani	3 021	2 848	3 121	2 890	3 209	3 058	3 228	3 125	3 202	3 249
Nepalese	1 572	1 325	1 671	1 364	1 776	1 358	1 852	1 337	1 893	1 383
Japanese	95	57	113	59	116	66	123	76	128	83
Thai	158	115	161	134	171	158	176	154	177	179
Korean	44	50	53	55	66	61	73	65	83	73
Other Asian	230	205	227	213	224	240	231	239	236	251
White	496	218	567	217	600	218	591	213	607	234
Others	373	390	374	421	412	497	443	543	475	576
Total	8 338	7 998	8 694	8 134	9 009	8 507	9 189	8 600	9 415	8 937

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include public sector schools and Direct Subsidy Scheme (DSS) schools (among which 1 DSS secondary school offering only non-local curriculum is excluded for not having provided information on ethnicity of NCS students) but exclude 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 do not include those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

**Number of non-Chinese speaking students in ordinary 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 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 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 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 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 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 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 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

**Number of non-Chinese speaking students in ordinary schools
by district and by grade level in the 2019/20 school year**

Primary level:

District	P1	P2	P3	P4	P5	P6	Total
Central & Western	127	114	121	111	105	109	687
Wan Chai	180	195	184	200	178	152	1 089
Eastern	51	55	36	42	32	32	248
Southern	8	4	6	9	6	7	40
Yau Tsim Mong	193	197	185	192	195	188	1 150
Sham Shui Po	144	154	150	147	175	163	933
Kowloon City	73	62	63	66	54	51	369
Wong Tai Sin	49	51	59	58	53	56	326
Kwun Tong	134	120	132	137	139	138	800
Sai Kung	61	64	52	42	35	33	287
Sha Tin	20	16	20	21	17	19	113
Tai Po	12	7	23	19	16	19	96
North	9	8	6	4	10	10	47
Yuen Long	197	192	176	170	162	161	1 058
Tuen Mun	111	93	124	120	121	130	699
Tsuen Wan	27	16	24	16	19	12	114
Kwai Tsing	138	169	155	160	157	156	935
Islands	187	190	175	195	165	148	1 060
All districts	1 721	1 707	1 691	1 709	1 639	1 584	10 051

**Number of non-Chinese speaking students in ordinary schools
by district and by grade level in the 2019/20 school year (cont'd)**

Secondary level:

District	S1	S2	S3	S4	S5	S6	Total
Central & Western	41	39	33	37	23	28	201
Wan Chai	170	146	142	155	112	114	839
Eastern	148	126	137	118	120	95	744
Southern	34	17	37	31	30	22	171
Yau Tsim Mong	115	113	107	118	123	128	704
Sham Shui Po	366	339	315	316	269	228	1 833
Kowloon City	69	58	61	64	56	52	360
Wong Tai Sin	23	16	26	15	11	8	99
Kwun Tong	145	138	155	171	178	174	961
Sai Kung	124	87	92	93	83	81	560
Sha Tin	29	24	25	19	97	78	272
Tai Po	24	24	14	11	10	4	87
North	0	1	0	1	1	1	4
Yuen Long	157	114	130	125	87	68	681
Tuen Mun	170	159	152	132	158	146	917
Tsuen Wan	7	12	8	12	7	8	54
Kwai Tsing	52	56	39	30	36	34	247
Islands	208	194	183	182	156	139	1 062
All districts	1 882	1 663	1 656	1 630	1 557	1 408	9 796

Notes:

1. Figures refer to the position as at mid-September of the respective years.
2. Figures include public sector schools and DSS schools, but not special schools.
3. School district is determined by the District Council district in which the school premises are located.
4. Figures include those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.

**Number of non-Chinese speaking ethnic minority students
with special educational needs
in public sector ordinary schools and Direct Subsidy Scheme schools
by grade level and by ethnicity from the 2015/16 to 2019/20 school years**

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

2019/20 school year

Ethnicity	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	0	1	2	1	5	0	2	0	0	1	0	0
Filipino	1	7	13	11	12	7	14	9	6	7	7	9
Indian	2	4	5	4	8	0	5	6	1	3	0	4
Pakistani	3	15	19	35	22	18	44	43	29	26	23	15
Nepalese	7	10	15	20	19	6	8	4	4	4	8	1
Japanese	0	0	0	0	1	0	1	1	1	0	0	2
Thai	1	1	4	5	6	4	6	4	3	2	1	0
Korean	0	0	0	2	1	1	1	0	0	0	0	0
Other Asian	0	0	1	0	0	0	2	2	0	1	0	0
White	0	2	5	2	4	2	2	2	4	1	0	4
Others	2	4	7	11	9	7	7	12	10	6	9	5

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 special schools.
4. Starting from the 2019/20 school year, the provision of the Learning Support Grant (LSG) to Direct Subsidy Scheme (DSS) schools is based on the number of students with special educational needs (SEN) and academic low achievers (applicable to primary schools) enrolled in each school, as well as the DSS LSG unit rate. Hence, DSS schools are required to submit the SEN information of the students concerned to EDB for calculating the allotment of the LSG. Before that, the relevant resources were included in the DSS unit subsidy, and we did not compile statistics on the number of the students concerned.

**Number of non-Chinese speaking students with special educational needs (SEN)
in public sector ordinary schools and Direct Subsidy Scheme schools
by grade level and by major SEN type from the 2015/16 to 2019/20 school years**

Specific Learning Difficulties	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
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
2019/20	0	0	20	37	36	22	48	49	24	27	17	16

Intellectual Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
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
2019/20	6	6	7	15	12	7	17	18	16	9	13	12

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
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
2019/20	11	13	7	9	12	5	3	5	5	7	7	7

Attention Deficit/Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
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
2019/20	0	2	2	5	11	5	13	10	12	8	6	9

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
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
2019/20	0	0	0	0	0	0	1	0	1	2	0	2

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
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
2019/20	0	0	0	0	0	0	0	0	0	0	0	0

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
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
2019/20	0	0	1	1	2	0	2	2	0	0	1	2

Speech & Language Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
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
2019/20	0	27	41	37	23	12	15	8	7	7	6	0

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
2019/20	0	0	0	0	0	1	4	1	2	4	4	6

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) has provided public sector ordinary schools with the Learning Support Grant to support students with mental illness (MI). As at the date when statistics on the number of students with special educational needs (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 studying 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 special schools.
4. Starting from the 2019/20 school year, the provision of the Learning Support Grant (LSG) to Direct Subsidy Scheme (DSS) schools is based on the number of students with SEN and academic low achievers (applicable to primary schools) enrolled in each school, as well as the DSS LSG unit rate. Hence, DSS schools are required to submit the SEN information of the students concerned to EDB for calculating the allotment of the LSG. Before that, the relevant resources were included in the DSS unit subsidy, and we did not compile statistics on the number of the students concerned.

**Number of ordinary schools admitting non-Chinese speaking students
from the 2015/16 to 2019/20 school years**

Grade level	2015/16 school year	2016/17 school year	2017/18 school year	2018/19 school year	2019/20 school year
Primary (Primary 1-6)	329	325	325	332	331
Secondary (Secondary 1-6)	279	274	291	301	302

Notes:

1. Figures refer to the position as at mid-September of the respective school 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 public sector schools and Direct Subsidy Scheme schools, but not special schools.

**Educational support measures for non-Chinese speaking (NCS) students
from the 2015/16 to 2019/20 school years**

Support measures	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	Actual expenditure in the 2018/19 school year \$ million	Estimated expenditure in the 2019/20 school year \$ million
Starting from the 2014/15 school year, the funding to schools has been increased on a tiered basis according to the number of NCS students admitted and school-based professional support services have 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 learning environment in schools. Schools with a relatively small number of NCS students may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	224.0 Note 1	245.1 Note 1	259.1 Note 1	271.0 Note 1	282.3 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 2015/16 school year \$ million	Actual expenditure in the 2016/17 school year \$ million	Actual expenditure in the 2017/18 school year \$ million	Actual expenditure in the 2018/19 school year \$ million	Estimated expenditure in the 2019/20 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	3.7	3.9	4.7	3.4	2.9

Support measures	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	Actual expenditure in the 2018/19 school year \$ million	Estimated expenditure in the 2019/20 school year \$ million
<p>Summer Bridging Programme for NCS students in primary schools</p> <p>Starting from 2013, parents of NCS students can accompany their children with a view to enhancing their exposure to and use of Chinese and support for their children.</p>	2.6	2.6	2.3	2.1	2.0
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	4.4	6.7	7.4	6.6	6.8

Support measures	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	Actual expenditure in the 2018/19 school year \$ million	Estimated expenditure in the 2019/20 school year \$ million
<p>Subsidising eligible school candidates entering 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 the examination fee for the Chinese Language subject in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education Examination (HKDSE)</p> <p>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.</p>	2.1	2.6	2.9	4.2 Note 2	5.9 Note 2
<p>Starting from the 2019/20 school year, public sector ordinary primary and secondary schools admitting NCS students with special educational needs (SEN) are provided with the Grant for Supporting NCS Students with SEN under a 3-tier structure.</p>	-	-	-	-	28.1

Support measures	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	Actual expenditure in the 2018/19 school year \$ million	Estimated expenditure in the 2019/20 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.	-	-	-	12.7	12.5

Notes:

1. These measures are provided by different sections of 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 Government paying the examination fees for school candidates of the 2019 and 2020 HKDSE, the “subsidised examination fee” for eligible NCS students entering for the non-local Chinese Language examinations concerned in the 2018/19 and 2019/20 school years is waived accordingly.

- End -

CONTROLLING OFFICER'S REPLY

EDB522

(Question Serial No. 6144)

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:

In the 2017/18 school year, the Education Bureau (EDB) launched the three-year Paid Non-local Study Leave Scheme for Secondary School Teachers (the Scheme). In this connection, please advise this Committee of the following:

(a) Details of each learning activity outside Hong Kong under the Scheme in the 2017/18 and 2018/19 school years in table form, including the destination, date, number of participants, expenditure involved and related sub-items (e.g. airfare/flight booking class/flight duration per journey/hotel expenses/grade of hotel/local transport expenses/cost of hiring supply teachers etc.); and

(b) When will the EDB embark on a review of the Scheme? When is the expected completion of the review report? What is the estimated expenditure involved? Please provide such information in table form.

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 38)

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, 50 and 40 secondary teachers participated in the Scheme respectively. Details 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	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
Turku, Finland	5 weeks	Interdisciplinary Learning & Entrepreneurship Education	15
Southampton, the United Kingdom	5 weeks	Assessment Literacy	15
Singapore	5 weeks	STEM Education	10

The total expenditure of the first batch and second batch of the Scheme is \$7.49 million and \$5.99 million respectively. A breakdown by item is as follows:

Expenditure item	First Batch of the Scheme	Second Batch of the Scheme
Programme/activity fee (including local and overseas programmes/activities)	\$4.48 million	\$4.01 million
Transportation between Hong Kong and the location for overseas experience (including flight tickets on economy class and transportation between airport and learning location)	\$0.38 million	\$0.38 million
Funding for employment of supply teachers	\$2.63 million	\$1.6 million
Total	\$7.49 million	\$5.99 million

Teachers participating in the Scheme are required to arrange and bear costs for their own accommodation and transportation during overseas learning experience. No expenses on hotel and overseas transportation were incurred by the EDB.

(b) The third batch of the Scheme is originally scheduled to be held in the 2019/20 school year. In view of the latest development of the novel coronavirus (COVID-19) epidemic, the overseas programmes concerned will be postponed. Upon completion of the three-year pilot Scheme, the EDB will use the data and information collected during this period to form the basis of evaluation, inform future development and compile relevant reports. The expenditure involved in the evaluation will be subsumed under the EDB's overall expenditure on manpower and operation.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3529)

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 “extend the Learning Support Grant (LSG) to cover students with mental illness”, would the Administration advise this Committee of:

- the divisions, manpower and resources involved in the implementation of the initiative as well as the number of beneficiary students in the next 3 years; and
- the ambit and details of the LSG.

Asked by: Hon LEE Kok-long, Joseph (LegCo internal reference no.: 144)

Reply:

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB), on top of the regular subvention for ordinary 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), with a view to providing schools with additional resources to provide enhanced support for catering the learning, social, emotional and behavioural needs of these students. The LSG is calculated on the basis of the number of students with SEN admitted and the tier of support these 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 holistically and flexibly to render support to students with SEN according to individual conditions and needs, such as employing additional teachers or teaching assistants, or hiring professional services. All students with SEN, not only those with MI, will benefit from the provision. Moreover, the causes of MI involve different aspects, which include physiological, psychological and social factors, etc. Many types of MI are transient in nature. Schools can offer appropriate support only when students or their parents are willing to disclose their illness to the schools. Therefore, it is difficult to estimate the number of students who will be diagnosed to have MI, receive treatment and recover in the next few years.

The EDB's expenditure on supporting students with MI in public sector ordinary primary schools with the LSG has been subsumed under the overall expenditure of the LSG. A separate breakdown is therefore not available. For budgeting purpose, the EDB only prepares estimates for expenditure on the LSG provided for public sector ordinary primary schools in the coming year (i.e. 2020/21 school year), which is around \$490 million.

As mentioned above, in utilising the LSG for supporting primary students with MI, schools may employ additional staff, such as teaching assistants, to help teachers design activities and teaching materials and assist students in classroom learning activities, and hire professional support or guidance services (e.g. behavioural or emotional counselling and social training at schools) to help students adjust to campus life. Schools may also use the LSG to provide school-based teacher training, parent education, etc.

- End -

CONTROLLING OFFICER'S REPLY

EDB524

(Question Serial No. 3530)

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 initiative to “extend the Learning Support Grant (LSG) to cover students with mental illness”, would the Administration advise this Committee of:

- the divisions, manpower and resources involved in the implementation of the initiative as well as the number of beneficiary students in the next 3 years; and
- the ambit and details of the LSG.

Asked by: Hon LEE Kok-long, Joseph (LegCo internal reference no.: 145)

Reply:

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB), on top of the regular subvention for ordinary 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), with a view to providing schools with additional resources to provide enhanced support for catering the learning, social, emotional and behavioural needs of these students. The LSG is calculated on the basis of the number of students with SEN admitted and the tier of support these 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 holistically and flexibly to render support to students with SEN according to individual conditions and needs, such as employing additional teachers or teaching assistants, or hiring professional services. All students with SEN, not only those with MI, will benefit from the provision. Moreover, the causes of MI involve different aspects, which include physiological, psychological and social factors, etc. Many types of MI are largely transient in nature. Schools can offer appropriate support only when students or their parents are willing to disclose their illness to the schools. Therefore, it is difficult to estimate the number of students who will be diagnosed to have MI, receive treatment and recover in the next few years.

The EDB's expenditure on supporting students with MI in public sector ordinary secondary schools with the LSG has been subsumed under the overall expenditure of the LSG. A separate breakdown is therefore not available. For budgeting purpose, the EDB only prepares estimates for expenditure on the LSG provided for public sector ordinary secondary schools in the coming year (i.e. 2020/21 school year), which is around \$280 million.

As mentioned above, in utilising the LSG for supporting secondary students with MI, schools may employ additional staff, such as teaching assistants, to help teachers design activities and teaching materials and assist students in classroom learning activities, and hire professional support or guidance services (e.g. behavioural or emotional counselling and social training at schools) to help students adjust to campus life. Schools may also use the LSG to provide school-based teacher training, parent education, etc.

- End -

CONTROLLING OFFICER'S REPLY

EDB525

(Question Serial No. 3531)

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 measure to “enhance the support for students with autism spectrum disorders by assisting public sector ordinary schools to deploy a three-tier intervention model by phases, which is expected to benefit about 10 000 primary and secondary school students by the 2023/24 school year”, please advise of:

- the units, manpower and resources to be involved in the coming 3 years; and
- the specific details of the measure.

Asked by: Hon LEE Kok-long, Joseph (LegCo internal reference no.: 146)

Reply:

The Education Bureau (EDB) has been developing an evidence-based “Tiered Autism Intervention Model for Students with Autism Spectrum Disorders (ASD)” in phases since 2011 for students from junior primary to senior secondary levels. The model comprises the creation of an ASD-friendly learning and teaching environment in class (tier-1 support), provision of supplemental small group training on social adaptive skills (tier-2 support) and implementation of individual education plans (tier-3 support). Riding on the development and efficacy of the model, the EDB will, starting from the 2020/21 school year, implement the Project on Providing Tiered Support for Students with ASD (ASD Project) in phases and assist schools in translating the model into practice. More than 10 000 students with ASD studying in over 600 public sector ordinary primary and secondary schools will benefit from the ASD Project. The ASD Project mainly consists of 2 parts, and the details are as follows:-

(1) School-based Multi-Disciplinary Professional Support: This initiative will be rolled out from the 2020/21 school year. Every school year, a team of multi-disciplinary professionals led by the educational psychologists (EPs) of the EDB will recruit 60 schools to partake of on-site practice-based coaching where situated learning will be provided for teachers for a period of 6 to 8 days a year for 2 consecutive years. Through consultations, case discussion, lesson observation with feedback to be given, workshops and inter-school networking activities, school personnel will be equipped to effectively deploy the model and related strategies.

(2) Non-Governmental Organisation (NGO)-School Collaboration: Starting from the 2021/22 school year, the EDB will engage NGOs specialising in ASD training through open tendering to assist schools in providing tier-2 support under the model for students with ASD so as to enhance their social adaptation and learning ability. School personnel can observe and learn from the effective support measures as demonstrated by the professionals from the NGOs, thus improving schools' professional capacity and the competence of their teachers.

The EDB will have to hire an additional 5 EPs, 2 Inspectors and 1 Executive Officer for the implementation of the ASD Project. In addition, we will earmark some \$62 million annually for engaging NGOs to provide professional collaboration services.

- End -

CONTROLLING OFFICER'S REPLY

EDB526

(Question Serial No. 3720)

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 set out separately the number of beneficiary students, the provinces where they pursued their studies, and the total amount of subsidy granted under the Mainland University Study Subsidy Scheme in the past 3 years.
- (2) 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?
- (3) 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?
- (4) 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.: 14)

Reply:

- (1) The Mainland University Study Subsidy Scheme (MUSSS) was launched in July 2014. To better support Hong Kong students in pursuing studies in the Mainland, the MUSSS has been expanded since the 2016/17 academic year and a “non-means-tested subsidy” has been introduced under the MUSSS starting from the 2017/18 academic year. For the 2017/18 academic year, the full-rate subsidy and half-rate subsidy of the “means-tested subsidy”

were \$15,000 and \$7,500 respectively. The “non-means-tested subsidy” was \$5,000. For the 2018/19 and 2019/20 academic years, 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” is \$5,600.

For the 2017/18, 2018/19 and 2019/20 (as at 29 February 2020) academic years, the amount of subsidy granted was \$35 million, \$40 million and \$39 million respectively. The respective numbers of students receiving full-rate “means-tested subsidy”, half-rate “means-tested subsidy” and “non-means-tested subsidy” in the past 3 academic years by the location (province/municipality/autonomous region) of mainland institutions where they pursued their studies are set out at **Annex A to C**.

(2) 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 studies 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 16 228 as at January 2020.

(3) In 2019-20 (as at the end of February 2020), 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 1 034, in which 99.5% of the qualifications concerned were assessed as comparable to the level of their counterparts in Hong Kong.

(4) 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.

The Mainland University Study Subsidy Scheme
the number of students receiving subsidies in the 2017/18 academic year
by the location of mainland institutions where they pursued their studies

Province/ municipality/ autonomous region	Number of students receiving means-tested full-rate subsidy	Number of students receiving means-tested half-rate subsidy	Number of students receiving non-means-tested subsidy
Shanghai Municipality	65	21	48
Shandong Province	18	11	7
Tianjin Municipality	14	4	10
Beijing Municipality	156	67	113
Sichuan Province	31	8	11
Jilin Province	1	0	0
Jiangxi Province	4	1	0
Jiangsu Province	65	26	17
Chongqing Municipality	15	6	2
Zhejiang Province	12	2	0
Shaanxi Province	1	1	0
Hubei Province	37	12	37
Hunan Province	11	3	0
Yunnan Province	3	1	0
Fujian Province	208	87	23
Guangxi Zhuang Autonomous Region	24	6	1
Guangdong Province	1 132	488	246
Total	1 797	744	515

The Mainland University Study Subsidy Scheme
the number of students receiving subsidies in the 2018/19 academic year
by the location of mainland institutions where they pursued their studies

Province/ municipality/ autonomous region	Number of students receiving means-tested full-rate subsidy	Number of students receiving means-tested half-rate subsidy	Number of students receiving non-means-tested subsidy
Shanghai Municipality	69	22	61
Shandong Province	20	6	6
Tianjin Municipality	13	1	16
Beijing Municipality	165	68	141
Sichuan Province	27	16	15
Jilin Province	1	0	0
Jiangxi Province	3	2	0
Jiangsu Province	61	25	23
Henan Province	2	1	0
Chongqing Municipality	16	2	3
Zhejiang Province	16	6	4
Hainan Province	1	0	0
Shaanxi Province	1	1	1
Hubei Province	36	11	38
Hunan Province	13	3	1
Yunnan Province	3	0	0
Fujian Province	231	77	24
Guangxi Zhuang Autonomous Region	34	9	1
Guangdong Province	1 160	417	274
Total	1 872	667	608

The Mainland University Study Subsidy Scheme
the number of students receiving subsidies in the 2019/20 academic year
by the location of mainland institutions where they pursued their studies
(as at 29 Feb 2020)

Province/ municipality/ autonomous region	Number of students receiving means-tested full-rate subsidy	Number of students receiving means-tested half-rate subsidy	Number of students receiving non-means-tested subsidy
Shanghai Municipality	67	27	62
Shandong Province	23	4	6
Tianjin Municipality	9	1	17
Beijing Municipality	156	61	162
Sichuan Province	25	14	20
Jilin Province	1	0	0
Jiangxi Province	8	1	0
Jiangsu Province	66	26	17
Henan Province	3	1	0
Chongqing Municipality	18	1	4
Zhejiang Province	20	6	7
Hainan Province	1	0	0
Shaanxi Province	4	1	2
Hubei Province	29	13	33
Hunan Province	10	6	2
Yunnan Province	2	0	0
Fujian Province	254	81	22
Guangxi Zhuang Autonomous Region	32	6	1
Guangdong Province	1 071	350	285
Liaoning Province	1	0	1
Total	1 800	599	641

- End -

CONTROLLING OFFICER'S REPLY

EDB527

(Question Serial No. 3724)

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 Education Bureau (EDB) please provide the balance, amount of government injection, investment or other income and total expenditure of the following funds in 2018-19? 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
9. Student Activities Support Fund

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 18)

Reply:

There are 9 funds under the management 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

The year-end balance, amount of government injection, investment or other income and total expenditure of these funds in the 2018/19 school/academic year are set out in **Annex**.

Funds under the management of the EDB

Name of Fund	2018/19 School/Academic Year			
	Year-end Balance \$ million	Injection \$ million	Income \$ million	Expenditure \$ million
Education Development Fund ⁽¹⁾	1	-	1	117
HKSAR Government Scholarship Fund	3,248	800	49	100
Language Fund	6,550	-	217	142
Quality Education Fund	9,426	-	179	247
Self-financing Post-secondary Education Fund	3,946	-	92	115
Research Endowment Fund	49,257	20,000	995	948
Qualifications Framework Fund	2,300	-	77	53
Gifted Education Fund	1,625	800	38	37
Student Activities Support Fund ⁽²⁾	2,533	2,500	33	-

Notes

- (1) The Education Development Fund came to a close at the end of the 2018/19 school year.
- (2) 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. As the relevant support measures are implemented starting from the 2019/20 school year, there is no expenditure under the Fund in the 2018/19 school year.

- End -

CONTROLLING OFFICER'S REPLY**EDB528****(Question Serial No. 3746)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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 2019/20.

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 42)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 disaggregated by age group in the 2019/20 school year are as follows:

Primary schools (Government, Aided, Private and DSS)

2019/20 (Estimate)	Government		Aided		Private		DSS	
	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)	No. of Teachers*	Wastage Rate^ (%)
< 30	160	8.3	4 280	4.9	450	12.3	290	7.9
30 – 40	360	3.8	6 380	2.9	770	6.8	630	5.7
41 – 50	760	2.3	6 970	2.2	570	4.8	280	3.5
51 – 60	380	9.6	3 260	8.3	200	8.2	100	6.9

Secondary Schools (Government, Aided, Caput, Private and DSS)

2019/20 (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	100	8.3	2 430	6.9	10	0.0	80	18.3	850	6.2
30 – 40	470	4.3	7 020	2.7	30	0.0	280	11.6	1 890	4.1
41 – 50	560	2.1	6 670	1.4	30	3.8	130	8.1	920	3.8
51 – 60	480	10.5	4 710	9.9	30	13.3	70	6.8	470	6.4

* Figures are rounded to the nearest ten.

[^] “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 of the current school year.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3747)

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, please advise this Committee of the following:

1. the number of cross-boundary students in the 2019/20 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 2019/20 school year;
3. the number of school places in the school nets exclusively for cross-boundary students in the 2019/20 school year (by school net); and
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 2019/20 school year.

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 43)

Reply:

1. The number of cross-boundary students (CBS) by school level in the 2019/20 school year is tabulated at Annex A.
2. 799 CBS participated in the Central Allocation of the Primary One Admission (POA) 2019 for admission to Primary 1 (P1) in the 2019/20 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 commute daily to schools in Hong Kong are not required to choose any school net as the applicant children's POA School Net for participation in Part B of the Central Allocation stage. Instead, these applicant

children are provided with a separate Choice of Schools List for the Central Allocation. With the implementation of the zero-quota policy for doubly non-permanent resident pregnant women in 2013, the number of CBS participating in POA has decreased significantly since the 2019/20 school year. Hence, the school nets close to boundary control points can provide sufficient school places to meet the demand.

The number of P1 places exclusively for CBS for the Central Allocation of POA 2019 (for admission to P1 in the 2019/20 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 2019/20 school year, 11 “minban” schools are offering Hong Kong curriculum classes to some 3 600 Hong Kong students residing in Shenzhen under the Scheme. Based on information available, the tuition fees range roughly between RMB 13,000 and 41,600 per year.

Number of CBS by school level in the 2019/20 school year

School Level	Number of CBS
Kindergarten (including kindergarten-cum-child care centre)	1 479
Primary School	17 974
Secondary School	7 602

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 2019.

**Number of P1 places on Choice of Schools List for CBS for Central Allocation
of POA 2019 by School Net
(For admission to P1 in the 2019/20 school year)**

POA School Net	Number of P1 places
70	134
71	114
72	116
74	35
80	165
81	47
83	37
84	81
98	51

Note: Figures refer to the position as at January 2019 when the 2019 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 2019.

- End -

CONTROLLING OFFICER'S REPLY

EDB530

(Question Serial No. 3748)

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) was launched in the 2014/15 academic year to support needy Hong Kong students pursuing undergraduate studies in designated Mainland institutions. In 2017, the Education Bureau (EDB) introduced a non-means-tested subsidy under the MUSSS. In this connection, please advise this Committee of:

- a. the number of students passing the means test in the 2019/20 academic year (with a breakdown by full-rate and half-rate subsidies);
- b. the number of students receiving non-means-tested subsidy in the 2019/20 academic year; and
- c. the total expenditure on the MUSSS in the 2019/20 academic year.

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 45)

Reply:

The Mainland University Study Subsidy Scheme (MUSSS) was launched in July 2014. To better support Hong Kong students in pursuing studies in the Mainland, the MUSSS has been expanded since the 2016/17 academic year and a “non-means-tested subsidy” has been introduced under the MUSSS starting from the 2017/18 academic year. For the 2019/20 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 2019/20 academic year (as at 29 February 2020), a total of 3 040 students (including both newly-approved applications and renewals) have been granted subsidy, among them 1 800 students have been granted full-rate “means-tested subsidy”, 599 students half-rate “means-tested subsidy”, and 641 students flat-rate “non-means-tested subsidy”. The total estimated expenditure on the MUSSS for the 2019/20 academic year is about \$42 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB531

(Question Serial No. 3749)

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 and the Scheme for Subsidy on Exchange to Belt and Road Regions for Post-secondary Students 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 schemes adopt for funding exchange programmes;
- (2) in the past 2 academic years or subsidised periods, the number of participating institutions, number of applications received, number of students receiving the subsidy, number of activities approved, and 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.: 46)

Reply:

- (1) To ensure that no post-secondary student will be denied access to exchange activities due to a lack of financial means, the Government has introduced the Scheme for Subsidy on Exchange for Post-secondary Students (SSE) in January 2015. In addition, the Scheme for Subsidy on Exchange to Belt and Road (B&R) Regions for Post-secondary Students (SSEBR) (means-tested) (SSEBR (means-tested))¹ was launched in July 2016 to encourage and support students with financial needs to go on exchanges in the B&R regions², thus enabling them to seize the new opportunities brought about by the B&R initiative while enhancing and facilitating education exchanges between Hong Kong and the B&R regions.

Eligible exchange activities under the schemes must last for at least 2 weeks (applicable to SSE) or 5 days (applicable to SSEBR (means-tested)), and must be an outbound activity comprising substantive teaching and learning elements organised and/or endorsed by the participating post-secondary institutions. Participating institutions are required to process each application according to the operational guides issued by the Education Bureau.

- (2) The subsidised period of the 2 schemes runs from September of a year to August of the following year. In the 2 subsidised periods in 2017-18 and 2018-19, the number of students receiving the subsidy and the amount of subsidy granted for each of the participating institution under the 2 schemes are set out at **Annex A** and **Annex B** respectively. The EDB had not requested participating institutions to provide the numbers of applications and activities approved under the schemes on an annual basis..
- (3) In the past 2 subsidised periods, the top 10 exchange destinations, ranked by the number of visiting students under SSE, are the United Kingdom, the United States of America, Australia, Canada, the Netherlands, Germany, Taiwan, Sweden, Korea and Japan. As for SSEBR (means-tested), the top 10 exchange destinations, ranked by the number of visiting students, are Mainland China, Korea, Singapore, Taiwan, Russia, the Czech Republic, Poland, New Zealand, Thailand and Hungary. The amount of subsidy under the 2 schemes varies according to the destination and duration of the exchange activity, and is subject to adjustment by the level of student finance approved by the Student Finance Office for individual student.

¹ Known before September 2019 as Scheme for Subsidy on Exchange to Belt and Road (B&R) Regions for Post-secondary Students

² To encourage more students to go on exchange in the B&R regions, the Government expanded the subsidy coverage in September 2019 and introduced the Scheme for Subsidy on Exchange to B&R Regions for Post-secondary Students (Non-means-tested).

Scheme for Subsidy on Exchange for Post-secondary Students (SSE)

**Number of Students Receiving the Subsidy and
Amount of Subsidy Granted in the Past 2 Subsidised Periods**

	Participating institution	No. of students receiving the subsidy (September 2017 - August 2018)	Amount of subsidy granted (September 2017 - August 2018) (HK\$)	No. of students receiving the subsidy (September 2018 - August 2019)	Amount of subsidy granted (September 2018 - August 2019) (HK\$)
<i>University Grants Committee-funded Institutions</i>					
1.	City University of Hong Kong (CityU)	243	4,881,567	224	4,020,031
2.	Lingnan University	96	2,219,700	109	2,275,900
3.	The Hong Kong University of Science and Technology	98	2,233,690	64	1,533,620
4.	Hong Kong Baptist University (HKBU)	144	3,156,400	121	2,711,250
5.	The Chinese University of Hong Kong (CUHK)	145	3,824,630	165	3,478,750
6.	The Education University of Hong Kong	58	1,346,095	39	804,000
7.	The Hong Kong Polytechnic University (PolyU)	139	3,409,550	141	3,183,930
8.	The University of Hong Kong (HKU)	113	2,634,850	128	3,014,750
<i>Other Institutions</i>					
9.	Centennial College	0	0	0	0
10.	Chu Hai College of Higher Education	3	114,000	0	0
11.	Caritas Bianchi College of Careers	0	0	0	0
12.	Caritas Institute of Higher Education	0	0	0	0
13.	Community College of CityU	21 [#]	211,600 [#]	20	266,000
14.	The Hang Seng University of Hong Kong ^Δ	13	293,780	28	526,379
15.	HKU SPACE Community College	7	110,100	9	139,500

	Participating institution	No. of students receiving the subsidy (September 2017 - August 2018)	Amount of subsidy granted (September 2017- August 2018) (HK\$)	No. of students receiving the subsidy (September 2018 - August 2019)	Amount of subsidy granted (September 2018 - August 2019) (HK\$)
16.	HKU SPACE Po Leung Kuk Stanley Ho Community College	12	128,100	30	292,340
17.	The Hong Kong Academy for Performing Arts	1	30,130	4	109,209
18.	College of International Education - HKBU	6	40,900	1	13,000
19.	School of Continuing Education - HKBU	9	60,956	3	17,796
20.	Hong Kong Institute of Technology	1	33,000	11	90,000
21.	Hong Kong Shue Yan University	11	331,000	18	410,200
22.	Lingnan Institute of Further Education^	0	0	9	42,320
23.	Savannah College of Art and Design	0	0	0	0
24.	School of Continuing and Professional Studies, CUHK	13	170,250	21	179,100
25.	Hong Kong Community College - PolyU	10	134,750	17	180,750
26.	School of Professional Education and Executive Development - PolyU	20	261,610	14	161,450
27.	Vocational Training Council	29	360,118	32	458,544
28.	Technological and Higher Education Institute of Hong Kong	13	138,450	12	170,016
29.	YMCA College of Careers	0	0	0	0
30.	HKU SPACE	1	33,000	0	0

	Participating institution	No. of students receiving the subsidy (September 2017 - August 2018)	Amount of subsidy granted (September 2017- August 2018) (HK\$)	No. of students receiving the subsidy (September 2018 - August 2019)	Amount of subsidy granted (September 2018 - August 2019) (HK\$)
31.	Hong Kong Nang Yan College of Higher Education	6	80,500	0	0
32.	Tung Wah College	0	0	4	76,000
33.	The Open University of Hong Kong	43	539,201	99	1,149,310
34.	Hong Kong College of Technology	0	0	0	0
35.	Yew Chung College of Early Childhood Education [@]	0	0	0	0
36.	School of Continuing and Professional Education, CityU*	0	0	5	58,850
37.	Gratia Christian College*	1	14,000	1	14,000
38.	HKCT Institute of Higher Education ^{&}	-	-	0	0
	Total:	1,256	26,791,927	1,329	25,376,995

Figures revised by the institution

△ 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 continued to participate in SSE from September 2017 to August 2018.

@ Known before 28 June 2018 as Yew Chung Community College.

* Institutions participated in SSE from September 2017 to August 2018.

& Institutions participated in SSE from September 2018 to August 2019.

**Scheme for Subsidy on Exchange to “Belt and Road” Regions
for Post-secondary Students (SSEBR) (means-tested)**

**Number of Students Receiving the Subsidy and Amount of Subsidy Granted
in the Past 2 Subsidised Periods**

	Participating institution	No. of students receiving the subsidy (September 2017 - August 2018)	Amount of subsidy granted (September 2017- August 2018) (HK\$)	No. of students receiving the subsidy (September 2018 - August 2019)	Amount of subsidy granted (September 2018 - August 2019) (HK\$)
<i>University Grants Committee-funded Institutions</i>					
1.	City University of Hong Kong (CityU)	97	1,251,873	57	753,294
2.	Lingnan University	28	343,415	47	419,384
3.	The Hong Kong University Science and Technology	60	764,674	30	418,115
4.	Hong Kong Baptist University (HKBU)	27	197,393	33	320,306
5.	The Chinese University of Hong Kong (CUHK)	89	1,254,575	133	1,499,247
6.	The Education University of Hong Kong	39	881,052	17	249,807
7.	The Hong Kong Polytechnic University (PolyU)	13	169,700	13	273,500
8.	The University of Hong Kong (HKU)	45	538,587	61	891,004
<i>Other Institutions</i>					
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
13.	Community College of CityU	2 [#]	41,000 [#]	3	8,100
14.	The Hang Seng University of Hong Kong ^Δ	12	99,387	28	178,067

	Participating institution	No. of students receiving the subsidy (September 2017 - August 2018)	Amount of subsidy granted (September 2017- August 2018) (HK\$)	No. of students receiving the subsidy (September 2018 - August 2019)	Amount of subsidy granted (September 2018 - August 2019) (HK\$)
15.	HKU SPACE Community College	0	0	8	34,564
16.	HKU SPACE Po Leung Kuk Stanley Ho Community College	17	111,475	25	40,435
17.	The Hong Kong Academy for Performing Arts	0	0	0	0
18.	College of International Education - HKBU	29	129,376	12	44,225
19.	School of Continuing Education - HKBU	1	11,500	0	0
20.	Hong Kong Institute of Technology	6	54,000	4	26,000
21.	Hong Kong Shue Yan University	11	122,234	14	144,050
22.	The Community College at Lingnan University [^]	19	98,650	13	39,165
23.	Savannah College of Art and Design	0	0	0	0
24.	School of Continuing and Professional Studies, CUHK	14	109,250	2	56,000
25.	Hong Kong Community College - PolyU	19	109,916	3	24,500
26.	School of Professional Education and Executive Development - PolyU	39	178,550	29	142,660
27.	Vocational Training Council	123	779,779	45	217,922
28.	Technological and Higher Education Institute of Hong Kong	55	298,040	40	196,274

	Participating institution	No. of students receiving the subsidy (September 2017 - August 2018)	Amount of subsidy granted (September 2017- August 2018) (HK\$)	No. of students receiving the subsidy (September 2018 - August 2019)	Amount of subsidy granted (September 2018 - August 2019) (HK\$)
29.	YMCA College of Careers	2	19,500	0	0
30.	HKU SPACE	0	0	0	0
31.	Hong Kong Nang Yan College of Higher Education	10	47,674	7	44,650
32.	Tung Wah College	0	0	2	9,480
33.	The Open University of Hong Kong	28	166,431	74	589,071
34.	Hong Kong College of Technology	10	24,100	7	14,575
35.	Yew Chung College of Early Childhood Education [@]	0	0	1	6,500
36.	School of Continuing and Professional Education, CityU [*]	0	0	2	18,400
37.	Gratia Christian College [*]	0	0	1	6,500
38.	HKCT Institute of Higher Education ^{&}	-	-	0	0
	Total:	795	7,802,131	711	6,665,795

Figures revised by the institution.

△ 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 continued to participate in SSEBR from September 2017 to August 2018.

@ Known before 28 June 2018 as Yew Chung Community College.

* Institutions participated in SSEBR from September 2017 to August 2018.

& Institutions participated in SSEBR from September 2018 to August 2019.

- End -

CONTROLLING OFFICER'S REPLY

EDB532

(Question Serial No. 3750)

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 2017/18, 2018/19 and 2019/20 school years.
- (2) the Government mentions that it will continue to provide recurrent grant and professional support to public sector special schools that have formed sister schools with their counterparts in the Mainland to further support multi-faceted development of sister school activities during 2020-21. Please advise on the details and estimated expenditures of the relevant work.

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 47)

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 and professional support were provided for each local public sector school (including special school) and Direct Subsidy Scheme school that has formed sister schools with its counterparts in the Mainland. The Government has regularised the Pilot Scheme with effect from the 2018/19 school year. Schools may organise exchange activities with their sister schools in the Mainland at different levels based on their development needs. The number of participating schools

and the number of teachers' and students' participation in exchange activities 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*
2017/18	250	260	25	535	12 410	56 870
2018/19	296	312	26	634	#	#
2019/20 (as at March 2020)	305	329	28	662	#	#

* Figures are rounded to the nearest ten.

Statistics on the number of teachers' and students' participation in exchange activities during the implementation of the Pilot Scheme were collected as reference for review purpose. After the regularisation of the Pilot Scheme in the 2018/19 school year, information on the number of teachers' and students' participation in exchange activities is no longer gathered from the participating schools.

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 the arrangements for 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) The EDB has regularised the Pilot Scheme with effect from the 2018/19 school year to provide a recurrent grant (which is set at \$154,950 for the 2019/20 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 school (including special school) and Direct Subsidy Scheme school that has formed sister schools with its counterpart(s) in the Mainland. It is anticipated that there will be about 700 participating primary, secondary and special schools in the 2020/21 school year. The EDB will continue to provide assistance to local schools to form sister schools with their counterparts 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB533

(Question Serial No. 3751)

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 provide the following information:

- (1) The expenditure involved and the number of schools that applied for the grant in the 2019/20 school year;
- (2) Further to item (1) above, the number of schools that applied for converting the grant into regular teaching posts in the 2019/20 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.: 48)

Reply:

(1) and (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) (\$640,000 for the 2019/20 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 2019/20 school year, 93 eligible public sector schools continue to receive the CLPG, while 352 schools have converted the CLPG into regular teaching posts. The expenditure on the CLPG is \$60 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) To consolidate the experience gained from implementing Life Planning Education (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.

Based on the recommendations put forward in the consultancy report, the EDB has adopted various measures to strengthen the support for the implementation of LPE in schools. For example, the EDB proactively encourages schools to adopt a whole-school approach to implement LPE and invites schools to share their good practices and experience in professional development activities. With regard to teacher training, the EDB regularly reviews the training needs of teachers in the area of LPE. Apart from structured teacher training programmes, new themes and topics are introduced based on the needs of schools and teachers. Learning circles will continue to be formed through District Development Networks to foster a culture of sharing and professional exchange among teachers. As far as training for parents is concerned, workplace visits and workshops are arranged under BSPP with a view to introducing parents to the developmental prospects of different industries. Schools are also encouraged to hold talks for parents to enhance their awareness of the importance of LPE as well as their roles in it. Moreover, the EDB launched the Life Planning Information Website in September 2019 to provide a one-stop platform for students, teachers and parents to gather information on different industries and multiple pathways. In the 2020/21 school year, several new features will be added to the website, including records of student learning portfolios, career assessment tools and online learning for teachers, to further assist students in finding and processing LPE-related information. The EDB will also step up the promotion of BSPP. At present, BSPP has over 380 partner organisations. We will continue to identify and invite corporations of different trades and industries to join BSPP so as to provide more diversified career exploration activities for students. Moreover, the EDB has used existing platforms to facilitate exchange of information, sharing of collaboration experience and activity arrangements among schools and partner organisations in order to maximise the benefits of BSPP.

- End -

CONTROLLING OFFICER'S REPLY

EDB534

(Question Serial No. 3752)

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:

Students with mental illness have been covered by the Learning Support Grant for public sector secondary schools starting from the 2017/18 school year. In this connection, please answer the following questions:

- (1) What were the expenditure involved and the number of student beneficiaries in the 2019/20 school year?
- (2) What are the estimated expenditure involved and the number of student beneficiaries in the 2020/21 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.: 49)

Reply:

(1) to (3)

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing all public sector schools with additional resources on top of the regular subvention for all ordinary schools, 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 for addressing these students' learning, social, emotional and behavioural needs. The LSG is calculated on the basis of the number of students with SEN admitted and the tier of support these 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 holistically and flexibly to render support to students with SEN according to individual

conditions and needs, such as employing additional teachers or teaching assistants, and hiring professional services.

Based on the number of school applications for the LSG approved by the EDB up to the end of the first term in the 2019/20 school year, the number of secondary school students with MI as the major type of SEN is around 840. Given that MI is largely transient in nature, we assume that some students with MI or their parents would prefer not to have their information submitted to the EDB by the schools, and this may result in a relatively smaller number of students with MI.

As the expenditure involved in providing public sector ordinary 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. Regarding the provision of the LSG for public sector ordinary secondary schools, the revised estimated expenditure for the 2019/20 school year and the estimated expenditure for the 2020/21 school year are both \$280 million.

As mentioned above, in utilising the LSG to support secondary school students with MI, schools 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) and hire professional support or guidance services (e.g. behavioural or emotional counselling and social training at school) to help students adjust to campus life. Schools will also use the LSG to introduce school-based teacher training, parent education, etc. on a need basis.

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 each 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 effective monitoring measures, maintain proper records and conduct periodic reviews. Professional staff from the EDB will learn about 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 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 overcome the learning and personal growth challenges that the illness brings to them.

- End -

CONTROLLING OFFICER'S REPLY

EDB535

(Question Serial No. 3753)

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 2019/20 school year;
2. the number of schools with LSG clawed back by the Education Bureau (EDB) and the amount involved in the 2017/18, 2018/19 and 2019/20 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.: 50)

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 ordinary schools, has been providing schools with additional resources, mainly the Learning Support Grant (LSG). The EDB has implemented a series of enhanced measures (including the enhanced LSG) starting from the 2019/20 school year: (i) restructuring various subvented programmes for Integrated Education (IE) and extending the LSG to all public sector ordinary schools to replace the Intensive Remedial Teaching Programme (IRTP) and IE Programme; (ii) increasing the LSG unit grant rate for tier-3 support to four times the rate for tier-2 support; (iii) converting/providing additional regular teaching post(s) titled as Special Educational Needs Support Teacher if the total amount of LSG received by the schools reaches the specific threshold. With the implementation of the above enhanced LSG, schools are provided

with a more stable teaching force and additional resources for flexible deployment to support students with SEN. Under the above arrangements, a total of some 1 000 additional regular teaching posts were created in the 2019/20 school year, with 675 schools (431 primary schools and 244 secondary schools) having 1 to 3 such post(s) created.

In the 2019/20 school year, the grant per year per student requiring tier-2 and tier-3 support is \$15,000 and \$60,000 respectively. The revised estimated expenditure on LSG (excluding expenditure for creation of the above additional regular teaching posts) is around \$750 million. The number of students with SEN requiring tier-2 and tier-3 support in public sector ordinary primary and secondary schools is tabulated below:

2019/20 school year	No. of students requiring tier-2 support	No. of students requiring tier-3 support
Primary school	27 959	2 094
Secondary school	21 502	1 552

Public sector ordinary 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 2020, there are 18 schools with LSG clawed back at the end of the 2017/18 school year (aided and caput schools)/2017-18 financial year (government schools), and the amount of LSG clawed back is around \$1 million. As the amount to be clawed back from aided and caput schools for the 2018/19 school year will be confirmed only after the schools' submission of audited accounts by the end of February 2020 and verification by EDB, we are unable to provide information on the clawback for the 2018/19 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 IE 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 utilisation 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.

The EDB has implemented the above enhanced measure for LSG starting from the 2019/20 school year. Such measure is an 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, and to further enhance the effectiveness of IE.

- End -

CONTROLLING OFFICER'S REPLY

EDB536

(Question Serial No. 3754)

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 2019/20 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 the number of non-compliant schools and the percentages of local students in 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 2017/18, 2018/19 and 2019/20 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.: 51)

Reply:

(1) The number of local and non-local students studying in international primary, secondary and special schools in the 2019/20 school year is tabulated at **Annex 1**.

(2) and (3) In the 2019/20 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) the 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 2019/20 school year, non-local students accounted for 74.1% of the overall student population in the international school sector, while local students accounted for 25.9%. 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 on 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 enrolment of local students, except 4 schools which commenced operation in 2018, 2017 and 2016 respectively, and 2 schools which are obliged by the renewal of SAs in 2018 and 2019 respectively to observe a higher percentage of non-local students, the rest have complied with the relevant requirement. We will follow up on the student admission of the relevant schools in the coming year.

(4) The number of school places and students in international primary, secondary and special schools from the 2017/18 to 2019/20 school years is tabulated at **Annex 2**.

(5) Under the EDB's prevailing policy, SSBs allocated with VSP and/or greenfield sites for international school development through the SAEs are required to enter into an SA with the Government and undertake to comply with a set of requirements in relation to the establishment of international schools. Apart from complying with the requirement on minimum percentage of non-local students to be enrolled, relevant schools are required to submit audited annual 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 their financial situation and teaching quality.

SSBs which would like to establish an international school in Hong Kong without allocation of VSP or greenfield sites through the SAE should first apply for registration of a private school. 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 ensuring that the school's operation and performance have fulfilled the requirements in relation to the establishment of international schools. Detailed requirements concerning applications for establishment of an international school in Hong Kong are uploaded to the EDB's thematic website on 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 provisions in 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; the tuition fees must be approved by the EDB, etc.

**Number of Local and Non-local Students (Chinese or Others)
in International Primary, Secondary and Special Schools in the 2019/20 School Year
(based on the Student Enrolment Survey conducted in September 2019)**

Primary Schools

	Students	%
Local	6 317	27.3%
Non-local – Chinese	1 116	4.8%
Non-local – Others	15 723	67.9%
Total	23 156	100.0%

Secondary Schools

	Students	%
Local	4 317	24.0%
Non-local – Chinese	908	5.1%
Non-local – Others	12 752	70.9%
Total	17 977	100.0%

Special School

	Students	%
Local	15	21.7%
Non-local – Chinese	1	1.4%
Non-local – Others	53	76.8%
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 of the number of students with Chinese nationality.
- (3) Figures for primary and secondary schools include students studying in the English Schools Foundation (ESF) schools and other international schools but not the special school operated by the ESF.
- (4) Figures for special school refer to the number in the special school operated by the ESF.
- (5) Figures refer to the position as at September 2019.
- (6) Percentages may not add up to total due to rounding.

**Number of School Places and Students
in International Primary, Secondary and Special Schools
from the 2017/18 to 2019/20 School Years**

	2017/18		2018/19		2019/20	
	No. of School Places	No. of Students	No. of School Places	No. of Students	No. of School Places	No. of Students
Primary Schools	23 803	21 912	24 664	22 720	25 012	23 156
Secondary Schools	19 790	16 956	20 200	17 478	21 376	17 977
Special School	70	70	70	69	70	69

Notes:

- (1) Figures refer to the position as at September of the respective school years.
- (2) Figures for primary and secondary schools include students studying in the English Schools Foundation (ESF) schools and other international schools but not the special school operated by the ESF.
- (3) Figures for special school refer to the number in the special school operated by the ESF.

- End -

CONTROLLING OFFICER'S REPLY**EDB537****(Question Serial No. 3765)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding the 2019 School Allocation Exercises 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	Site 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	Site 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.: 99)

Reply:

According to the prevailing school allocation mechanism of the Education Bureau (EDB), 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 4 SAEs in 2019. Details are set out in the table below.

Table — Information on the 2019 SAEs and the related school premises

SAE	Location of school premises (name of former school of the vacant school premises (VSP), if applicable)	Expected completion date of the planned new school premises/ Completion year of the VSP renovation)	School year in which the former school of the VSP ceased operation (if applicable) (Note (1))	Site area (applicable to planned new school premises)/ Site area of the VSP (rounded to the nearest hundred m ²)	Use of allocated school premises	Organisation recommended for allocation	Estimated construction cost for planned new school premises/ Estimated renovation cost for the VSP (\$ million) (at money-of-the-day prices)
First SAE 2019	Area 9, Tai Po	Mid-2023 (Tentative)	Not applicable	7 100	Setting up a new aided primary school	The Superintendent in Hong Kong of the Pentecostal Holiness Church	To be confirmed (Note (2))
Second SAE 2019	Au Pui Wan Street, Fo Tan, Sha Tin	Mid-2024 (Tentative)	Not applicable	4 700	Reprovisioning of an existing public sector primary school	Po Leung Kuk (reprovisioning of Po Leung Kuk Siu Hon Sum Primary School)	To be confirmed (Note (2))

	Mei Lam Estate, Sha Tin (Ex-premises of Sung Lan Middle School)	The second quarter of 2021 (Tentative)	2012/13	5 800 #	Reprovisioning of an existing public sector primary school	The Trustees of the Kowloon Tong Church of the Chinese Christian and Missionary Alliance (reprovisioning of Christian Alliance H.C. Chan Primary School of the Kowloon Tong Church of the Chinese Christian and Missionary Alliance)	29.9
Third SAE 2019	Lin Cheung Road, Sham Shui Po	The third quarter of 2024 (Tentative)	Not applicable	6 200	Reprovisioning of an existing public sector primary school located in the Primary One Admission (POA) school net of Kwai Tsing district	SAE underway	To be confirmed (Note (2))
	Site 1B-4 at Kai Tak Development, Kowloon City	The third quarter of 2024 (Tentative)	Not applicable	6 100	Reprovisioning of an existing public sector primary school located in the POA school net of Wong Tai Sin district	SAE underway	To be confirmed (Note (2))
Fourth SAE 2019	Sheung Foo Street, Ho Man Tin, Kowloon City	End 2024 (Tentative)	Not applicable	7 800	Reprovisioning of an existing public sector or Direct Subsidy Scheme (DSS) primary school	SAE underway	To be confirmed (Note (2))
	Development at Anderson Road, Kwun Tong (Site KT2a)	End-2024 (Tentative)	Not applicable	6 800	Reprovisioning of an existing public sector or DSS primary school	SAE underway	To be confirmed (Note (2))

Luk Lau Avenue, Wong Tai Sin (Ex-premises of S.K.H. Ching Shan Primary School and S.K.H. Yat Sau Primary School)	End-2025 (Tentative)	Not applicable	3 700	Reprovisioning of an existing public sector or DSS primary school	SAE underway	To be confirmed (Note (2))
68 Gillies Avenue South, Hung Hom, Kowloon (Ex-premises of Hung Hom Government Primary School)	The third quarter of 2021 (Tentative)	2009/10	1 900	Reprovisioning of an existing public sector or DSS primary school	SAE underway	29.9

Information on area of those school premises standing on public housing estates of the Hong Kong Housing Authority/ Housing Society refers to the internal floor area of the premises and is marked with (#) in the table above.

Note (1) "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.

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

EDB538

(Question Serial No. 4396)

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 tabulate the details of all the Education Bureau's support programmes for non-Chinese speaking students in 2014/15 to 2019/20 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, 2018/19 and 2019/20 the estimated total expenditures on support measures for non-Chinese speaking students in 2019/20.

Asked by: Hon MO Claudia (LegCo internal reference no.: 67)

Reply:

The support measures for non-Chinese speaking (NCS) students from the 2015/16 to 2019/20 school years and the expenditure are tabulated at Annex.

**Educational support measures for non-Chinese speaking (NCS) students
from the 2015/16 to 2019/20 school years**

Support measures	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	Actual expenditure in the 2018/19 school year \$ million	Estimated expenditure in the 2019/20 school year \$ million
Starting from the 2014/15 school year, the funding to schools has been increased on a tiered basis according to the number of NCS students admitted and school-based professional support services have 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 learning environment in schools. Schools with a relatively small number of NCS students may also apply for funding to provide after-school support for NCS students' learning of the Chinese language.	224.0 Note 1	245.1 Note 1	259.1 Note 1	271.0 Note 1	282.3 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 2015/16 school year \$ million	Actual expenditure in the 2016/17 school year \$ million	Actual expenditure in the 2017/18 school year \$ million	Actual expenditure in the 2018/19 school year \$ million	Estimated expenditure in the 2019/20 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	3.7	3.9	4.7	3.4	2.9

Support measures	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	Actual expenditure in the 2018/19 school year \$ million	Estimated expenditure in the 2019/20 school year \$ million
<p>Summer Bridging Programme for NCS students in primary schools</p> <p>Starting from 2013, parents of NCS students can accompany their children with a view to enhancing their exposure to and use of Chinese and support for their children.</p>	2.6	2.6	2.3	2.1	2.0
<p>Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year</p>	4.4	6.7	7.4	6.6	6.8

Support measures	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	Actual expenditure in the 2018/19 school year \$ million	Estimated expenditure in the 2019/20 school year \$ million
<p>Subsidising eligible school candidates entering 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 the examination fee for the Chinese Language subject in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education Examination (HKDSE)</p> <p>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.</p>	2.1	2.6	2.9	4.2 Note 2	5.9 Note 2
<p>Starting from the 2019/20 school year, public sector ordinary primary and secondary schools admitting NCS students with special educational needs (SEN) are provided with the Grant for Supporting NCS Students with SEN under a 3-tier structure.</p>	-	-	-	-	28.1

Support measures	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	Actual expenditure in the 2018/19 school year \$ million	Estimated expenditure in the 2019/20 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.	-	-	-	12.7	12.5
District-based programmes organised 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	2.4	1.2	1.7	3.7	0.7
Support for kindergartens (KGs) admitting NCS students – (a) University-School Support Programmes (USP) financed by the Education Development Fund: (i) a 3-year project to support KGs to enhance the learning and teaching of Chinese for NCS children from the 2012/13 to 2014/15 school years	-	0.7	-	-	-

Support measures	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	Actual expenditure in the 2018/19 school year \$ million	Estimated expenditure in the 2019/20 school year \$ million
(ii) 2 projects to facilitate NCS students' transition from KG to primary education 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) In the 2019/20 school year, post-secondary institutions are commissioned to provide school-based support services for KGs admitting NCS students, so as to enhance the professional capacity of teachers in teaching Chinese to NCS students.	-	-	-	-	Note 4
(c) School-based professional support services	Note 1	Note 1	Note 1	Note 1	Note 1
(d) With the implementation of the new KG education policy starting from the 2017/18 school year:					

Support measures	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	Actual expenditure in the 2018/19 school year \$ million	Estimated expenditure in the 2019/20 school year \$ million
(i) in the 2017/18 and 2018/19 school years, a grant comparable to the recommended salary of 1 KG teacher was provided to KGs admitting 8 or more NCS students for supporting NCS students.	-	-	54.0	57.1	-
(ii) starting from the 2019/20 school year, the subsidy for KGs admitting NCS students has been enhanced with a 5-tiered subsidy provided based on the number of NCS students admitted, which replaced the flat-rate subsidy for KGs admitting 8 or more NCS students.	-	-	-	-	109.8
(iii) specific training courses for KG teachers on supporting NCS students	-	-	1.4	2.0 Note 5	2.6 Note 5

Notes:

1. These measures are provided by different sections of 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 Government paying the examination fees for school candidates of the 2019 and 2020 HKDSE, the “subsidised examination fee” for eligible NCS students entering for the non-local Chinese Language examinations concerned in the 2018/19 and 2019/20 school years is waived accordingly.
3. Regarding the USP, the actual expenditure was \$2.25 million, \$8.33 million, \$2.88 million and \$5.46 million for the 2015/16, 2016/17, 2017/18 and 2018/19 school years respectively. As the USP was implemented in both KGs and primary schools, a breakdown of expenditure by KG and primary school is not available.
4. As the services are provided in both KGs and primary schools, a breakdown of expenditure by KG and primary school is not available. The estimated expenditure on the services is \$3.35 million for the 2019/20 school year.
5. Starting from the 2018/19 school year, a supply teacher grant is provided to facilitate KGs in arranging for 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

EDB539

(Question Serial No. 4397)

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 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 a review would be conducted after the Framework was implemented for three years.

(a) Given that this is the sixth 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 evaluation framework and the entire Learning Framework review report so that stakeholders are informed on the comprehensive details and not just the initial findings?

(c) 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 since 2014/15 school year using the table below.

Evaluation format	Target participants	Date	No. of stakeholders consulted	Expenditure

(d) Number of briefing sessions organized by the EDB regarding the Learning Framework? Please list out the date, venue, attendance and enrollment of the sessions since 2014/15 school year.

Types of sessions	Target participants	Date	Venue	No. of enrollment	No. of attendance	Expenditure	Evaluation method

Asked by: Hon MO Claudia (LegCo internal reference no.: 68)

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, with a view to helping non-Chinese speaking (NCS) students in learning Chinese as a second language. In tandem, the EDB has provided diversified support for schools admitting NCS students, including professional development programmes for teachers, learning and teaching resources, school-based professional support services, etc.

The EDB reviews and evaluates the effectiveness of various support measures for NCS students on an ongoing basis, and refines the measures as necessary in light of NCS students’ performance in the Territory-wide System Assessment (TSA) and findings of the questionnaire surveys on TSA, as well as views of schools on professional development programmes for teachers and the school-based professional support services. 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. Nevertheless, the learning effectiveness of NCS students, after all, is affected by other factors (such as parents’ expectation and cooperation, students’ learning attitude). The EDB is exploring how to assess NCS students’ learning progress in Chinese at the system level, with a view to providing feedback to schools and enhancing related support measures.

The EDB has been conducting school visits and focus group interviews in respect of the implementation of the Chinese Language curriculum, and soliciting teachers’ views on the “Learning Framework” as appropriate through meetings of the Committee on Chinese Language Education of the Curriculum Development Council, etc. 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 same views that the “Learning Framework” can facilitate teachers to teach. 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 (<https://www.edb.gov.hk/tc/curriculum-development/kla/chi-edu/second-lang.html>) 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. Since January 2019, 14 sessions have been held (about 1 000 places were available with the attendance of around 590) 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. Exchange of views with teachers will be continued. 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

EDB540

(Question Serial No. 4398)

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 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 total number of primary schools in the districts with 1-9 NCS students, the number of primary schools receiving the extra NCS funding, and the percentage of these schools out of all schools from 2015/16 to 2019/20 school years disaggregated by district;
- (b) the total number of secondary schools in the districts with 1-9 NCS students, the number of secondary schools receiving the extra NCS funding, and the percentage of these schools out of all schools from 2015/16 to 2019/20 school years disaggregated by district;
- (c) Regarding the school plans and reports required when applying the additional funding, the EDB mentioned that it may include detailed internal information which is not intended for disclosure to the public. Can the EDB inform the council the list of internal information involved?
- (d) What are the learning indicators of NCS students' Chinese at schools with additional funding? If there are no indicators, why not?
- (e) Funding accountability refers to the effectiveness of the funds provided instead of merely listing out the numbers and support employed by the schools. How does the EDB ensure the accountability and effectiveness of the additional funding to the public?

Asked by: Hon MO Claudia (LegCo internal reference no.: 69)

Reply:

- (a) and (b) Starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding to schools, 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 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 relatively small number of NCS students (i.e. 1 to 9 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 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.

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 the total number of primary and secondary schools admitting 1 to 9 NCS students by district. The number of primary and secondary schools, the number of primary and secondary schools admitting 1 to 9 NCS students and provided with the above-mentioned additional funding, and their percentage share among the total number of primary and secondary schools by district from the 2015/16 to 2019/20 school years are tabulated at Annex A and Annex B respectively. No applications from schools were rejected during the period. However, not all schools admitting 1 to 9 NCS students applied for the above-mentioned additional funding.

- (c) to (e) 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. Schools 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 for each school year. To facilitate monitoring of the use of the additional funding, we require schools to provide in their school plans and school reports relevant information which may involve detailed internal information not intended for public consumption, including the number of NCS students admitted and their grade level distribution, and how schools dovetail the additional funding with other resources to support NCS students, etc. Therefore, schools are not required to upload their school plans and reports to their webpages. 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 schools' major stakeholders by means of questionnaires, interviews, etc., so as to review the implementation of support measures.

Besides, EDB has been continuously developing diversified learning and teaching resources such as the "Chinese Language Assessment Tools for NCS Students" ("Assessment Tools") and teaching reference materials to provide guidelines and support for teachers. 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. Currently, schools make use of the "Assessment Tools" to assess their NCS students' learning progress on their own. Inevitably, differences may arise among schools and there is also a lack of objective comparison of the performance of students in different schools. Therefore, EDB is exploring how to assess NCS students' learning progress in Chinese at system level, with a view to providing feedback to schools and enhancing related support measures.

We understand that the learning effectiveness of NCS students is affected by other factors (such as students' learning attitude, parents' expectation and cooperation). It is therefore neither appropriate nor possible to assess the effectiveness solely based on NCS students' performance in the Chinese Language subject. 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.

Number of primary schools, number of primary schools admitting 1 to 9 non-Chinese speaking (NCS) students and provided with additional funding to offer after-school support programmes in learning Chinese, and their percentage share among the total number of primary schools by district from the 2015/16 to 2019/20 school years

District	2015/16			2016/17			2017/18			2018/19			2019/20		
	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	3	18.8%	16	3	18.8%	16	3	18.8%	16	2	12.5%
Wan Chai	15	0	0.0%	16	2	12.5%	16	3	18.8%	16	2	12.5%	15	3	20.0%
Eastern	28	4	14.3%	27	6	22.2%	27	7	25.9%	27	4	14.8%	28	3	10.7%
Southern	13	1	7.7%	13	4	30.8%	13	4	30.8%	13	5	38.5%	13	4	30.8%
Yau Tsim Mong	21	0	0.0%	21	3	14.3%	21	6	28.6%	21	5	23.8%	21	6	28.6%
Sham Shui Po	24	1	4.2%	24	5	20.8%	24	5	20.8%	24	4	16.7%	24	3	12.5%
Kowloon City	33	2	6.1%	35	8	22.9%	35	8	22.9%	35	5	14.3%	34	9	26.5%
Wong Tai Sin	27	0	0.0%	25	3	12.0%	25	7	28.0%	25	6	24.0%	25	8	32.0%
Kwun Tong	35	1	2.9%	35	4	11.4%	35	5	14.3%	35	8	22.9%	35	6	17.1%
Sai Kung	26	4	15.4%	26	8	30.8%	26	9	34.6%	26	11	42.3%	26	9	34.6%
Sha Tin	40	2	5.0%	40	9	22.5%	40	10	25.0%	41	14	34.1%	41	15	36.6%
Tai Po	18	3	16.7%	18	5	27.8%	18	5	27.8%	19	4	21.1%	19	5	26.3%
North	28	3	10.7%	28	4	14.3%	28	6	21.4%	28	6	21.4%	28	4	14.3%
Yuen Long	48	7	14.6%	48	12	25.0%	48	11	22.9%	48	13	27.1%	48	11	22.9%
Tuen Mun	35	3	8.6%	35	9	25.7%	35	9	25.7%	35	11	31.4%	35	9	25.7%
Tsuen Wan	21	2	9.5%	21	4	19.0%	21	5	23.8%	21	8	38.1%	21	7	33.3%
Kwai Tsing	31	1	3.2%	31	2	6.5%	31	3	9.7%	31	3	9.7%	31	5	16.1%
Islands	16	0	0.0%	16	1	6.3%	16	1	6.3%	16	0	0.0%	16	3	18.8%
All districts	475	34	7.2%	475	92	19.4%	475	107	22.5%	477	112	23.5%	476	112	23.5%

Notes:

- Figures include public sector primary schools and Direct Subsidy Scheme primary schools, but not special schools.
- The number of schools provided with the additional funding in the 2019/20 school year are provisional figures.
- In the past 5 years, there were schools that admitted a relatively small number of NCS students (i.e. 1 to 9 NCS students) and did not submit funding applications to EDB, and hence these schools were not provided with the additional funding.
- School district is determined by the District Council district in which the school premises are located.

Number of secondary schools, number of secondary schools admitting 1 to 9 non-Chinese speaking (NCS) students and provided with additional funding to offer after-school support programmes in learning Chinese, and their percentage share among the total number of secondary schools by district from the 2015/16 to 2019/20 school years

District	2015/16			2016/17			2017/18			2018/19			2019/20		
	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	2	18.2%	11	1	9.1%	11	2	18.2%	11	2	18.2%
Wan Chai	15	0	0.0%	17	1	5.9%	17	2	11.8%	17	2	11.8%	17	2	11.8%
Eastern	32	3	9.4%	30	8	26.7%	30	10	33.3%	30	10	33.3%	30	11	36.7%
Southern	15	0	0.0%	15	4	26.7%	15	6	40.0%	15	6	40.0%	15	6	40.0%
Yau Tsim Mong	18	9	50.0%	18	10	55.6%	18	10	55.6%	18	10	55.6%	18	8	44.4%
Sham Shui Po	26	4	15.4%	26	6	23.1%	26	7	26.9%	26	5	19.2%	26	6	23.1%
Kowloon City	35	6	17.1%	35	8	22.9%	35	7	20.0%	35	9	25.7%	36	9	25.0%
Wong Tai Sin	24	2	8.3%	24	4	16.7%	24	5	20.8%	24	4	16.7%	23	5	21.7%
Kwun Tong	34	2	5.9%	34	5	14.7%	34	5	14.7%	33	5	15.2%	33	4	12.1%
Sai Kung	26	2	7.7%	26	4	15.4%	26	6	23.1%	26	3	11.5%	26	3	11.5%
Sha Tin	44	2	4.5%	44	6	13.6%	44	8	18.2%	44	5	11.4%	43	9	20.9%
Tai Po	20	0	0.0%	20	3	15.0%	20	4	20.0%	20	3	15.0%	20	2	10.0%
North	20	1	5.0%	20	2	10.0%	20	1	5.0%	20	1	5.0%	20	0	0.0%
Yuen Long	39	5	12.8%	39	7	17.9%	39	7	17.9%	39	12	30.8%	39	8	20.5%
Tuen Mun	38	4	10.5%	38	6	15.8%	37	11	29.7%	37	9	24.3%	37	12	32.4%
Tsuen Wan	14	1	7.1%	14	2	14.3%	14	3	21.4%	14	2	14.3%	14	1	7.1%
Kwai Tsing	31	4	12.9%	31	7	22.6%	31	11	35.5%	31	12	38.7%	31	10	32.3%
Islands	11	1	9.1%	11	2	18.2%	11	2	18.2%	11	1	9.1%	11	2	18.2%
All districts	453	49	10.8%	453	87	19.2%	452	106	23.5%	451	101	22.4%	450	100	22.2%

Notes:

- Figures include public sector secondary schools and Direct Subsidy Scheme secondary schools offering the local curriculum, but not special schools.
- The number of schools provided with the additional funding in the 2019/20 school year are provisional figures.
- In the past 5 years, there were schools that admitted a relatively small number of NCS students (i.e. 1 to 9 NCS students) and did not submit funding applications to EDB, and hence these schools were not provided with the additional funding.
- School district is determined by the District Council district in which the school premises are located.

- End -

CONTROLLING OFFICER'S REPLY**EDB541****(Question Serial No. 4399)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

The Government advocates the use of mother tongue as the principal medium of instruction (MOI) for primary school education since students learn most effectively through the mother tongue. Ethnic minority students who are in mainstream schools are mostly taught in Chinese MOI in non-language subjects which pose extra difficulties to their learning. Will the Government inform this Council of:

- (a) The overall information on the class and subject details (including MOI) collected in the annual survey with primary and secondary schools in the recent 3 years;

		Number of primary schools which use English as the MOI in				Number of secondary schools which use English as the MOI in			
		None of the non-lang uage subjects	1 non-lang uage subject	2 non-lang uage subjects	3 or more non-lang uage subjects	None of the non-lang uage subjects	1 non-lang uage subject	2 non-lang uage subjects	3 or more non-lang uage subjects
Types of school	Government schools								
	Aided schools								
	DSS schools								
	Caput schools								

- (b) the list of extended learning activities in English adopted by secondary schools;

- (c) the list of secondary schools which adopted the extended learning activities in English to use English medium for not more than two non-language subjects, disaggregated by the types of schools, and number of schools which use English as the MOI as the extended learning activities in English in each of the following subjects, including: mathematics, integrated science, geography, history, computer literacy, physics, chemistry, biology, STEM education, Home economics, music, life and society, visual art, physical education, careers planning education, liberal studies, ethics and religious studies, and others);
- (d) the prescribed criteria for a secondary school to make choices of the number and subjects taught in English;
- (e) are schools allowed to utilize the additional funding to schools with NCS students to provide support to the teaching and learning of NCS students in non-language subjects which use Chinese as the medium of instruction? If yes, how many schools are using the additional funding for this purpose currently?
- (f) the list of support, training and resources provided, organized or developed by the EDB to schools and teachers in supporting the teaching of non-language subjects to NCS students using Chinese.

Asked by: Hon MO Claudia (LegCo internal reference no.: 70)

Reply:

- (a) to (d) For primary 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 their mother tongue. The Education Bureau (EDB) has not compiled statistics on public sector primary schools adopting English as the MOI in non-language subjects.

As for secondary education, the arrangements of fine-tuning the MOI for secondary schools (“fine-tuned MOI arrangements”) has been implemented at junior secondary levels since the 2010/11 school year, 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, schools are required to devise appropriate MOI arrangements professionally according to the prescribed criteria on a 6-year cycle, including “student ability” (i.e. the average proportion of Secondary 1 (S1) intake of a school admitted to a class belonging to the “top 40%” group (territory) in the Secondary School Places Allocation of the previous 2 years under a 6-year cycle reaches 85% of the size of a class (based on the number of students allocated per S1 class)); “teacher capability” (i.e. teachers adopting English as the MOI should have Level 3 or above in English Language of the Hong Kong Diploma of Secondary Education Examination (or Grade C or above in English Language (Syllabus B) of the defunct Hong Kong Certificate of Education Examination, or other recognised equivalent qualifications (e.g. Band 6 or above in International

English Language Testing System (IELTS) (academic domain)); and “school-based support” (i.e. support measures provided by schools for students in adopting English as the MOI). To enhance the English learning environment for students, schools may conduct extended learning activities (ELA) in English (up to 25% of the total lesson time excluding the lesson time for the English Language subject) for each class/group of students. The teaching modes of ELA in English include conducting cross-curricular English enrichment programmes, using English to go through subject concepts and contents already taught in Chinese, and using English to teach individual modules or themes. Schools may also choose to transform the lesson time of ELA into teaching of no more than 2 non-language subjects in the English medium (i.e. “allocation of time to subjects”). Therefore, schools can adopt diversified and flexible MOI arrangements at junior secondary levels, such as adopting Chinese as the MOI in all non-language subjects, adopting Chinese or English as the MOI in different subjects, adopting English as the MOI in full immersion, adopting Chinese or English as the MOI by class/group, and conducting ELA in English in lessons. As the choice and lesson time for conducting ELA in English and that of subjects taught in English may vary between classes or groups within a school as well as among schools, relevant information is not available.

- (e) The additional funding provided to schools admitting non-Chinese speaking (NCS) students is for specific purposes only, i.e. supporting NCS students’ learning of the Chinese language and creating an inclusive learning environment in schools, including strengthening the communication with parents of NCS students and enhancing the effectiveness of NCS students’ learning of the Chinese language through home-school co-operation. Solid language foundation and language proficiency are conducive to NCS students’ learning of other subjects using Chinese as the MOI. Therefore, the objective and ambit of the additional funding are set as enhancing the effectiveness of learning of the Chinese language. Besides using the additional funding in the Chinese Language subject, some schools also use the additional funding to enrich and consolidate NCS students’ knowledge of the Chinese language in different Key Learning Areas/themes through the mode of learning Chinese across the curriculum, such as teaching the Chinese vocabulary of other subjects, providing a glossary for the subjects concerned, etc. to further enhance NCS student’s learning of the Chinese language. On the other hand, in respect of teaching other subjects, schools may also flexibly deploy other resources, such as the Operating Expenses Block Grant or Expanded Operating Expenses Block Grant, where necessary to support NCS students in learning other subjects. Statistics on schools’ use of the additional funding in teaching other subjects are not available.
- (f) EDB is committed to facilitating the adaptation of NCS students to the local education system and their mastery of the Chinese language for their early integration into the community. To support NCS students’ learning, officers in different sections of EDB have been taking up an active role in the provision of professional support. As far as Chinese Language is concerned, apart from the implementation of the “Chinese Language Curriculum Second Language

Learning Framework” (“Learning Framework”) in primary and secondary schools, and the substantial increase in the additional funding to schools, diversified teaching resources, teacher training and professional support are provided for schools to facilitate the implementation of the “Learning Framework” and 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, arranging successful experience sharing covering topics such as curriculum planning, learning and teaching strategies, and assessment as well as developing school-based teaching materials and exemplars, etc. to enable teachers to gain a deeper understanding of the “Learning Framework” and master effective teaching methods. In addition, the 5-week programme “Certificate in Professional Development Programme on the Teaching of Chinese Language for NCS Students”, funded by EDB and conducted by the Education University of Hong Kong, for Chinese Language teachers teaching NCS students in primary and secondary schools will continue. EDB will continue to implement the “Professional Enhancement Grant Scheme for Chinese Language Teachers (Teaching Chinese as a Second Language)” under the Language Fund with a view to encouraging serving Chinese Language teachers, through the provision of grant, to pursue recognised postgraduate certificate, postgraduate diploma and/or master’s degree programmes under the Scheme. As for teaching resources, EDB has been continuously developing diversified learning and teaching resources such as the “Chinese Language Assessment Tools for NCS Students” and teaching reference materials to provide guidelines and support for teachers with regard to curriculum planning, learning and teaching, and assessment. These resources have been uploaded to the EDB webpage and will be updated on an ongoing basis. Among others, a series of learning and teaching materials, including student textbooks, workbooks and teaching reference materials, for NCS students at primary levels is being developed for teachers’ reference and use. The materials for lower primary levels (i.e. Primary 1 to 3) have been uploaded to the EDB webpage and distributed to schools. The materials for upper primary levels (i.e. Primary 4 to 6) have been uploaded to the EDB webpage by phases starting from December 2019. Besides, the Standing Committee on Language Education and Research has been making use of the Language Fund to develop learning and teaching materials, so as to create a rich linguistic environment for Chinese language learning to enhance NCS students’ interests in learning Chinese and enable them to be exposed to a wide range of information in Chinese, with a view to consolidating their knowledge base about Chinese and enhancing their learning effectiveness for subjects taught in Chinese.

To provide support for schools, EDB officers in charge of the curriculum of various subjects have been developing different types of learning and teaching resources, such as teaching design and learning activity exemplars, sample teaching materials, multimedia learning and teaching resources for teachers’ reference. As for professional development of teachers, EDB officers have been providing professional support for teachers of different Key Learning Areas/subjects, including seminars, workshops and network activities. In fact,

the existing Chinese Language curriculum and curricula of other subjects provide schools with flexibility. The curriculum documents also provide suggestions on learning targets, curriculum content, curriculum organisation and design, lesson hours, teaching strategies, and assessment. Schools can make adaptations in respect of curriculum, teaching, and assessment in light of school context and make use of the information of the student assessment with reference to the needs and learning progress of students with different backgrounds and learning abilities to help students make progress. If necessary, schools may apply for the school-based professional support services provided by EDB (such as the support services on Liberal Studies provided by the professional officers of EDB to schools admitting NCS students, and on-site support on Mathematics provided by a university commissioned by EDB). The professional officers of EDB will put the focus on catering for learner diversity (including the learning of NCS students) and assist schools to adapt their school-based curricula and adopt diversified teaching strategies, with a view to enhancing the effectiveness of learning and teaching.

- End -

CONTROLLING OFFICER'S REPLY

EDB542

(Question Serial No. 4400)

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:

Using Putonghua as the medium of instruction (MOI) for teaching the Chinese Language subject (PMIC) is a decision driven by school-based language policy, and schools may decide whether to adopt PMIC at certain levels/in specific classes with regard to their own circumstances. Will the government inform the council of the following:

- (a) the various modes of PMIC adopted by schools, and the respective number of primary and secondary schools which adopted each mode of PMIC since 2014/15 till 2019/20 school years. If the information is not available, how the EDB can keep track of such information;
- (b) the number of NCS students studying in the primary and secondary schools mentioned in (a) since the 2014/15 school years;
- (c) the support, training and resources provided, organized or developed by the EDB to schools and teachers in supporting the teaching of Putonghua, and the use of PMIC to teach NCS students; and
- (d) 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 as stated by the study of the Equal Opportunities Commission (‘A Study on the Challenges Faced by Mainstream Schools in Educating Ethnic Minorities in Hong Kong’, January 2020). 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 sector primary and secondary schools? If not, why?

Asked by: Hon MO Claudia (LegCo internal reference no.: 71)

Reply:

(a) to (b)

Primary and secondary schools may decide whether or not to use Putonghua as the medium of instruction (MOI) for teaching the Chinese Language subject (PMIC) at certain levels/in specific classes having 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 MOI for teaching the Chinese Language subject.

(c) to (d)

No matter whether Putonghua or Cantonese is adopted as the MOI, the coverage of the Chinese Language curriculum is based on the Chinese Language Education Key Learning Area Curriculum Guide. Currently, schools may decide in a professional manner whether to use Cantonese or Putonghua as the MOI for teaching the Chinese Language subject with regard to various criteria, such as readiness of teachers, standards of students, curriculum planning, and learning and teaching support. As for the Putonghua subject, it mainly focuses on nurturing skills in students' listening, speaking and reading aloud in Putonghua. At present, most primary and secondary schools create a Putonghua-rich environment in schools by organising various kinds of Putonghua activities inside and outside classes. These provide ample opportunities for NCS students to use Putonghua to communicate with one another.

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, with a view to helping NCS students in learning Chinese as a second language. The "Learning Framework", which is not independent of the mainstream Chinese Language curriculum but designed on the basis of the mainstream Chinese Language curriculum, provides steps and methods for learning and teaching, and assessment for teachers' reference in teaching and making flexible adaptations according to the learning progress of NCS students.

Irrespective of whether the MOI is Putonghua or Cantonese, schools can capitalise on additional resources provided by EDB to facilitate NCS students' Chinese learning, and to make special arrangements and provide support having regard to their school context and the learning needs of NCS students. Schools can also design diversified learning activities to enable NCS students' use of Cantonese and Putonghua, and facilitate these students' adaptation to the local education system and their mastery of the Chinese language for their integration into the community at the earliest possible time.

In addition to the implementation of the "Learning Framework" in primary and secondary schools and a substantial increase in the additional funding to schools, EDB has provided diversified teaching resources, teacher training and professional support in respect of the Chinese Language subject and the Putonghua subject to facilitate the implementation of the "Learning Framework" and the creation of an inclusive learning environment in schools. Besides, the Standing Committee on Language Education and Research has been making use of the Language Fund to develop learning and teaching materials, so as to create a rich linguistic environment for Chinese language learning to enhance NCS students' interest in learning Chinese and enable them to access a wide range of information through Chinese,

with a view to consolidating their knowledge base about Chinese and enhancing their learning effectiveness for subjects taught in Chinese.

EDB officers in charge of the curriculum of various subjects will continue to develop different types of learning and teaching resources, and provide professional support for non-Chinese Language teachers on an ongoing basis, including seminars, workshops and network activities.

In view of the above diversified school-based arrangements, we do not have a breakdown of the MOI arrangement(s) for various subjects by schools with NCS students. We have not conducted any research on this either.

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CONTROLLING OFFICER'S REPLY

EDB543

(Question Serial No. 4401)

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:

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:

(a) tabulate the list of seminars and workshops organised and commissioned by EDB on this regard, disaggregated by the topic, target participants, institutions and organizations involved, number of enrollments, number of attendants, duration, expenditure and the related EDB department since 2014/15;

(b) the way to conduct evaluation and receive feedback, number of participants involved;

(c) Per the Equal Opportunities Commission 'A Study on the Challenges Faced by Mainstream Schools in Educating Ethnic Minorities in Hong Kong' in January 2020, teacher showed great disappointment of the inexperienced trainers and the over-theoretical content towards the refresher courses regarding the teaching of NCS students offered by the EDB. Could the EDB explain the criteria in choosing the trainers and the approval of the teaching content?

Asked by: Hon MO Claudia (LegCo internal reference no.: 72)

Reply:

(a) and (b) Starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding for schools, and provided schools with teaching resources, teacher training and professional support to further enhance the support for non-Chinese speaking (NCS) students in the 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 school environment.

To enhance teachers’ professional capacity in teaching NCS students, the EDB has been continuously organising structured and diversified professional development programmes to enable teachers to gain a deeper understanding of the content of the “Learning Framework” and the relevant teaching methodology. These training programmes have been launched since the 2014/15 school year. As at February 2020, teacher representatives from 399 primary schools and 312 secondary schools have participated in the seminars and workshops organised by the Curriculum Development Institute of the EDB (with attendances about 4 450). The expenditure of the relevant work is subsumed under the overall expenditure of the EDB, and hence a separate breakdown of the related expenditure is not available.

The 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 learning and teaching 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 3 000 teachers attended these workshops from the 2014/15 school year up to February 2020. The annual expenditure is about \$300,000 to \$500,000.

The above measures are undertaken by different sections of the EDB, and deployment of staff may be adjusted as needed. Instructors of the programmes include not only language experts, but also experienced frontline teachers, who share their practical experience. The EDB has been soliciting views of teachers on the professional development programmes, including their satisfaction with the contents of the programmes and speakers’ performance, through different channels such as questionnaires, interviews, and maintaining communication with the instructors of the programmes and institutions that organise the programmes, with a view to enhancing the contents of the programmes and the quality of teaching.

(c) 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 (EdUHK) among other programmes/courses, for Chinese Language teachers teaching NCS students in primary and secondary schools will continue. From the 2014/15 to 2018/19 school years, 76 teachers from 61 schools enrolled in the course. The programme for the 2019/20 school year is still open for application, and hence the number of teachers enrolled is not yet available. Such programmes are funded by the University Grants Committee (UGC), and thus a breakdown of expenditure by item is not available.

Professional Development Programmes recognised by the EDB offered by EdUHK are UGC-funded training programmes for in-service teachers. According to our understanding, EdUHK has put in place a stringent programme quality assurance mechanism which reviews the effectiveness of its programmes in light of the feedback collected from different stakeholders. Regarding teachers' comments stated in the report released by the Equal Opportunities Commission, the EDB will reflect them to and understand more from EdUHK, and will continue to make recommendations for improvement in the contents of the programme with an aim to better cater for the needs of teachers.

- End -

CONTROLLING OFFICER'S REPLY**EDB544****(Question Serial No. 4402)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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 in 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

c. it is reported by frontline NGOs that some NCS students need to attend schools in a different district than their residing districts due to the difficulties in school selection. If the number of (b) is not provided, how is EDB monitoring if NCS students are facing the admission and school choice difficulties?

Asked by: Hon MO Claudia (LegCo internal reference no.: 73)

Reply:

- (a) and (b) 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 2019/20 school year are tabulated at Annex 1; the respective number of NCS students studying at kindergartens, public sector and DSS schools by district are tabulated at Annex 2. When formulating policies and measures on education support for NCS students, students' district of residence is not a factor for consideration. 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.
- (c) The Education Bureau (EDB) has been 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 support NCS students in learning Chinese, starting from the 2014/15 school year, EDB has substantially increased the additional funding to schools, and provided schools with teaching resources, teacher training and professional support, 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. Public sector and DSS schools that admit NCS students currently account for about 70 % of public sector schools in the territory.

In accordance with the established policy, all eligible children, regardless of their ethnicity, enjoy equal opportunities for admission to public sector schools under the Primary One Admission (POA) System and the Secondary School Places Allocation (SSPA) System. Every year EDB provides an adequate number of school places in each district/school net for application by eligible students. Dedicated briefing sessions are organised and delivered with simultaneous interpretation services in major ethnic minority languages every year to help NCS students and their parents to participate in the POA and SSPA systems. 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 to provide information on relevant support for NCS students. All public sector schools and DSS schools admitting NCS students 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. From the 2019/20 school year onwards, EDB has further enhanced the newly added column by requesting the schools concerned to provide more details of the relevant support measures.

Under the existing POA and SSPA systems, parents may choose schools from other districts/school nets at the Discretionary Places and Central Allocation stages. Moreover, upon the release of allocation results every year, certain students may, due to different situations, transfer to a different school on their

own accord. Hence, NCS students may opt for cross-district schooling for various reasons as in the case of all other students.

As regards kindergarten (KG) education, under the KG education scheme (Scheme), KG student admission, in principle, remains a school-based matter to maintain the flexibility and diversity of the KG sector and free choice for parents. Parents can choose to apply for any KGs in their own or other districts at their discretion.

EDB organises annual seminars on Nursery (K1) admission (with interpretation service provided on a need basis) for NCS parents and disseminates information on the Scheme and K1 admission to NCS communities through non-governmental organisations. The relevant materials published by 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. Starting from the 2020/21 school year, EDB will enhance parent education for parents of NCS students to encourage them to send their children to local kindergartens and strengthen their communication with schools. We will provide a series of parent education programmes for parents of NCS children to help them support their children’s learning, encourage their children to master the Chinese language and help them have more comprehensive understanding of the multiple pathways available to their children.

Number of primary and secondary schools admitting non-Chinese speaking (NCS) students by district in the 2019/20 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	10	11	11
Wan Chai	15	14	17	16
Eastern	28	22	30	23
Southern	13	11	15	12
Yau Tsim Mong	21	18	18	18
Sham Shui Po	24	16	26	19
Kowloon City	34	23	36	23
Wong Tai Sin	25	20	23	15
Kwun Tong	35	19	33	18
Sai Kung	26	14	26	15
Sha Tin	41	24	44	20
Tai Po	19	12	20	9
North	28	10	20	4
Yuen Long	48	43	39	31
Tuen Mun	35	27	37	26
Tsuen Wan	21	12	14	8
Kwai Tsing	31	20	31	24
Islands	16	16	11	10
All districts	476	331	451	302

Notes:

1. Figures refer to the position as at 16 September 2019.
2. Figures cover public sector and Direct Subsidy Scheme primary and secondary day schools, but not special schools.
3. School districts are delineated by the District Council districts of the school premises.
4. Figures cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.

**Number of NCS students studying in kindergartens, primary and secondary schools
by district in the 2019/20 school year**

District	Kindergartens	Primary schools	Secondary schools
Central & Western	1 373	687	201
Wan Chai	1 408	1 089	839
Eastern	922	248	744
Southern	1 201	40	171
Yau Tsim Mong	817	1 150	704
Sham Shui Po	627	933	1 833
Kowloon City	1 122	369	360
Wong Tai Sin	129	326	99
Kwun Tong	213	800	961
Sai Kung	933	287	560
Sha Tin	441	113	272
Tai Po	196	96	87
North	51	47	4
Yuen Long	854	1 058	681
Tuen Mun	329	699	917
Tsuen Wan	171	114	54
Kwai Tsing	658	935	247
Islands	1 511	1 060	1 062
All districts	12 956	10 051	9 796

Notes:

1. Figures refer to the position as at 16 September 2019.
2. Figures for kindergartens cover nursery, lower and upper classes in kindergarten-cum-child care centres.
3. Figures for primary and secondary schools cover public sector and Direct Subsidy Scheme primary and secondary day schools, but not special schools.
4. School districts are delineated by the District Council districts of the school premises.
5. Figures cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.

- End -

CONTROLLING OFFICER'S REPLY**EDB545****(Question Serial No. 6051)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

(a) Please set out in the table below the quantity, value and stock of surgical masks produced by the Correctional Services Department (CSI masks) that the Education Bureau (EDB) obtained from the Government Logistics Department (GLD) in each month of the past 3 years:

Month/Year	No. of CSI masks obtained	Value of CSI masks obtained	Stock of CSI masks

(b) Please set out in the table below the quantity, value, stock and consumption of surgical masks that the EDB obtained from the GLD or procured on its own in each month of the past 3 years:

Month/Year	No. of surgical masks obtained from GLD (value)	No. of self-procured surgical masks (value)	Stock	Consumption

(c) Please set out in the table below the quantity, value, stock and consumption of N95 masks that the EDB obtained from the GLD or procured on its own in each month of the past 3 years:

Month/Year	No. of N95 masks obtained from GLD (value)	No. of self-procured N95 masks (value)	Stock	Consumption

(d) Please set out in the table below the quantity, value, stock and consumption of gowns that the EDB obtained from the GLD or procured on its own in each month of the past 3 years:

Month/Year	No. of gowns obtained from GLD (value)	No. of self-procured gowns (value)	Stock	Consumption

(e) Please set out in the table below the quantity, value, stock and consumption of protective coverall suits that the EDB obtained from the GLD or procured on its own in each month of the past 3 years:

Month/Year	No. of protective coverall suits obtained from GLD (value)	No. of self-procured protective coverall suits (value)	Stock	Consumption

(f) Please set out in the table below the quantity, value, stock and consumption of face shields that the EDB obtained from the GLD or procured on its own in each month of the past 3 years:

Month/Year	No. of face shields procured	Value of face shields procured	Stock of face shields	Consumption

(g) Please set out in the table below the quantity, value, stock and consumption of goggles that the EDB obtained from the GLD or procured on its own in each month of the past 3 years:

Month/Year	No. of goggles procured	Value of goggles procured	Stock of goggles	Consumption

(h) Did the EDB supply or sell surgical masks, N95 masks, face shields, goggles, gowns and protective coverall suits to other organisations in the past 3 years? If yes, please provide the relevant information, including the quantity, consumption and stock, in the following table:

Month/Year	Name of organisation/body	Manner of provision (e.g. sold or supplied for free)	Surgical masks	N95 masks	Face shields	Goggles	Gowns	Protective coverall suits

(i) What departments and rank of officers should be responsible for making decisions over the EDB's supply or sale of surgical masks, N95 masks, face shields, goggles, gowns and protective coverall suits to other organisations? For each decision over the supply or sale of such items to other organisations, please provide the rank of the decision maker, the date of decision and other relevant information.

Asked by: Hon MO Claudia (LegCo internal reference no.: 140)

Reply:

(a) to (i)

The Education Bureau has received face masks produced by the Correctional Services Department from the Government Logistics Department (GLD). We have also procured face masks from the open market. These face masks were distributed to our staff for their use. This Bureau does not compile data on the distribution of face masks from different sources to individual staff members.

With an upsurge in the global demand for personal protective equipment (PPE), the Government is facing keen competition in its procurement. The Government considers it inappropriate at this stage to disclose specific information about the quantities procured, values, stock levels, consumption levels, supply and sale, etc. in respect of PPE (including surgical masks, N95 masks, gowns, protective coverall suits, face shields and goggles) in the past few years so as not to undermine the bargaining power of the GLD and other departments in procuring PPE.

The Government has established procedures and regulations for the procurement, supply and sale of PPE and strict compliance is required for all departments.

- End -

CONTROLLING OFFICER'S REPLY**EDB546****(Question Serial No. 3623)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding the expenditure on the promotion of electronic textbooks (e-textbooks), would the Administration advise this Committee of the following:

- (1) Regarding the Recommended e-Textbook List (eRTL), please set out the number of e-textbooks and their percentage against the number of printed textbooks last year;

Level	2019-20	Percentage against the number of printed textbooks
Primary 1 to 3		
Primary 4 to 6		
Secondary 1 to 3		
Secondary 4 to 6		

- (2) The quantity distribution of eRTL by subject:

Primary 1 to 6

Subject	Number of e-textbooks	Percentage against the number of printed textbooks

Secondary 1 to 3

Subject	Number of e-textbooks	Percentage against the number of printed textbooks

(If the following is applicable)

Secondary 4 to 6

Subject	Number of e-textbooks	Percentage against the number of printed textbooks

(3) Please provide details about the promotion of e-learning through teacher professional development programmes, learning communities and school visits, as well as details of communication between the Administration and the publishing industry in the past year;

(4) Does the Administration plan to promote student learning through other electronic means beside e-textbooks, such as mobile apps? Please set out the plans, details about the app developers, the contract sums, and whether the contracts will be awarded by single tendering.

Asked by: Hon MOK Charles Peter (LegCo internal reference no.: 203)

Reply:

(1) The number of e-textbooks and printed textbooks on the Recommended Textbook List as at March 2020 is as follows:-

Level	No. of e-textbooks (set)	No. of printed textbooks (set)
Primary 1 to 3	18	90
Primary 4 to 6	18	89
Secondary 1 to 3	23	174
Secondary 4 to 6	0	182

(2) The quantity distribution of the Recommended e-Textbook List (eRTL) by subject and the corresponding number of printed textbooks as at March 2020 are as follows:-

Primary 1 to 6

Subject	No. of e-textbooks (set)	No. of printed textbooks (set)
Chinese Language	6	26
English Language	14	28
Mathematics	2	48
Putonghua	6	32
General Studies	6	33
Physical Education	2	2

Secondary 1 to 3

Subject	No. of e-textbooks (set)	No. of printed textbooks (set)
Chinese Language	1	10
English Language	2	19
Mathematics	2	39
Science	3	10
Geography	6	10
History	3	11
Life and Society	3	10
Science Education Key Learning Area – Information and Communication Technology	3	12

(3) As regards the promotion of e-learning, the EDB organises professional development programmes for school leaders and teachers on an ongoing basis to equip them with the knowledge and skills needed for the implementation of e-learning. These programmes cover a wide range of topics, including e-leadership series, technological series, pedagogical series, subject-related series, e-safety series, “Bring Your Own Device” series, etc. In the 2018/19 school year, we organised about 420 professional development programmes and about 10 080 people took part. Moreover, the IT in Education Centres of Excellence have been established to provide training and on-site support services, and form learning communities to facilitate the sharing of good practices in e-learning with schools. Updated information and experiences with respect to implementing online teaching are also available on the EDB webpage. To create favourable conditions for the development and adoption of e-textbooks, apart from having regular meetings with the publishing industry, the EDB set up a task group on e-textbook development with representatives from textbook publisher associations and the Hong Kong Education City in June 2018. The task group has been exploring how to improve the technical and functional design of e-textbooks, enhance the quality of e-textbooks, and encourage textbook publishers and developers to submit more e-textbooks for review, with a view to expanding the number of e-textbooks on the eRTL and hence offering more choices to schools.

(4) To meet the curriculum requirements and dovetail with the learning and teaching strategies, the EDB will continue to develop different types of e-learning resources to enhance learning and teaching effectiveness, including online platforms for learning and teaching resources, mobile applications, etc. Procurement of related products or services, if necessary, will be carried out in accordance with established procedures.

- End -

CONTROLLING OFFICER'S REPLY**EDB547****(Question Serial No. 3624)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Regarding coding education, would the Administration advise this Committee of:

- (1) the number of hours of coding education at upper primary and secondary levels in the last school year;

	Number of hours of coding education	Percentage share in the total hours of information technology subject
Upper primary		
Junior secondary		
Senior secondary		

- (2) the professional development programmes on coding education organised for serving computer/information and communication technology teachers, details of the programmes concerned, the number of participants, and the duration of each programme in the last school year, as well as the programme plan for the coming year;

- (3) the initiatives, timetable, manpower and expenditure involved in the promotion of coding education as mentioned in the Report on Promotion of STEM Education - Unleashing Potential in Innovation in 2019-20 and 2020-21; and

- (4) the details of the Education Bureau's collaboration with professional/community organisations in enhancing coding education in secondary schools in 2020-21. Please provide a list of the professional/community organisations concerned and the plan for the coming year.

Asked by: Hon MOK Charles Peter (LegCo internal reference no.: 204)

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 in the total lesson time for the subject Information Technology
Upper Primary	Schools are advised to allocate approximately 30 hours for 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 offer Information Technology as an independent subject, relevant figures are not available.
Junior Secondary	Schools may teach programming-related content through the Technology Education Key Learning Area curriculum. Schools are advised to allocate no less than 30% of the lesson time for the knowledge context Information and Communication Technology (ICT) to the teaching of programming. The suggested lesson time is around 20 hours.	The lesson time for programming accounts for around 30% of the total lesson time for the knowledge context ICT.
Senior Secondary	The element of programming is covered by both the compulsory and elective parts of ICT curriculum at the senior secondary level, and the suggested lesson time is 24 and 75 hours respectively.	24 hours and 75 hours account for around 10% and 30% respectively of the total lesson time for ICT at the senior secondary level.

(2) The EDB organises professional development programmes on coding education for serving Computer/ICT teachers to enhance their pedagogical knowledge in developing students’ programming skills. The number of teachers participating in relevant training programmes in the 2018/19 school year was about 2 840. The duration of each programme was around 3 to 6 hours. The EDB continues to organise these programmes in the 2019/20 school year, and the estimated number of participants is about 1 520.

(3) In the 2017/18 school year, the EDB compiled the “Computational Thinking - Coding Education: Supplement to the Primary Curriculum” (the Supplement), offered 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 teachers of public sector and Direct Subsidy Scheme primary schools, 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. All training programmes were completed in the 2019/20 school year as planned. Also, we developed the learning and teaching resources on the use of Micro:bit and interacting with programmable physical objects to learn programming this school year. The contents of the Supplement are now under review and revision for better implementation of coding education and the relevant work is expected to be completed in 2020. Meanwhile, we are enhancing the teacher training programmes, in particular the application of coding education in different subjects and STEM-related projects at the primary level. In the 2020/21 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 the EDB, a breakdown on this specific 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. We will organise the HKOI for the 2020/21 school year. The best-performing contestants of the HKOI will undergo 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 2021.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3625)

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:

Teachers' freedom of speech has been repeatedly suppressed by the Education Bureau since the beginning of the movement against amendments to the Fugitive Offenders Ordinance. Please advise this Committee of the following:

- (1) the manpower involved in monitoring and handling teachers' online remarks since the beginning of the movement, and the rank and remuneration of such staff;
- (2) the number of investigations made into teachers' online remarks, the number of cases in which the Bureau initiated investigation, the number of cases in which the Bureau acted on a report, the progress of follow-up actions, and the number of cases with a discrepancy between the results of the EDB's investigation and the schools' internal investigation; and
- (3) whether the teachers under investigation are given the opportunities to defend themselves; if no, the reasons; and the number of teachers who put up a defence.

Asked by: Hon MOK Charles Peter (LegCo internal reference no.: 205)

Reply:

(1) Teachers play a vital role in passing on knowledge and nurturing students' character, and their every word and deed have a far-reaching impact on students' growth. Parents and the community at large thus have great expectations of our teachers regarding their solid professional knowledge and high standards of morality. It is therefore of the utmost importance that teachers' words and deeds must adhere to the standards of professional conduct and morality generally accepted by the community. The Education Ordinance specifically empowers the Permanent Secretary for Education to register qualified teachers and refuse or cancel teachers' registration on specific grounds. Since June last year, the Education Bureau (EDB) has received and handled many complaints about teachers' professional misconduct, most of which involve inappropriate messages posted on social media, such as hate, malicious or abusive messages and messages that promote violence. These messages, regardless of their form of delivery and the deeds or values reflected therein, failed to meet the professional conduct expected of teachers. It is absolutely not

acceptable to the community that teachers' words and deeds display standards of morality and values that fall short of public expectation. The EDB has the obligation to take appropriate actions based on the facts and seriousness of individual cases with a view to upholding teachers' professional conduct, safeguarding the well-being of students and enabling the Permanent Secretary for Education to discharge her responsibilities under the law. It is not true to suggest that the EDB is monitoring teachers' online comments, and completely wrong to say that the EDB is suppressing teachers' speech.

When the EDB receives complaints about suspected professional misconduct of teachers, various sections concerned will follow up on the cases according to the established procedures. As the manpower involved is subsumed under the EDB's overall manpower and operating expenditure, a breakdown is not available.

(2) and (3) From mid-June 2019 to end of January 2020, the EDB received a total of 171 complaints about suspected professional misconduct of teachers in recent social incidents. These complaints cover extensive issues while some of them have come to our notice. As the authority responsible for upholding teachers' professionalism, the EDB focuses on whether the matter in question involves professional misconduct, instead of how it comes to our attention. Therefore, we did not (and will not) categorise or handle these cases according to whether investigations are initiated by the EDB or the EDB is acting on allegations. In handling these cases, schools are asked to submit reports and then the EDB examines the case details and takes follow-up actions. Since any professional misconduct of teachers has a direct impact on students' well-being, it is incumbent on both the EDB and schools to take serious follow-up actions if the allegations obviously involve words and deeds that defy the moral standards acceptable to the general public or put the safety and healthy development of students at risk. The EDB will consider the necessary follow-up actions in accordance with the Education Ordinance. Schools, as employers of teachers, are accountable for the quality of education and required to supervise their teachers and actively follow up on cases of teacher misconduct in accordance with their school-based mechanism. Regarding the above-mentioned 171 complaints, we have substantially completed the investigation of 125 cases, of which 47 were found unsubstantiated. Among the above-mentioned 125 cases, the EDB has taken follow-up actions on 39 of them, including issuing reprimand letters to 13 teachers and warning letters to another 4. We have also issued advisory letters to 9 teachers and verbal reminders to another 13 to remind them to refrain from activities that are detrimental to the image of the teaching profession and to show respect to the behavioural norms acceptable to society.

The EDB has been adopting a prudent approach in handling every complaint involving professional misconduct of teachers by referring to objective facts. During investigation, the teacher under complaint has sufficient opportunities to make a representation to the school, and the school has the obligation to include the teacher's representation in its report to be submitted to the EDB. The EDB will carefully scrutinise the school's report, including the investigation procedures followed by the school and response from the teacher concerned. If it is our initial view that the complaint is likely to be substantiated, we will inform the teacher concerned of our initial view, including the evidence gathered by the EDB, and invite him/her to submit a written representation. In other words, the teacher under complaint is given the opportunities to make representations more than once.

- End -

CONTROLLING OFFICER'S REPLY

EDB549

(Question Serial No. 3626)

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 advise this Committee of the following:

- (1) Regarding students pursuing programmes (including undergraduate and associate degree programmes) related to information technology that are self-financed and under the Study Subsidy Scheme for Designated Professions/Sectors in 2019/20, please provide the names of programmes and relevant institutions, number of subsidised places, subsidy amount per year and actual number of intakes (if applicable).
- (2) Are there any plans to extend the existing subsidy scheme to cover more programmes related to information technology? If no, what are the reasons?
- (3) It is mentioned in the 2016 Budget that a pilot scheme will be implemented to provide tuition fee subsidy for 3 cohorts of students admitted to designated professional part-time programmes offered by the Vocational Training Council. Please give details of the scheme since its launch.

Discipline	Programme	No. of subsidised places	Maximum subsidy amount per student per academic year (\$)

- (4) Has any statistical survey been conducted on the employment situation of these graduates? If yes, what are the findings and the manpower and other expenditure involved? If there is no plan to conduct such a survey, what are the reasons?

Asked by: Hon MOK Charles Peter (LegCo internal reference no.: 206)

Reply:

(1) and (2)

The designated computer science and financial technology programmes under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), the relevant institutions, number of subsidised places, annual subsidy amount, and the actual intakes for the cohort admitted in the 2019/20 academic year are set out at Annex A (undergraduate programmes) and Annex B (sub-degree programmes).

The Education Bureau will, in consultation with policy bureaux on Hong Kong's social and economic development needs as well as the needs of various industries, and taking into account factors including the availability of programmes and supply of places, etc., review and adjust the selected disciplines, the relevant programmes and the number of subsidised places as appropriate every year with a view to nurturing talent for industries with keen demand for human resources.

(3)

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 working adults in 3 cohorts from the 2016/17 academic year admitted to designated part-time programmes offered by the Vocational Training Council (VTC) in the disciplines of construction, engineering and technology. The amount of subsidy is 60% of the tuition fee capped at \$45,000 per person. The respective numbers of subsidy recipients and the amount of tuition fee subsidy granted in each of the academic years since the implementation of the Scheme are set out below –

Areas of Study and Training	Academic Year	No. of Subsidy Recipients	Tuition Fee Subsidy Granted* (\$ million)
Engineering and Technology	2016/17	868	22.4
	2017/18	971	19.4
	2018/19	852	9.1
Architecture and Town Planning	2016/17	682	15.1
	2017/18	572	8.9
	2018/19	422	3.8
Total	2016/17	1 550	37.5
	2017/18	1 543	28.3
	2018/19	1 274	12.9

*Figures as at 31 October 2019

The Government has continued to implement the Pilot Scheme with an additional funding of \$234 million to provide tuition fee subsidy for another 5 600 students admitted to the above designated part-time programmes offered by the VTC from the 2019/20 to 2021/22 academic years. In addition to the programmes that belong to the above-mentioned categories, the scope of the Pilot Scheme will be expanded to include creative industry

programmes. It is expected that 2 500 practitioners in the creative industry will receive tuition fee subsidy with the amount of subsidy 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.

(4)

The VTC conducts a student questionnaire survey on the Pilot Scheme every year but since students pursuing the relevant programmes are working adults, the VTC has not conducted statistical survey on the graduates' employment situation. The above-mentioned student questionnaire survey is conducted by the VTC's Central Administration Unit responsible for the administration of the Pilot Scheme, and no additional expenditure has been incurred.

For the SSSDP, the first cohort of students (i.e. admitted in the 2015/16 academic year) who received a subsidy to pursue the designated undergraduate programmes graduated in 2019. The participating institutions will submit the employment figures of these graduates in the second quarter of 2020. The statistics will help us understand the situation of graduates joining the relevant industries.

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2019/20 academic year)
Designated undergraduate programmes in computer science and financial technology,
relevant institutions, number of subsidised places,
actual intakes and annual subsidy amount**

Institution	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount per student (\$)
Chu Hai College of Higher Education	Bachelor of Science (Honours) in Computer Science	30 (Note)	3	41,700
The Hang Seng University of Hong Kong	Bachelor of Arts (Honours) in Applied and Human-Centred Computing	60	39	41,700
	Bachelor of Management Science and Information Management (Honours)	65	64	41,700
	Bachelor of Science (Honours) in Data Science and Business Intelligence	70	73	41,700
The Open University of Hong Kong	Bachelor of Computing with Honours in Internet Technology	60	22	41,700
	Bachelor of Business Administration with Honours in Business Intelligence and Analytics	50	11	41,700
	Bachelor of Business Administration with Honours in Financial Technology and Innovation	80	15	41,700
Technological and Higher Education Institute of Hong Kong under the Vocational Training Council	Bachelor of Science (Honours) in Information and Communications Technology	66	17	41,700
	Bachelor of Science (Honours) in Multimedia Technology and Innovation	30	13	41,700

Note: The Education Bureau was informed by Chu Hai College of Higher Education in May 2019 that their number of planned intake had been decreased from 90 to 30.

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2019/20 academic year)
Designated sub-degree programmes in computer science,
relevant institutions, number of subsidised places,
actual intakes and annual subsidy amount**

Institution	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount per student (\$)
Hong Kong College of Technology	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	32	20,850

- End -

CONTROLLING OFFICER'S REPLY**EDB550****(Question Serial No. 3627)**

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 Administration advise this Committee of the following:

(1) What is the total number of IT-related vocational education and training (VET) programmes offered by member institutions under the Vocational Training Council (VTC)? What are the corresponding levels of these programmes under the Qualifications Framework (QF)? What is their distribution by QF level?

QF Level	No. of programmes

(2) What is the employment situation of graduates of IT-related VET programmes offered by institutions under the VTC? Has any statistical survey been conducted on the employment situation of these graduates? If yes, what are the findings and details of the manpower and other expenditures involved? If there is no such plan, what are the reasons?

(3) What are the specific details, staffing arrangement, timetable and estimated expenditure of the Administration's efforts to enhance VTC's IT-related programmes so that they cater for the needs of the sector better? If there is no such plan, what are the reasons?

(4) Does the Administration have any plan to develop IT professional certification under the QF to accord IT practitioners a common professional status? If yes, what are the specific details, staffing arrangement, timetable and estimated expenditure of such a plan? If there is no such plan, what are the reasons?

Asked by: Hon MOK Charles Peter (LegCo internal reference no.: 207)

Reply:

(1) Details regarding vocational and professional education training (VPET) programmes in the Information Technology (IT) discipline offered by member institutions of the Vocational Training Council (VTC) are set out below –

Qualifications Framework (QF) Level	Number of Programmes
Level 3	2
Level 4	36
Total	38

(2) The VTC conducts graduate employment surveys regularly. According to the 2019 survey results, the employment rate of graduates of Higher Diploma programmes in the IT discipline is about 90%. As conducting the relevant surveys is part of the routine business of the VTC departments concerned, the expenditure involved cannot be calculated separately.

(3) To facilitate manpower planning and meet development needs, most of the Training Boards of the VTC conduct regular manpower surveys for their respective industries and publish reports. The IT Discipline Planning Office will propose new IT programmes based on the relevant manpower survey reports, and consult the Innovation and Technology Training Board, which comprises industry experts, members of professional bodies, and relevant stakeholders, to confirm the demand for manpower and skills, as well as conduct feasibility studies, curriculum design, planning, and development. As the relevant planning work is part of the routine business of the VTC departments concerned, the expenditure involved cannot be calculated separately.

(4) The QF is a voluntary system that defines clear and objective standards applicable to qualifications in the academic, vocational, professional, as well as continuing education sectors. The objective of establishing the QF is to promote lifelong learning and establish qualifications pathways for progression in learning. The Information and Communications Technology (ICT) Industry Training Advisory Committee (ITAC) was set up in 2005 to serve as a platform for stakeholders to implement the QF and to exchange views on the training needs and manpower development of the industry. The ITAC is tasked with drawing up the Specification of Competency Standards (SCS) for the industry, which sets out the skills, knowledge and outcome standards required of employees in different functional areas of the industry. The ITAC has so far developed more than 800 ICT-related Units of Competency. While facilitating the formulation of training programmes for recognition under the QF, the SCS is also a useful guide for the development of in-house training programmes and human resources management (including staff recruitment and performance assessment).

- End -

CONTROLLING OFFICER'S REPLY**EDB551****(Question Serial No. 3715)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

In respect of the public relations expenditure of government departments, please inform this Committee of the following:

(1) the total expenditure of the Education Bureau (EDB) for publishing advertisements, sponsored content or advertorials in newspapers registered under the Registration of Local Newspapers Ordinance in the past year as well as the relevant details:

Date of publish (Day/Month/Year)	Status (one-off/ ongoing/ done) (as at 29 February 2020)	Government or public organisation (including policy bureau/ department/ public organisation/ government advisory body)	Name and purpose of advertisement	Name of media organisation and newspaper	Frequency (as at 29 February 2020)	Expenditure (as at 29 February 2020)

(2) the expenditure of the EDB for sponsoring local free-to-air television stations, paid television stations and radio stations to provide information and produce programmes or materials in the past year as well as the relevant details:

Date of broadcast (Day/Month/Year)	Status (one-off/ ongoing/ done) (as at 29 February 2020)	Government or public organisation (including policy bureau/ department/ public organisation/ government advisory body)	Name and purpose of advertisement	Media organisation	Frequency (as at 29 February 2020)	Expenditure (as at 29 February 2020)

(3) the media organisations which published or broadcast advertisements/sponsored content of the EDB in the past year, as well as the frequency and the total expenditure involved (in descending order of amount spent):

Name of media organisation	Frequency	Total expenditure (\$)

(4) the websites/network platforms on which the EDB published online advertisements/sponsored content in the past year, as well as the frequency, the duration (days) and the total expenditure involved (tabulated in descending order of amount spent):

Website/ network platform	Content of advertisement	Frequency	Duration (days)	Hit rate, frequency of exposure and number of viewers	Total expenditure (\$)

(5) the frequency and duration (days) of the EDB's live webcasts on online platforms in the past year and and the total expenditure involved (tabulated in descending order of amount spent):

Website/ network platform	Title of live webcast	Frequency	Duration (days)	Hit rate, frequency of exposure and number of viewers	Total expenditure (\$)

Asked by: Hon MOK Charles Peter (LegCo internal reference no.: 158)

Reply:

- (1) For 2019-20 (up to 29 February 2020), the total expenditure on placing advertisements and advertorials in newspapers registered under the Registration of Local Newspapers Ordinance is about \$2.16 million. These advertisements and advertorials are mainly to inform parents, students, the education sector, and the community at large about initiatives and events of interest to them, such as education expos, kindergarten admission arrangements, and scholarship schemes. Details are as follows:

Name of Campaign	Publishing Time (Month/Year)	Advertisement/Advertorial/Sponsored Content	Expenditure (\$ million)
Information Expo on Multiple Pathways 2019	April 2019	Advertisement	0.09
Study Subsidy Scheme for Designated Professions/Sectors	May, July and November 2019	Advertisement	0.45
Mainland University Study Subsidy Scheme 2019/20	June 2019	Advertisement	0.06
Parent Seminars on Admission Arrangements for Nursery (K1) Classes in Kindergartens for the 2020/21 School Year	June to July 2019	Advertisement	0.01
Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong	May to August 2019 and January 2020	Advertisement	0.59
Life Planning Education	August 2019	Sponsored content	0.15
Application for Registration Certificate for Kindergarten Admission for the 2020/21 School Year and Seminars for Parents of Non-Chinese Speaking Students	August to September 2019	Advertisement	0.01
Hong Kong Scholarship for Excellence Scheme 2020/21	October 2019	Advertisement	0.17
Life Planning Education Conference 2019	November 2019	Sponsored content	0.19
Electronic Advance Application System for Post-secondary Programmes	December 2019 to January 2020	Advertisement	0.44
Total (\$ million)			2.16

- (2) For 2019-20 (up to 29 February 2020), we commissioned a radio station to produce radio programmes and sponsored its content for promoting positive parent education and the relevant slogan competition between September and November 2019. The expenditure on the sponsorship is about \$0.51 million.
- (3) For the past year, the expenditure on advertising in the media is about \$2.16 million. Details are as follows:

Name of Campaign	Media Type	Expenditure (\$ million)
Information Expo on Multiple Pathways 2019	Advertisement in newspaper	0.09
Study Subsidy Scheme for Designated Professions/Sectors	Advertisement in newspaper	0.45
Mainland University Study Subsidy Scheme 2019/20	Advertisement in newspaper	0.06
Parent Seminars on Admission Arrangements for Nursery (K1) Classes in Kindergartens for the 2020/21 School Year	Advertisement in newspaper	0.01
Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong	Advertisement in newspaper	0.59
Life Planning Education	Sponsored content in newspaper	0.15
Application for Registration Certificate for Kindergarten Admission for the 2020/21 School Year and Seminars for Parents of Non-Chinese Speaking Students	Advertisement in newspaper	0.01
Hong Kong Scholarship for Excellence Scheme 2020/21	Advertisement in newspaper	0.17
Life Planning Education Conference 2019	Sponsored content in newspaper	0.19
Electronic Advance Application System for Post-secondary Programmes	Advertisement in newspaper	0.44
	Total (\$ million)	2.16

(4) For the past year, the expenditure on advertising on online platforms is about \$0.55 million. Details are as follows:

Name of Campaign	Online advertisement/ Sponsored Content	Expenditure (\$ million)
Application for Registration Certificate for Kindergarten Admission for the 2020/21 School Year	Online advertisement	0.04
Parent Seminars on Admission Arrangements for Nursery (K1) Classes in Kindergartens for the 2020/21 School Year	Online advertisement	0.04
Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions 2020	Online advertisement	0.03
Hong Kong Scholarship for Excellence Scheme 2020/21	Online advertisement	0.30
Information Expo on Multiple Pathways 2019	Online advertisement	0.02

Electronic Advance Application System for Post-secondary Programmes	Online advertisement	0.01
Study Subsidy Scheme for Designated Professions/Sectors	Online advertisement	0.08
Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong	Online advertisement	0.03
	Total (\$ million)	0.55

(5) During the past year, we did not offer any live streaming on online platforms.

- End -

CONTROLLING OFFICER'S REPLY

EDB552

(Question Serial No. 3773)

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 last year's Budget Speech, the Administration stated that it will pay the examination fees for school candidates sitting for the 2020 Hong Kong Diploma of Secondary Education Examination (HKDSE), involving an estimated expenditure of \$160 million. This year, the Administration once again announced that it will provide a non-recurrent funding of \$151 million to pay the Hong Kong Examinations and Assessment Authority the examination fees for school candidates sitting for the 2021 HKDSE. In this connection, please advise this Committee of the following:

What was the actual number of students benefiting from the measure last year? What was the percentage share of non-Chinese speaking students among them?

How many students are expected to benefit from the measure this time? Has the Administration considered subsidising private candidates too?

Since the examination fee has increased by 4% in 2019-2020, why does the Administration lower the estimates of expenditure on payment of examination fees for school candidates this year?

Asked by: Hon QUAT Elizabeth (LegCo internal reference no.: 37)

Reply:

As at December 2019, the Government has paid the examination fees for 45 933 school candidates sitting for the 2020 Hong Kong Diploma of Secondary Education (HKDSE) Examination. As schools are not required by the application procedures for HKDSE Examination to indicate whether their candidates are non-Chinese speaking (NCS) students or not, the Hong Kong Examinations and Assessment Authority (HKEAA) is unable to provide the relevant figures.

The HKEAA estimates that the number of school candidates sitting for the HKDSE Examination will drop further in 2021. The estimated expenditure on payment of examination fees for candidates sitting for the HKDSE Examination in 2020-21 has therefore been adjusted downward.

Candidates' interests are the prime principle underlying the Government's proposal that payment of examination fees for candidates sitting for the 2021 HKDSE Examination should only be applicable to school candidates (including first-time candidates and repeaters in day schools and evening schools). We note that there are divergent views in the community as to whether private students should be covered by the measure. Some consider that extending the scope to cover private candidates may attract non-school candidates who originally have no plan to retake the examination, or may even result in abusive use. We believe that the existing scope of application has struck a proper balance in terms of utilisation of resources for public finance. Such an arrangement can also help forestall possible abusive or frivolous use so that school candidates can be assured that there is a stable and orderly environment for them to take the HKDSE Examination.

- End -

CONTROLLING OFFICER'S REPLY

EDB553

(Question Serial No. 3839)

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 Administration introduced the policy of “one school social worker for each school” in public sector primary schools in 2018-19 with a view to strengthening student guidance service in these schools. It brought up the measure again under Matters Requiring Special Attention this year. In this connection, would the Administration advise this Committee:

of the total number of school-based social workers currently providing guidance service in public sector primary schools in the territory, and the total annual expenditure on salary involved;

of the implementation details of the “one school social worker for each school” measure over the past 2 years, the total number of public sector primary schools that have implemented the policy, and the support to be provided for public sector primary schools that have not yet implemented the policy; and

whether any need for additional manpower is envisaged this year; if yes, of the amount of additional manpower required and the estimated expenditure involved; if no, of the reasons.

Asked by: Hon QUAT Elizabeth (LegCo internal reference no.: 81)

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 under 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 new measure is implemented on the basis of the Comprehensive Student Guidance Service to provide schools with more resources so that each public sector primary school is served by at least one school-based registered graduate social worker with professional qualifications to further enhance the overall quality of guidance service.

Under the new funding mode, primary schools may, having regard to their own circumstances, create a regular Assistant Social Work Officer (ASWO) post. 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. Schools may also choose to receive an equivalent subsidy 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. 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 original Top-up Student Guidance Service Grant (Top-up Grant) is enhanced so that all public sector primary schools have more resources to enhance school social work and guidance services. The Education Bureau (EDB) will provide a three-year transitional period for schools 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, including retaining their serving student guidance personnel (SGP) due to special needs, they may discuss with the EDB separately.

In the 2019/20 school year, 309 public sector primary schools (i.e. about 70%) have switched to the new funding mode. It is estimated that 333 public sector primary schools will switch to the new funding mode in the 2020/21 school year. According to the information gathered, the respective number of social workers providing guidance services in public sector primary schools in the 2018/19 and 2019/20 school years is 569 and 626. As schools may use the Top-up Grant to employ one or more social workers/SGP and practices vary among different schools, we are unable to anticipate the school situation in the 2020/21 school year.

In the 2019/20 school year, the estimated total expenditure on student guidance service under the old and new funding modes is \$487 million. The manpower expenditure involved on the part of the EDB is subsumed under its overall expenditure, and therefore we are unable to provide a breakdown of the figures.

- End -

CONTROLLING OFFICER'S REPLY

EDB554

(Question Serial No. 3940)

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:

It is mentioned under Matters Requiring Special Attention that the Bureau will continue to allow schools (including special 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. In this connection, please give the respective number of schools (including special schools) that have converted the Senior Secondary Curriculum Support Grant and the Career and Life Planning Grant into regular teaching posts. Please also provide, according to estimation, the number of additional regular teaching posts to be created, the number of school beneficiaries and the expenditure involved this year.

Asked by: Hon QUAT Elizabeth (LegCo internal reference no.: 82)

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 (SSCSG) and the Career and Life Planning Grant (CLPG) into regular teaching posts from the 2016/17 school year onwards. All public sector secondary schools (including special schools) operating senior secondary classes will benefit from the policy. There are around 440 eligible schools in the 2019/20 school year. Among them, around 310 and 350 public sector secondary schools (including special schools) operating senior secondary classes have converted the SSCSG and the CLPG respectively into a total of around 700 regular teaching posts. For the 2020/21 school year, since schools not having converted the said grants into regular teaching posts have yet to inform us of their arrangements for the 2020/21 school year, we are unable to provide the figures. In any case, the two grants have to be converted into regular teaching posts across the board in the 2022/23 school year. It is expected that around 950 regular teaching posts will be provided accordingly.

- End -

CONTROLLING OFFICER'S REPLY

EDB555

(Question Serial No. 3941)

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 are the details of the review on strengthening life planning education and related guidance services and the expenditures involved in the past 3 years?

Asked by: Hon QUAT Elizabeth (LegCo internal reference no.: 83)

Reply:

To consolidate the experience gained from implementing Life Planning Education (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.

Based on the recommendations put forward in the consultancy report, the EDB has adopted various measures to strengthen the support for the implementation of LPE in schools. For example, the EDB proactively encourages schools to adopt a whole-school approach to implement LPE and invites schools to share their good practices and experience in professional development activities. With regard to teacher training, the EDB regularly reviews the training needs of teachers in the area of LPE. Apart from structured teacher training programmes, new themes and topics are introduced based on the needs of schools and teachers. Learning circles will continue to be formed through District Development Networks to foster a culture of sharing and professional exchange among teachers. As far as training for parents is concerned, workplace visits and workshops are arranged under BSPP with a view to introducing parents to the developmental prospects of different

industries. Schools are also encouraged to hold talks for parents to enhance their awareness of the importance of LPE as well as their roles in it. Moreover, the EDB launched the Life Planning Information Website in September 2019 to provide a one-stop platform for students, teachers and parents to gather information on different industries and multiple pathways. In the 2020/21 school year, several new features will be added to the website, including records of student learning portfolios, career assessment tools and online learning for teachers, to further assist students in finding and processing LPE-related information. The EDB will also step up the promotion of BSPP. At present, BSPP has over 380 partner organisations. We will continue to identify and invite corporations of different trades and industries to join BSPP so as to provide more diversified career exploration activities for students. Moreover, the EDB has used existing platforms to facilitate exchange of information, sharing of collaboration experience and activity arrangements among schools and partner organisations in order to maximise the benefits of BSPP.

The above consultancy review was awarded by quotation and the actual expenditure was \$599,760.

- End -

CONTROLLING OFFICER'S REPLY

EDB556

(Question Serial No. 3942)

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 Matters Requiring Special Attention that the Administration will continue to develop a variety of learning and teaching resources for promoting the Constitution and Basic Law education in schools. In this connection, please advise on, in the past three years, the kinds of learning and teaching resources developed, the staff establishment and expenditure involved, the number of participating primary and secondary schools, and whether the effectiveness of such resources has been evaluated.

Asked by: Hon QUAT Elizabeth (LegCo internal reference no.: 84)

Reply:

The Education Bureau (EDB) has been continuously adopting a wide array of measures to strengthen the implementation of Basic Law education (BLE), which include developing learning and teaching (L&T) resources, providing teacher training for school sponsoring bodies, school leaders and teachers, organising life-wide learning activities for students, etc. Such support measures enable schools, teachers and students to acquire a deeper understanding of the relationship between the Constitution of our country and the Basic Law as well as the concepts embodied in the Basic Law, and to understand that Basic Law is the cornerstone of Hong Kong's development and is closely related to our daily life, which in turn facilitate schools to enhance L&T efficacy by making plans for and taking forward BLE more effectively and to strengthen students' motivation for learning the Basic Law.

With respect to the development of L&T resources, the EDB has in the 2016-17 to 2019-20 financial years provided secondary schools with various sets of L&T resources, including "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). The 2 assessment banks have been developed for years and will continue to be available for schools' use. The EDB staff will regularly review and update the content of these assessment banks with regard to the latest developments in the implementation of the Basic Law. Expenditures related to the 2 assessment banks only involve daily website management. All L&T resources mentioned above remain relevant. In the 2020-21 financial year, the EDB will continue to develop the advanced version of the "Basic Law Knowledge Enrichment Online Course for Secondary School Teachers".

At the primary level, the EDB has in the 2016-17 to 2020-21 financial years provided 3 sets of L&T Resource CD ROMs 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 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 [^]
Basic Law Knowledge Enrichment Online Course for Secondary School Teachers and supplementary video clips	1.08
Basic Law Online Self-learning Programme for Secondary School Students and supplementary video clips	0.93
Basic Law On-line Assessment (Junior Secondary) (for students)	Not Applicable [^]
Web on Assessment for BLE (Junior Secondary) (for teachers)	Not Applicable [^]
L&T Resource CD ROMs for Primary General Studies (History and Culture Series): Understanding Chinese History and Culture through Monuments in Hong Kong	0.05
L&T Resource CD ROMs 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)	1.20 ⁺⁺
L&T Resource CD ROMs for Primary General Studies (History and Culture Series): Engineering in China	0.09 [#]
Advanced Basic Law Knowledge Enrichment Online Course for Secondary School Teachers	0.54 ⁺⁺

[^] Total expenditures on L&T resources, which are incurred in different financial years (2015-16, 2016-17, 2017-18, 2018-19, 2019-20 and 2020-21).

[#] Actual expenditure revised from last year's estimates

⁺⁺ Revised from last year's estimates

[^] 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, do not cover 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 tasks. Various BLE-related L&T resources are provided for primary and secondary schools in the territory and their responses are positive. Many teachers and students have joined the online courses related to the Basic Law. For example, a total of 1 755 junior secondary school students registered for the “Basic Law Online Self-learning Programme for Secondary School Students” through their schools in the 2018/19 school year. Besides, from the 2016/17 to 2019/20 school years, 21 sessions of the “Basic Law Knowledge Enrichment Online Course for Secondary School Teachers” were organised, with 1 485 teachers completing the programme. Their feedback about the programme was highly positive. The EDB will continue to develop L&T resources for BLE, collect views and review the effectiveness of our work through various channels, so as to enrich and enhance the BLE-related L&T resources.

- End -

CONTROLLING OFFICER'S REPLY**EDB557****(Question Serial No. 3534)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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 2016/17, 2017/18, 2018/19 and 2019/20 including the institutions implementing the programmes, the support target group of the programmes, the programme goal and nature, programme period, the number of NCS students supported by the programme, the number of schools involved, and the amount of funding allotted:

Name of programme	Institution or organisations	Goal and nature	Duration of the course	Number of schools participated	No. of students enrolled	No. of students completed the programme	Expenditure/funding allocated

(b) The list of government-funded primary school support programmes and University-school Support Programmes (USP) for NCS students in 2016/17, 2017/18, 2018/19 and 2019/20 including the institution implementing the programmes, the support target group of the programmes, the programme goal and nature, programme period, the number of NCS students supported by the programme, the number of schools involved, and the amount of funding allotted (please refer to the table stated in (a) for the format);

(c) The list of government-funded secondary school support programmes and University-school Support Programmes (USP) for NCS students in 2016/17, 2017/18, 2018/19 and 2019/20 including the institution implementing the programmes, the support target group of the programmes, the programme goal and nature, programme period, the number of NCS students supported by the programme, the number of schools involved, and the amount of funding allotted (please refer to the table stated in (a) for the format);

(d) Please list out the evaluation means of the above support programmes mentioned, with list of indicators, evaluator, number of participants involved, and if the final evaluation reports are accessible to the public. If no evaluation has been conducted, why not?

Asked by: Hon SHEK Lai-him, Abraham (LegCo internal reference no.: 55)

Reply:

(a) to (c)

The list of government-funded support programmes for non-Chinese speaking (NCS) students implemented by institutions in the 2016/17, 2017/18, 2018/19 and 2019/20 school years and related information are provided below.

Names of programme and institution; programme period	Target participants	Goal and nature	Numbers of participating schools and students and number of students completing the programme	Expenditure [#] (\$ million)			
				2016/17	2017/18	2018/19 ⁺	2019/20 [*]
Chinese Language Learning Support Centres	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 NCS students who have a late start in learning Chinese	About 1 060 students [^] from about 140 schools (2016/17)	3.9	4.7	3.4	2.9
The University of Hong Kong (HKU) 2016/17 and 2017/18 school years			About 720 students [^] from about 100 schools (2017/18)				
HKU School of Professional and Continuing Education 2018/19 and 2019/20 school years			About 810 students [^] from about 80 schools (2018/19)				
			About 760 students [^] from about 80 schools (2019/20)				

Names of programme and institution; programme period	Target participants	Goal and nature	Numbers of participating schools and students and number of students completing the programme	Expenditure [#] (\$ million)			
				2016/17	2017/18	2018/19 ⁺	2019/20 [*]
<p>District-based Project on Supporting NCS Children in Learning Chinese</p> <p>The Hong Kong Christian Service and the Hong Kong Sheng Kung Hui Lady MacLehose Centre 2016/17 to 2018/19 school years</p> <p>Dawn Foundation Limited 2019/20 school year</p>	NCS students aged 3 to 9 in localities with a greater concentration of NCS children	To motivate NCS children to learn Chinese through fun activities such as visits, games and creative arts.	<p>About 400 students participated in and completed the programme (2016/17 to 2018/19)</p> <p>About 200 students (2019/20)</p> <p>The programme provided support at the student level and the number of participating schools is not available</p>	1.2	1.7	3.7	0.7
<p>Pilot Project on Providing Career-related Experience for NCS Students in Secondary Schools</p> <p>Caritas – Hong Kong 2015/16 to 2017/18 school years</p>	NCS students of senior secondary levels	To provide career-related experience for NCS students in secondary schools through trial run programmes	About 600 students from about 30 schools participated in and completed the programme each year	2.4	2.0	Not applicable (the Pilot Project was implemented from the 2015/16 to 2017/18 school years)	

Names of programme and institution; programme period	Target participants	Goal and nature	Numbers of participating schools and students and number of students completing the programme	Expenditure [#] (\$ million)			
				2016/17	2017/18	2018/19 ⁺	2019/20 [*]
<p>Programme on Providing Life Planning Education Services for NCS Students in Secondary Schools</p> <p>Caritas – Hong Kong 2018/19 to 2022/23 school years</p>	NCS students in secondary schools	To arrange career exploration activities and work experience opportunities for NCS students and provide training for the parents and teachers concerned	<p>About 320 students from 40 schools participated in and completed the programme (2018/19)</p> <p>It is estimated that about 620 students from 80 schools will participate in and complete the programme (2019/20)</p>	Not applicable (the Programme commenced in the 2018/19 school year)		0.7	1.3
<p>University-School Support Programmes (USP)</p> <p>HKU (for kindergartens and primary schools) 2014/15 to 2018/19 school years</p> <p>The PolyU Technology & Consultancy Company Limited and Department of Chinese and Bilingual Studies of the Hong Kong Polytechnic</p>	Kindergartens/primary schools admitting NCS students and having applied for the programme	To provide school-based professional support to enhance teachers' capacity for teaching Chinese to NCS students	<p>42 schools participated (2016/17)</p> <p>40 schools participated (2017/18 to 2018/19)</p> <p>The programme provided support to teachers at the school level and the number of students supported is not available</p>	15.5	4.1	5.5	@

Names of programme and institution; programme period	Target participants	Goal and nature	Numbers of participating schools and students and number of students completing the programme	Expenditure [#] (\$ million)			
				2016/17	2017/18	2018/19 ⁺	2019/20 [*]
University (for primary schools) 2014/15 to 2016/17 school years							
To provide school-based support services for primary schools and kindergartens admitting NCS students HKU School of Professional and Continuing Education (for kindergartens) HKU (for kindergartens and primary schools) The PolyU Technology & Consultancy Company Limited (for primary schools) 2019/20 to 2021/22 school years	Kindergartens/primary schools admitting NCS students and having applied for the programme	To provide school-based support services for schools to enhance teachers' professional capacity for teaching Chinese to NCS students	56 schools participated (2019/20) The programme provides support to teachers at the school level and the number of students supported is not available	Not applicable (the programme commenced in the 2019/20 school year)			6.0

- # Rounded to the nearest one decimal place
- + Actual figures revised from the estimates last year
- * Estimated figures
- ^ The programmes provide support to NCS students in learning Chinese after school. Participating students are, in principle, expected to remain in the programmes until the end of all lessons. Therefore, there is no question of whether the students have completed the programmes.
- @ Not applicable (the programmes were implemented up to the 2018/19 school year)

(d) The Education Bureau (EDB) evaluates the above government-funded support programmes by various means, such as observing the immediate responses of the participants, conducting questionnaire surveys, holding meetings with service providers, and scrutinising the reports submitted by service providers. The related work is carried out by the EDB officers as an integral part of their day-to-day duties and manpower is deployed on a need basis. The EDB attaches great importance to the quality of support programmes and will continue to review the programmes to ensure that they meet the needs of participants.

- End -

CONTROLLING OFFICER'S REPLY**EDB558****(Question Serial No. 3535)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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 uses an evaluation framework developed by the Chinese University 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 number of manpower and the membership of the dedicated team, as well as the positions and ranks of the members if they are government officials;
- (b) The details of the evaluation method employed (e.g. supervisory visits to the schools, focus group, feedback collection through questionnaires, interviews, etc.), including the number of evaluation conducted, types and number of stakeholders involved, period, related expenditure and the summary of the feedback collected, in table format;

Evaluation method	No. of manpower involved	No. of evaluation conducted (e.g. Number of visits, feedback form collected, number of focus groups, etc.)	Types of stakeholders involved	Number of stakeholders involved	Period	Expenditure	Summary of the feedback collected

- (c) The indicators set under the evaluation framework on the effectiveness of the support measures for non-Chinese speaking students and the relative weights of these indicators;
- (d) The timeline of evaluation and whether results from the evaluation will be made publicly available; if not, why not?
- (e) What kinds of information will the Bureau make public from the review process to be accountable to the public; and
- (f) How does the Bureau engage stakeholders such as civil society organizations and ethnic minorities in the evaluation process?

Asked by: Hon SHEK Lai-him, Abraham (LegCo internal reference no.: 56)

Reply:

- (a) Starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding to schools, 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. A dedicated team, comprising 5 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 verify the number of NCS students admitted by the schools concerned for disbursement of the additional funding, examine the annual plans of the schools concerned on the use of the funding and verify them against their annual school reports. The team will monitor schools' use of the funding, which is designated for supporting NCS students' learning of the Chinese language, through supervisory visits to the schools and advise on school policies and support measures in respect of Chinese learning as well as staff deployment and use of resources, etc. as appropriate. Besides, feedback will be collected annually 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. in order to have a better understanding of schools' implementation of the "Learning Framework".

- (b)-(f) The EDB collects information on an ongoing basis to assess the progress of various support measures for NCS students, and refines the measures as necessary. Such information includes NCS students' performance in the Territory-wide System Assessment (TSA) and findings of the questionnaire surveys on TSA, as well as the views of schools on professional development programmes and the school-based professional support services. We will continue, through school visits and exchanges with teachers, to 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. Nevertheless, the learning of NCS students is affected by other factors (such as parents' expectation and cooperation, students' learning attitude). The EDB is exploring how to assess NCS students' learning progress in Chinese at the system level, with a view to providing feedback to schools and enhancing related support measures. The EDB will update the Legislative Council on the progress of the support measures in a timely manner. 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**EDB559****(Question Serial No. 3536)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (6) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

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 since 2014/15 school year with information as below:

Year	Name of institution	Programme name	Tuition fee of programme	No. of teachers enrolled	No. of teachers completed programme	% share
14/15						
15/16						
16/17						
17/18						
18/19						
19/20						

- (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 2014/15 to 2019/20 school years;

- (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 2019/20 school years;
- (d) 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 2019/20 school years;
- (e) 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 2019/20 school years;
- (f) The respective number of kindergarten, primary school and secondary school teachers subsidised by the Professional Enhancement Grant Scheme for Chinese Language Teachers (Teaching Chinese as a Second Language), number of teachers who received the basic grant, and the number of teachers receiving extra grant, and the corresponding amount granted each year since 2014/15 till 2019/20;
- (g) 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.: 57)

Reply:

The Government has implemented a new kindergarten (KG) education policy starting from the 2017/18 school year. Under the new policy, we have strengthened the 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 NCS students should have at least one teacher completed the Basic Course as recognised by the Education Bureau (EDB) by the end of the 2020/21 school year. In this connection, we have commissioned the University of Hong Kong to provide specified basic training courses for KG teachers. A total of 135 and 130 teachers completed such courses in the 2017/18 and 2018/19 school years respectively. It is expected that 160 teachers will be provided with such basic training courses in the 2019/20 and 2020/21 school years respectively, and all the KGs having admitted NCS students will have at least one teacher completed the basic training course recognised by the EDB by the end of the 2020/21 school year. Apart from the training courses provided by the EDB, there are relevant training courses provided by other 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 their 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 2019/20 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 - 2019/20	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 2019/20, provision is reserved/arrangement has been made for disbursement of grant to 40 and 42 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% (2014/15 to 2018/19 school years) or 50% (2019/20 to 2021/22 school years) of the programme fee as a basic grant of up to \$30,000 (2014/15 to 2016/17 school years), \$34,000 (2017/18 and 2018/19 school years) or \$64,000 (2019/20 to 2021/22 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. In the 2019/20 school year, 7 Chinese Language teachers serving in primary and secondary schools have been provided with the extra grant respectively. After piloting, we will study whether to extend the programme to KG teachers having regard to the experience gained.

To enhance teachers’ professional capability in teaching NCS students, the EDB has been continuously organising systematic and diversified professional development programmes to enable teachers to gain a deeper understanding of the content of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) and the relevant teaching methods. These training programmes have been launched since the 2014/15 school year. As at February 2020, 399 primary schools and 312 secondary schools have arranged for their teachers’ participation in seminars and workshops organised by the Curriculum Development Institute of the EDB (around 4 450 counts on participation). 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. 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

EDB560

(Question Serial No. 4088)

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:

Classes across the territory have been suspended for months now since the outbreak of the epidemic which has dealt a severe blow to the business of the minibus, school bus and nanny van sectors. Owners of such vehicles continue to incur fixed costs like car loan payments, parking fees and salaries during the downturn, thus aggravating the burden they face. Nevertheless, the Government's \$30 billion Anti-epidemic Fund is of little help to alleviate their hardship. In this connection, would the Government advise this Committee:

(1) whether it has assessed how school children's transits to and from schools will be affected in the event of school bus and nanny van companies closing down; if yes, of the details; if no, of the reasons; and

(2) whether it will use the Anti-epidemic Fund to provide additional financial assistance to these vehicle owners to ensure normal operation of relevant services after classes resume; if yes, of the details; if no, of the reasons.

Asked by: Hon SHEK Lai-him, Abraham (LegCo internal reference no.: 66)

Reply:

(1) Having regard to the development of the COVID-19 epidemic, the Education Bureau (EDB) has on separate occasions since end-January this year announced deferral of class resumption for all schools. The deferral of class resumption is an important preventive measure to discourage students from leaving home and getting together, reduce the risk of virus transmission and hence protect students' health. Currently, the service and charges of non-franchised buses (NFBs) (including school buses) and school private light buses (i.e. nanny vans) in Hong Kong are subject to market mechanism, and the charging arrangements are agreed upon negotiation between service users (i.e. parents or schools) and operators. As such, these operators are not under the subvention of the EDB. Operators in the trade may liaise with schools or parents within the context of the contract terms in order to

weather the difficult times together with mutual understanding and assistance. Besides, in choosing the appropriate means of transport (including school buses and nanny vans) for their children, every parent gives consideration to their own needs and requirements. Whether there are sufficient choices of school bus and nanny van services depends primarily on the operation of the commercial market. We believe that the market can respond flexibly to changes in demand and satisfy students' needs for transport services.

(2) Due to the COVID-19 epidemic, classes have been suspended in all schools across the territory after the Chinese New Year holiday. This has greatly affected the business of NFBs and school private light buses providing student services. To help operators cope with their operating pressure in the prevailing circumstances, the Government will provide a one-off non-accountable subsidy of \$20,000 and \$10,000 respectively for each licenced NFB and nanny van under the Anti-epidemic Fund.

- End -

CONTROLLING OFFICER'S REPLY

EDB561

(Question Serial No. 4093)

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:

International schools form an integral part of Hong Kong education system. They are also an indispensable element that helps Hong Kong attract foreign investment and maintain its status as a world city. But under the existing mechanism, international schools receive no recurrent funding from the Government. In this regard, would the Government please advise of the following:

- (1) Will there be a review on the existing policy of not providing international schools with recurrent funding? If yes, what are the details? If no, what are the reasons?
- (2) Local students constitute 70% of the enrolment of international schools. Their parents, as Hong Kong citizens, are required by law to pay tax on time, but are given separate treatment as far as allocation of education resources is concerned. Why does the Government allow such differentiation in its resource allocation system? Is such a practice in compliance with Article 144 of the Basic Law? If yes, what are the details? If no, what are the reasons?

Asked by: Hon SHEK Lai-him, Abraham (LegCo internal reference no.: 71)

Reply:

Under the existing education policy, the Education Bureau provides recurrent subvention for aided schools and Direct Subsidy Scheme schools, which are required to provide primarily a local curriculum for local students and satisfy specific requirements on school operation, management and finance. On the other hand, the education system of Hong Kong provides parents with diversified choices. One of these is private schools (including international schools) that operate with autonomy and on a self-financing and market-driven basis. They may offer a local or non-local curriculum and enjoy flexibility in admitting students and collecting school fees.

The Government is committed to developing a vibrant international school sector to meet the demand for international school places from non-local families coming to Hong Kong for work or investment. All international schools in Hong Kong are private schools offering a non-local curriculum. In the 2019/20 school year, non-local students account for 74% of the student enrolment of international schools.

We have been implementing various facilitating measures to support the development of the international school sector, including the allocation of greenfield sites at nominal premium, provision of vacant school premises at nominal rent and interest-free loans for school development on greenfield sites. However, no recurrent subvention is provided. For historical reasons, the English Schools Foundation (ESF) is the only international school operator receiving recurrent subvention from the Government. A review on the subvention arrangements for the EFS was completed in 2013. It was observed that the role of the ESF in the school system had changed. After discussion with the ESF, we started to phase out the recurrent subvention for the ESF in 13 years from the 2016/17 school year to the 2028/29 school year. We have no plans to change our policies on supporting the development of the international school sector.

- End -

CONTROLLING OFFICER'S REPLY

EDB562

(Question Serial No. 6259)

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:

What is the total amount of provision allocated for updating government departments' online teaching materials on sex education in 2019/20? What is the amount of provision earmarked for this purpose in 2020/21?

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 138)

Reply:

As a government department, the Education Bureau (EDB) has been promoting values education (including sex education) in schools to foster students' whole-person development through cross-curricular learning and the provision of a wide array of support (including online teaching materials). As part of values education, sex education is included in the curricula of Key Learning Areas, relevant 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", "How Social Networking Affects the Sex Concept and Love Attitude of Adolescents" and "Learning and Teaching Strategies for Preventing Sexual Harassment", for both principals and teachers to enhance their professional knowledge and teaching strategies. In addition, the EDB has been providing schools with various learning and teaching (L&T) resources, including student worksheets, audio-visual teaching materials, animation resources, etc., and developing life event exemplars on different topics, such as "dating and falling in love", "traps in making friends via mobile apps", "witnessing public display of affection", "prevention of sexual assaults" and "impacts of browsing online pornographic websites", 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 arranging learning activities such as discussion, sharing and reflection. The related L&T resources have been uploaded to the EDB's

webpage for teachers' reference. Since the relevant expenditure incurred in developing L&T resources are subsumed under the recurrent expenditures of relevant sections of the EDB, no breakdown of figures is available.

- End -

CONTROLLING OFFICER'S REPLY

EDB563

(Question Serial No. 6260)

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:

What is the total amount of provision allocated to schools and teachers' training for implementing sex education in 2019/20? What is the amount of provision earmarked for this purpose in 2020/21?

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 139)

Reply:

As part of values education, sex education is included in the curricula of Key Learning Areas, relevant subjects and moral and civic education of primary and secondary schools. As a government department, the Education Bureau (EDB) has been promoting values education (including sex education) in schools to foster students' whole-person development through cross-curricular learning and the provision of a wide array of support (including professional development programmes and online teaching materials). To support the implementation of values education (including sex education) in schools, the EDB has been commissioning/inviting tertiary institutions, relevant government departments and non-governmental organisations to organise professional development programmes on a range of themes, such as "How to Promote Sex Education Effectively in Primary/Secondary Schools", "How Social Networking Affects the Sex Concept and Love Attitude of Adolescents" and "Learning and Teaching Strategies for Preventing Sexual Harassment", for both principals and teachers to enhance their professional knowledge and teaching strategies. In addition, the EDB has been providing schools with various learning and teaching (L&T) resources and developing life event exemplars on different topics, such as "dating and falling in love", "traps in making friends via mobile apps", "witnessing public display of affection", "prevention of sexual assaults" and "impacts of browsing online pornographic websites", 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 arranging learning activities such as discussion, sharing and reflection. Schools may flexibly deploy the annual Operating Expenses Block

Grant/Expanded Operating Expenses Block Grant and Life-wide Learning Grant provided by the EDB to promote values education (including sex education). Since the relevant expenditure and manpower involved in developing L&T resources and organising professional development programmes are subsumed under the recurrent expenditure of the EDB, no breakdown of figures is available.

- End -

CONTROLLING OFFICER'S REPLY

EDB564

(Question Serial No. 6263)

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 has been nearly 10 years since the Government conducted a questionnaire survey on life skills-based education on HIV/AIDS or sex in primary and secondary schools in the 2011/12 school year. Will the Government launch a similar study in 2020/21 to examine how sex education is offered in local schools? If not, will NGOs be invited to apply for funding to undertake such a study?

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 142)

Reply:

As part of values education, sex education is included in the curricula of Key Learning Areas (“KLAs”), relevant subjects and moral and civic education of primary and secondary schools. As a government department, the Education Bureau (EDB) has been promoting values education (including sex education) in schools to foster students’ whole-person development through cross-curricular learning and the provision of a wide array of support (including online teaching materials and professional development programmes).

In 2013, the Hong Kong Advisory Council on AIDS conducted a survey on life skills-based education on HIV/AIDS at junior secondary level. The survey results revealed that most schools in Hong Kong had integrated HIV education into KLAs /subjects. It is learnt that the results of the survey served as a reference for formulating the Recommended HIV/AIDS Strategies for Hong Kong (2017-2021). Apart from the above survey, the EDB has also been drawing reference to other studies carried out by different organisations. Through different channels such as school inspections and visits, the EDB learns about the implementation of values education (including sex education) in schools and collects good exemplars for dissemination and sharing. We will also offer advice on areas for improvement as necessary to enhance the relevant support for schools. The EDB has no immediate plan to launch a study on values education (including sex education).

- End -

CONTROLLING OFFICER'S REPLY

EDB565

(Question Serial No. 6322)

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 new 2-tiered arrangement for the “Chinese Language Curriculum Second Language Learning Framework” (Learning Framework), please provide the following information:

- (1) What is the amount of the 2-tiered additional funding set aside for the Learning Framework for the coming 3 years? What are the estimated amounts of additional annual funding for public sector and Direct Subsidy Scheme (DSS) primary and secondary schools respectively?
- (2) What are the extra resources to be provided for public sector and DSS primary and secondary schools admitting 9 or fewer non-Chinese speaking (NCS) students each year respectively?
- (3) How will the Education Bureau (EDB) assess the effectiveness of the Learning Framework in different tiers? What performance indicators will be used? Will the assessment be conducted in consultation with ethnic-minority service providers, Chinese Language teachers, ethnic-minority students and parents? If yes, what are the details? If no, what are the reasons?
- (4) How many NCS students have bridged over to mainstream Chinese Language classes so far? By the EDB's estimation, how many more years will it take for most NCS children born and raised in Hong Kong to be able to bridge over to mainstream Chinese Language classes?
- (5) 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.: 205)

Reply:

(1) and (2)

Starting from the 2014/15 school year, the Education Bureau (EDB) has substantially increased the additional funding to schools, 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 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 relatively small number of NCS students (i.e. 1 to 9 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 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. To enhance the support for NCS students in learning Chinese and create an inclusive learning environment in schools, the EDB will, starting from the 2020/21 school year, provide a new two-tiered subsidy for all schools admitting a relatively small number of NCS students (1 to 5 NCS students and 6 to 9 NCS students respectively) and increase the amount of the additional funding from currently \$50,000 to \$0.15 million or \$0.3 million. It is estimated that about 200 primary schools and 180 secondary schools will be provided with the additional funding in the 2020/21 school year. The expenditure involved will be about \$34.35 million and \$30.9 million respectively, and the additional expenditure concerned will be about \$24.4 million and \$21.85 million respectively. The amount of the additional funding provided to schools admitting NCS students will also be adjusted based on the year-on-year movement of the Composite Consumer Price Index and/or the annual rates of the Civil Service Pay Adjustment. The above figures are preliminary estimation based on the number of NCS students provided to the EDB by schools through the Enrolment Survey conducted at the beginning of the current school year. Relevant figures for the 2021/22 and 2022/23 school years are not yet available. It should be noted that the new two-tiered subsidy for schools admitting a relatively small number of NCS students is provided for enhancing the support for NCS students' learning of the Chinese language and creating an inclusive learning environment in schools in a holistic manner, but not just for learning under the "Learning Framework".

(3) and (4)

The “Learning Framework”, designed on the basis of the mainstream Chinese Language curriculum, provides steps and methods for learning and teaching, and assessment for teachers’ reference in teaching and making flexible adaptations according to the learning progress of NCS students. Teachers can make reference to the “Learning Framework”, which is not independent of the mainstream Chinese Language curriculum, to set learning targets, learning progress and expected learning outcomes on listening, speaking, reading and writing, as well as adapt and develop teaching materials at the school-based level for NCS students with different starting points and abilities, so as to help these second language learners to use a “small-step” learning approach to learn Chinese progressively. The 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 to the “Chinese Language Curriculum Second Language Learning Framework Dedicated Homepage” (<https://www.edb.gov.hk/tc/curriculum-development/kla/chi-edu/second-lang.html>) 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. In this regard, 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.

As for whether NCS students can be bridged to mainstream Chinese Language classes and learn with their Chinese-speaking classmates at the same grade level, it is determined by relevant teachers based on the assessment results. Teachers need to monitor NCS students’ learning progress on an ongoing basis and provide them with the necessary support and counselling in a timely manner, so as to cater for their diverse learning needs and possible changes in learning progress to facilitate their articulation to multiple pathways. When evaluating the effectiveness of the support measures concerned, the EDB will not only focus on the number of NCS students who have been or are expected to be bridged to mainstream Chinese Language classes in schools concerned. The existing educational measures to enhance the support for NCS students in learning Chinese is unique to Hong Kong. Experience should be accumulated and refinements be made where necessary. It also takes time for such measures to take root. Besides, we understand that the learning effectiveness of NCS students is affected by other factors (such as students’ learning attitude, parents’ expectation and cooperation). It is therefore neither possible nor appropriate to assess the effectiveness of the measures solely based on the indicator of their capability to enhance the Chinese proficiency of NCS students.

(5)

In view of the disparities in linguistic backgrounds and years of learning Chinese among NCS students, distinct differences exist in their starting points of learning Chinese and learning progress. If standardised teaching materials with uniform phasic learning targets were to be introduced for all NCS students in Hong Kong, they would neither align with the ways they learn Chinese in reality, nor cater for learner diversity.

The Chinese Language curriculum framework provides schools with some flexibility. The curriculum documents also provide suggestions on learning targets, curriculum content, curriculum organisation and design, lesson time, teaching strategies, and assessment. Schools can make adjustments on curriculum, teaching, and assessment in light of school context and make use of the assessment tools with reference to the needs and learning progress of students with different backgrounds and learning abilities to help students to make progress.

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 to the EDB website by phases for school teachers’ reference and adoption. For example, a series of learning and teaching materials, including student textbooks, workbooks and teaching reference materials for NCS students at primary levels is being developed for teachers’ reference and use. The materials for lower primary levels (i.e. Primary 1 to 3) have been uploaded to the EDB webpage and distributed to schools. The materials for upper primary levels (i.e. Primary 4 to 6) have been uploaded to the EDB webpage by phases starting from December 2019. Schools may make adaptations to these materials with reference to their school-based curriculum in order to cater for the diverse learning needs of NCS students.

- End -

CONTROLLING OFFICER'S REPLY

EDB566

(Question Serial No. 6324)

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 initiative to provide parent education programmes for non-Chinese speaking (NCS) parents with a non-recurrent funding of \$15 million starting from the 2020/21 school year, please advise this Committee:

- (1) whether these programmes are open to NCS parents of primary, secondary and kindergarten students;
- (2) whether these programmes will be directly provided by the Education Bureau (EDB) or by commissioned non-profit-making organisations; if it is the latter, of the number of organisations to be commissioned and the selection criteria; and
- (3) of the topics and contents to be covered in and the form of these programmes; whether they are merely for disseminating information or will they provide an interactive learning experience; and whether information available online will be included.

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 207)

Reply:

(1) to (3)

Starting from the 2020/21 school year, the Education Bureau (EDB) will strengthen parent education for parents of non-Chinese speaking (NCS) students at kindergarten, primary and secondary levels. We will provide a series of parent education programmes for NCS parents, including outreach programmes and seminars respectively run by non-governmental organisations and/or tertiary institutions commissioned by the EDB through procurement procedures, so as to help them support their children's learning and encourage their children to master the Chinese language, enhance their communication with schools, and help them have more comprehensive understanding of the multiple pathways

available to their children. We will implement these programmes using diversified approaches as far as possible, and the actual arrangements will be determined in light of the nature of individual programmes, which may take the forms of information dissemination, interactive seminars and workshops, etc.

- End -

CONTROLLING OFFICER'S REPLY

EDB567

(Question Serial No. 6325)

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:

A broad range of support services will be provided for schools to help them take forward education reform initiatives, and to cater for learner diversity, including the provision of a non-recurrent allocation of \$45 million to commission school-based professional support services for about 200 schools (including kindergartens) admitting non-Chinese speaking (NCS) students in the three school years from 2019/20 to 2021/22 to enhance the professional competency of teachers in teaching Chinese to NCS students. In this connection, please provide the following information:

- (1) The numbers of secondary schools, primary schools and kindergartens provided with the above support services at present, as well as the respective numbers of teachers of secondary schools, primary schools and kindergartens involved;
- (2) The total numbers of secondary schools, primary schools and kindergartens expected to be provided with the above support services, as well as the total numbers of trained teachers of secondary schools, primary schools and kindergartens in the three years.
- (3) Which organisations or institutions are currently providing the above support services? How do they support and enhance teachers' professional competency in teaching Chinese to NCS students? What are the content, modes and duration of training?

Asked by: Hon Hon SHIU Ka-chun (LegCo internal reference no.: 208)

Reply:

The Education Bureau (EDB) has commissioned post-secondary institutions to provide school-based support services for secondary schools, primary schools and kindergartens admitting non-Chinese speaking (NCS) students in the school years from 2019/20 to 2021/22, so as to enhance teachers' professional capacity in teaching Chinese to NCS students. About 200 secondary schools, primary schools and kindergartens are expected to benefit from such services in the three school years. In the 2019/20 school year, three support programmes commenced. They include those on supporting the learning and teaching of Chinese provided by the HKU School of Professional and Continuing Education

and PolyU Technology and Consultancy Co. Limited to 17 kindergartens and 17 primary schools admitting NCS students respectively, and the one on supporting the learning and teaching of Chinese as well as facilitating the transition of NCS students from kindergarten to primary education provided by the University of Hong Kong to 11 kindergartens and 11 primary schools. In addition, to facilitate the transition of NCS students from primary to secondary education, the EDB is preparing a tendering exercise for the school-based support services on the transition from primary to secondary education. The services are targeted to commence in the 2020/21 school year.

The post-secondary institutions commissioned provide diversified school-based professional support services for participating schools. These services include providing intensive on-site support and consultancy services to help kindergartens cater for the learning needs of NCS children, as well as leading secondary and primary schools to develop or adapt their school-based Chinese Language curricula, design appropriate learning materials and adopt diversified assessment modes with reference to the “Chinese Language Curriculum Second Language Learning Framework” and other resources such as the “Chinese Language Assessment Tools for NCS Students”, with a view to enhancing the effectiveness of NCS students in learning Chinese and facilitating their smooth transition between different stages of learning. The support teams enhance the professional capacity of teachers in teaching Chinese to NCS students through strategies such as lesson studies, reviewing school-based curricula, collaborative lesson planning, lesson observations and classroom feedback. Learning communities (LCs) for teachers and parents are also established. LCs help facilitate inter-school collaboration among teachers and their sharing of successful experience on topics of common concern such as how to help NCS students learn Chinese effectively, with a view to promoting professional exchanges among schools. They also encourage NCS parents to participate in school activities so as to let them know how to assist their children in mastering the Chinese language, thus promoting home-school co-operation. In addition, the support teams organise territory-wide seminars at the end of each school year to share the knowledge and good practices generated from the support services to promote professional exchanges. The EDB will compile the knowledge and good practices into a learning and teaching resource package and upload it to its website for schools’ reference after the 2021/22 school year. Apart from providing support to participating schools, the services will share the knowledge and good practices thus generated with all teachers in the territory through the above-mentioned measures, and so the EDB does not have the number of teachers who have benefited/will benefit from the support services.

- End -

CONTROLLING OFFICER'S REPLY

EDB568

(Question Serial No. 6326)

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 is the number of applicants, the number of users in each of the 18 districts, and the total expenditure involved in the past 3 years?

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 211)

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. There are no eligible classes or students under PEVS starting from the 2019/20 school year.

The number of students under PEVS (by District Council district) in the 2017/18 and 2018/19 school years is tabulated in Appendix 1.

The expenditure on PEVS from 2017-18 to 2019-20 is tabulated in Appendix 2.

**Number of students under PEVS in the 2017/18 and 2018/19 school years
(by District Council district)**

District	2017/18	2018/19
Central & Western	153	68
Wan Chai	248	115
Eastern	559	262
Southern	0	0
Sham Shui Po	0	0
Yau Tsim Mong	118	46
Kowloon City	116	53
Wong Tai Sin	0	0
Kwun Tong	163	0
Tsuen Wan	0	0
Tuen Mun	0	0
Yuen Long	0	0
North	0	0
Tai Po	92	48
Sha Tin	0	0
Sai Kung	0	0
Islands	0	0
Kwai Tsing	0	0
Total	1 449	592

Expenditure on PEVS from 2017-18 to 2019-20

	2017-18 (\$ million) (actual)	2018-19 (\$ million) (actual)	2019-20 (\$ million) (revised estimate)
Expenditure on PEVS (Note)	1,126.9	21.0	4.4

Note: Figures reflect the expenditure on PEVS before the implementation of the KG Scheme (i.e. from April 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 remained in the eligible classes under PEVS could continue to receive the voucher subsidy under PEVS until they left the KGs concerned. There are no eligible classes or students under PEVS starting from the 2019/20 school year. Figures for 2019-20 reflect the revised estimated expenditure on PEVS from April to August 2019.

- End -

CONTROLLING OFFICER'S REPLY**EDB569****(Question Serial No. 6339)**

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 the following information for the past 3 years by industry and education level:

- (1) the number of places offered by programmes under the Earn and Learn Scheme
- (2) the number of applicants for programmes under the Earn and Learn Scheme
- (3) the number of graduates of programmes under the Earn and Learn Scheme

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 230)

Reply:

- (1) The Government has implemented, through the Vocational Training Council (VTC), the Training and Support Scheme (also known as the VTC Earn and Learn Scheme) since the 2014/15 academic year. From the 2014/15 to 2018/19 academic years, 1 000 training places were offered under the Scheme each year. Starting from the 2019/20 academic year, the Government has regularised the Scheme and increased the number of training places to 1 200 each year.
- (2) In the past 3 years, the number of trainees that benefited from the Training and Support Scheme each year is set out below –

Programme	No. of Trainees Benefited		
	2016/17 Academic Year	2017/18 Academic Year	2018/19 Academic Year
Secondary Six or Above	282	290	280
Electrical & Mechanical Engineering and Construction	255	273	249
Testing and Certification	15	13	2
Medical Centre Operations	12	4	5
Aviation	-	-	24

Secondary Three or Above	864	963	844
Electrical & Mechanical Engineering	733	813	749
Watch and Clock	10	5	5
Printing	7	9	6
Automobile	114	136	84
Total	1 146	1 253	1 124

- (3) In general, trainees under the Training and Support Scheme need to receive two to three years of training. For the first 3 cohorts (those who joined the Scheme from the 2014/15 to 2016/17 academic years), a total of 1 649 trainees completed their training, and a breakdown by industry and education level is set out below –

Programme	No. of Trainees who Have Completed Training*
Secondary Six or Above	336
Electrical & Mechanical Engineering and Construction	315
Testing and Certification	15
Medical Centre Operations	6
Secondary Three or Above	1 313
Electrical & Mechanical Engineering	1 198
Watch and Clock	7
Printing	5
Automobile	103
Total	1 649

* As at 15 March 2020

- End -

CONTROLLING OFFICER'S REPLY

EDB570

(Question Serial No. 6359)

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 exceeding 3 years). What were the expenditures incurred for the management and maintenance of these VSP in each of the past 3 years (i.e. 2017-18, 2018-19 and 2019-20)?

(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 exceeding 3 years). 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.: 283)

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 assess the VSP's suitability for school or other educational uses having regard to factors including the size, location, physical conditions, etc., of the relevant premises, as well as the educational needs and relevant policy measures. When the EDB confirms that the VSP is no longer required by the EDB for reallocation for school use, the EDB will 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 (CCH) Mechanism. The PlanD will conduct reviews according to the CCH Mechanism and recommend suitable alternative long-term uses (such as Government, Institution or Community, residential and other uses) for the concerned VSP sites. Upon confirmation on the long-term uses of the VSP sites concerned, the PlanD will inform the departments concerned (such as LandsD and HD) of the recommendations for their follow-up actions as appropriate. As at mid-2019, the PlanD has reviewed and confirmed the long-term uses of a total of 233 VSP sites in accordance with the CCH 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 2020, there are 9 VSP under the EDB's purview which are earmarked/retained for school or other educational uses. Information of the school premises concerned is as follows:-

Table — 9 VSP under the EDB's purview (Position as at end-February 2020)

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	Eastern	HongKong Japanese School	9 Hau Yuen Path, Braemar Hill Road, North Point, Hong Kong	2017/18	2 900
2	Southern	St. Peter's Secondary School	220 Aberdeen Main Road, Hong Kong	2012/13	6 000
3	Kowloon City	Hung Hom Government Primary School	68 Gillies Avenue South, Hung Hom, Kowloon	2009/10	1 900
4	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)
5	Wong Tai Sin	S.H.K. Yat Sau Primary School	1 Luk Lau Avenue, Choi Hung Estate, Wong Tai Sin, Kowloon	2016/17	
6	Wong Tai Sin	Cognitio College (Kowloon)	96 King Fuk Street, San Po Kong, Kowloon	2019/20	2 100
7	Sham Shui Po	Chi Yun School	19 Kwong Lee Road, Kowloon	2018/19	2 200
8	Tai Po	Tai Po Government Primary School	22 Wan Tau Kok Path, Tai Po, New Territories	1999/00	2 400
9	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 CCH 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 2017-18 and 2018-19, the expenditure of the EDB for the management of VSP was \$1.266 million and \$1.228 million respectively, and the revised estimated expenditure for 2019-20 is \$0.86 million, which mainly include security patrol and inspections, pest control, removal of litter, as well as cleansing and weeding.

As all the VSP under the EDB's purview are earmarked/retained for school or other educational uses, the EDB, along the policy objective of putting VSP into gainful use, circulates information of VSP that are pending deployment for long-term use but without suitable short-term educational use for the time being within the Government on a half-yearly basis with a view to letting other bureaux/departments use such VSP for suitable short-term non-educational purposes. However, such VSP are not available for application by non-government organisations direct. The EDB does not maintain any information pertaining to the current condition and use of VSP returned under the CCH 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**EDB571****(Question Serial No. 6388)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

- (1) Median income by academic qualification (excluding full-time students and foreign domestic helpers)

	Completion of UGC-funded associate degree programme	Completion of UGC-funded higher diploma programme	Completion of UGC-funded undergraduate programme	Completion of self-financing associate degree programme	Completion of self-financing higher diploma programme	Completion of self-financing undergraduate programme	Vocational training under Youth Employment and Training Programme	Vocational training under Employees Retraining Board
Median income	\$	\$	\$	\$	\$	\$	\$	\$

- (2) Proportion of population by academic qualification and income level (excluding full-time students and foreign domestic helpers)

Monthly income	Completion of UGC-funded associate degree programme	Completion of UGC-funded higher diploma programme	Completion of UGC-funded undergraduate programme	Completion of self-financing associate degree programme	Completion of self-financing higher diploma programme	Completion of self-financing undergraduate programme	Vocational training under Youth Employment and Training Programme	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) Changes in median income within a decade by academic qualification (excluding full-time students and foreign domestic helpers)

Academic qualification	Completion of UGC-funded associate degree programme	Completion of UGC-funded higher diploma programme	Completion of UGC-funded undergraduate programme	Completion of self-financing associate degree programme	Completion of self-financing higher diploma programme	Completion of self-financing undergraduate programme	Vocational training under Youth Employment and Training Programme	Vocational training under Employees Retraining Board
Median income								
Aged 20 to 24 in 2009	\$	\$	\$	\$	\$	\$	\$	\$
Aged 25 to 29 in 2014	\$	\$	\$	\$	\$	\$	\$	\$
Aged 30 to 34 in 2019	\$	\$	\$	\$	\$	\$	\$	\$

(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)
2015/16			
2016/17			
2017/18			
2018/19			

(5) Number of working adults pursuing 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 to 2 years of work experience								
2 to 4 years of work experience								
4 to 6 years of work experience								
6 to 8 years of work experience								
Over 8 years of work experience								

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 315)

Reply:

(1) According to the findings of graduate employment surveys by University Grants Committee (UGC)-funded universities and relevant surveys by self-financing institutions, the average annual salary of graduates of full-time sub-degree and undergraduate programmes of the 2018 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	\$211,000	\$256,000	\$165,626	\$174,617	\$191,161

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. Starting from the 2018/19 programme year, the scope of YETP has been expanded to cover part-time on-the-job training. The average monthly salary of trainees engaged in full time and part-time on-the-job training posts under YETP in the 2018/19 programme year is \$10,511 and \$3,578 respectively. 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 graduates 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 2018/19 programme year broken down by wage level and expressed in percentage terms is as follows:

Average monthly salary	Vocational training under YETP
<\$8,000	3.34%
\$8,000 -<\$10,000	39.87%
\$10,000-<\$15,000	53.10%
\$15,000-<\$20,000	3.64%
\$20,000-<\$25,000	0.05%
\$25,000-<\$30,000	- %
\$30,000 and above	- %

The Government does not maintain the requested information on other aspects.

(3) to (5) The Government does not maintain relevant information.

- End -

CONTROLLING OFFICER'S REPLY**EDB572****(Question Serial No. 5152)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (6) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Ingrid YEUNG)Director of Bureau: Secretary for EducationQuestion:

Will the government inform this Council of:

- 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 2015/16, 2016/17, 2017/18 and 2018/19:

	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
2015/16						
2016/17						
2017/18						
2018/19						

- 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**
2015/16								
2016/17								
2017/18								
2018/19								

3. Number of day school candidates obtained level 2 or above in five subjects including Chinese Language and English Language in 2015/16, 2016/17, 2017/18 and 2018/19;

	Number of ethnic minority students earning the following grades in DSE Chinese exam							
	U	1	2	3	4	5	5*	5**
2015/16								
2016/17								
2017/18								
2018/19								

4. Number of NCS day school candidates obtained level 2 or above in five subjects including Chinese Language and English Language in 2015/16, 2016/17, 2017/18 and 2018/19;

	Number of NCS students earning the following grades in DSE Chinese exam							
	U	1	2	3	4	5	5*	5**
2015/16								
2016/17								
2017/18								
2018/19								

5. Number of ethnic minority day school candidates obtained level 2 or above in five subjects including Chinese Language and English Language in 2015/16, 2016/17, 2017/18 and 2018/19;
6. Number of NCS day school candidates obtained level 2 or above in five subjects in 2015/16, 2016/17, 2017/18 and 2018/19;
7. Number of ethnic minority day school candidates obtained level 2 or above in five subjects in 2015/16, 2016/17, 2017/18 and 2018/19.

Asked by: Hon TAM Man-ho, Jeremy (LegCo internal reference no.: 607)

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 2015/16 to 2018/19 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}
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
2018/19	47 998	1 218	46 717	1 094	45 542	106

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

2. to 7.

The number of day school students sitting for the HKDSE (Chinese Language) and their levels attained from the 2015/16 to 2018/19 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**
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
2018/19	1 262	4 538	13 304	12 411	9 202	2 931	1 408	486

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 2015/16 to 2018/19 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)
2015/16	39 019	38 790
2016/17	34 673	34 496
2017/18	35 190	34 993
2018/19	32 606	32 389

In the 2015/16, 2016/17, 2017/18 and 2018/19 school years, among the NCS students attending S6 in public sector schools and DSS schools offering the local curriculum and entering for the HKDSE, 320, 350, 385 and 331 met the general entrance requirements of undergraduate programmes (most of them using alternative Chinese Language qualifications) in the respective years. Among the NCS students entering for the HKDSE (Chinese Language), 32, 28, 14 and 20 attained Level 3 or above, meeting the general entrance requirement of undergraduate programmes in respect of the Chinese Language subject. For the planning of education support measures for NCS students, we take into account the language spoken at home instead of the ethnicity of the students in deciding whether support is required. As such, we do not have information about the number of ethnic minority students. 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB573

(Question Serial No. 5155)

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 2020 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):

1. funding body;
2. title of research;
3. name of institution(s) and/or investigator(s);
4. amount of funding for each research project;
5. start date;
6. progress of research (under planning/ in progress/completed date);
7. Administration's follow-up to the research report and the progress (if any);
8. for completed research, have the executive summary/full report been made publicly available; if yes, through which channels; if no, explain why;
9. webpage links to the completed research report; and
10. measures taken to safeguard against misuse of research funding.

Asked by: Hon TAM Man-ho, Jeremy (LegCo internal reference no.: 610)

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.

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	Completed (May 2019)	Not applicable	Pending submission of project completion report.	Pending submission of project completion report.	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	Completed (June 2018)	Not applicable	The completed report has been made available at RGC's website for public information.	https://www.ugc.edu.hk/doc/eng/rgc/fs/cp/fds/UGC-FDS11-H02-15.pdf	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 was held in mid-2019. Project outcomes were disseminated at the conference.	Executive summaries of projects will be uploaded to the SCOLAR's website.	Executive summaries of projects will be uploaded to the SCOLAR's website.	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 was held in mid-2019. Project outcomes were disseminated at the conference.	Executive summaries of projects will be uploaded to the SCOLAR's website.	Executive summaries of projects will be uploaded to the SCOLAR's website.	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 was held in mid-2019. Project outcomes were disseminated at the conference.	Executive summaries of projects will be uploaded to the SCOLAR's website.	Executive summaries of projects will be uploaded to the SCOLAR's website.	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 was held in mid-2019. Project outcomes were disseminated at the conference.	Executive summaries of projects will be uploaded to the SCOLAR's website.	Executive summaries of projects will be uploaded to the SCOLAR's website.	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 was held in mid-2019. Project outcomes were disseminated at the conference.	Executive summaries of projects will be uploaded to the SCOLAR's website.	Executive summaries of projects will be uploaded to the SCOLAR's website.	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	Completed (February 2018)	A project dissemination conference was held in mid-2019. Project outcomes were disseminated at the conference.	Executive summaries of projects will be uploaded to the SCOLAR's website.	Executive summaries of projects will be uploaded to the SCOLAR's website.	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 was held in mid-2019. Project outcomes were disseminated at the conference.	Executive summaries of projects will be uploaded to the SCOLAR's website.	Executive summaries of projects will be uploaded to the SCOLAR's website.	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 was held in mid-2019. Initial project outcomes were disseminated at the conference.	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?
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	Completed (June 2019)	Not applicable	Pending submission of project completion report.	Pending submission of project completion report.	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	Completed (December 2019)	Not applicable	Pending submission of project completion report.	Pending submission of project completion report.	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?
Quality Education Fund Secretariat (QEF)	QEF Thematic Network on Utilising "Chinese Language Learning Progression Framework for Non-Chinese Speaking Children in Kindergartens in Hong Kong" for Effective Chinese	Centre for Advancement of Chinese Language Education and Research, Faculty of Education, The University of Hong Kong	7,205,000	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 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, 2018/19 and 2019/20 school years is \$7,205,000 in total.
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.
RGC	Examining the effects of executive function on Chinese word reading among Chinese as a second language (CSL) learners and Chinese students from a developmental perspective	The Education University of Hong Kong	425,956	December 2019	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?
RGC	School-Based Social Capital in Ethnic Minority Students' Progression to Post-Secondary Education in Hong Kong	The Education University of Hong Kong	722,258	January 2020	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	Exploring the contextual influence of school, home and community on the development of ethnic minority students' sense of belonging in Hong Kong	The Education University of Hong Kong	570,425	January 2020	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?
RGC	Home-School partnerships to support ethnic minority student achievement in Hong Kong	The Education University of Hong Kong	716,564	January 2020	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	The impact of ethnicity and social status on the socializing preferences of children in Hong Kong	The Hong Kong University of Science and Technology	503,084	January 2020	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?
RGC	Perception and Production of the Putonghua Tone of Non-Chinese Speaking South Asian Ethnic Minority Students in Hong Kong	The Open University of Hong Kong	575,100 (including 15% on-cost)	January 2020	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	Food and music: negotiating diasporic culture, identity and integration among South Asians in Hong Kong	The Open University of Hong Kong	690,698 (including 15% on-cost)	January 2020	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.

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

EDB574

(Question Serial No. 5156)

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 2013/14 to 2018/19 school years:

1. 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;
2. 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.
3. the number of dropped out Secondary 4 and Secondary 5 NCS students desegregated by their attendance of public, DSS or private schools. If the number is not available, will the government start requiring schools to indicate whether the students involved are NCS students in their report to EDB;
4. the number of students who are ethnic Chinese within the NCS group;
5. 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 TAM Man-ho, Jeremy (LegCo internal reference no.: 611)

Reply:

1. and 2. In the past 5 years (i.e. from the 2014/15 to 2018/19 school years), there were 930, 1 150, 1 186, 1 317 and 1 218 non-Chinese speaking (NCS) students (i.e. students whose spoken language at home is not Chinese) attending Secondary 6 in public sector secondary schools and Direct Subsidy Scheme (DSS) secondary schools offering the local curriculum (including 347, 506, 541, 582 and 552 students in public sector secondary schools, and 583, 644, 645, 735 and 666 students in DSS secondary schools offering the local curriculum) in the respective school years. Among these students, there were 830, 1 046, 1 072, 1 206 and 1 117 students (including 333, 491, 520, 572 and 538 students in public sector secondary schools, and 497, 555, 552, 634 and 579 students in DSS secondary schools offering the local curriculum) who entered for the Hong Kong Diploma of Secondary Education Examination (HKDSE) respectively. Out of these 830, 1 046, 1 072, 1 206 and 1 117 NCS students, 97, 116, 106, 103 and 110 students (including 76, 85, 81, 78 and 87 students in public sector secondary schools, and 21, 31, 25, 25 and 23 students in DSS secondary schools offering the local curriculum) entered for the HKDSE (Chinese Language) respectively, among which 2, 1, 2, 1 and 4 students (including 1, 1, 2, 1 and 4 students in public sector secondary schools, and 1, 0, 0, 0 and 0 student in DSS secondary schools offering the local curriculum) were absent from the examination. We do not have the relevant information on the number of NCS students studying in private schools.
3. 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.
4. From the 2014/15 to 2018/19 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
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
2018/19	131	137	134	96	120	121	739

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include public sector secondary schools and DSS secondary schools (excluding 1 DSS secondary school offering only non-local curriculum), but exclude 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.

5. 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, implemented the "Vocational Chinese Language Programme for NCS School Leavers", under which educational/training programme providers are commissioned to offer vocational Chinese language programmes pegged at Level 1 or 2 of the Qualifications Framework with the funding support of the Language Fund. Upon completion of their programme, participants may be reimbursed up to 85% of the programme fee provided that they fulfill the relevant requirements in respect of attendance or assessment. 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
2018/19	173

- End -

CONTROLLING OFFICER'S REPLY**EDB575****(Question Serial No. 3660)**

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 Donald NG)

Director of Bureau: Secretary for Education

Question:

Regarding the Non-means-tested Loan Schemes (NLS), would the Government advise this Committee on –

- (a) the numbers of courses under the NLS;
- (b) the respective numbers of loan applications, numbers of applicants who were approved loans and amount of loans disbursed in the past 5 years;
- (c) the respective amount of loans repaid and interest paid in the past 5 years;
- (d) 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
- (e) the respective numbers of successful write-off cases and amount involved in the past 5 years.

Asked by: Hon CHAN Hak-kan (LegCo internal reference no.: 185)

Reply:

- (a) As at 31 January 2020, the respective numbers of courses under 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) are as follows –

	Number of Courses
A. NLSFT	752
B. NLSPS	1 015
C. ENLS	2 520
Total	4 287

- (b) Information on loans provided to students under the NLSFT, NLSPS and ENLS in the 2015/16 to 2019/20 academic years is as follows –

	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
A. NLSFT					
Number of applications	14 471	15 337	15 684	16 026	15 926
Number of applications approved	13 271	14 132	14 158	14 524	14 369
Total amount of loans disbursed (\$ million)	425.23	446.79	465.91	483.73	442.73
B. NLSPS					
Number of applications	20 752	20 996	17 125	15 624	15 208
Number of applications approved	20 216	20 520	15 369	14 539	13 671
Total amount of loans disbursed (\$ million)	792.14	827.93	701.90	681.54	520.25
C. ENLS					
Number of applications	6 883	6 908	7 079	6 652	5 030
Number of applications approved	6 883	6 908	7 079	6 652	4 773
Total amount of loans disbursed (\$ million)	347.38	366.39	388.98	385.95	245.94
Total					
Number of applications	42 106	43 241	39 888	38 302	36 164
Number of applications approved	40 370	41 560	36 606	35 715	32 813
Total amount of loans disbursed (\$ million)	1,564.75	1,641.11	1,556.79	1,551.22	1,208.92

* As at 31 January 2020

- (c) The total amount of loans repaid and interest paid by the loan repayment accounts under the NLSFT, NLSPS and ENLS in the 2015/16 to 2019/20 academic years is as follows –

	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
	(\$ million)				
A. NLSFT					
Total amount of loans repaid	230.26	254.81	274.66	293.04	152.35

	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
	(\$ million)				
Total amount of interest paid	25.58	27.08	27.90	30.30	15.39
B. NLSPS					
Total amount of loans repaid	396.63	448.29	491.31	539.78	290.74
Total amount of interest paid	49.16	54.32	56.79	62.40	32.99
C. ENLS					
Total amount of loans repaid	387.60	394.99	390.23	370.92	181.67
Total amount of interest paid	44.76	44.66	42.68	40.12	18.88
Total					
Total amount of loans repaid	1,014.49	1,098.09	1,156.20	1,203.74	624.76
Total amount of interest paid	119.50	126.06	127.37	132.82	67.26

* As at 31 January 2020

(d) The numbers of default cases[^] and amount in default[@] under the NLSFT, NLSPS and ENLS as at 31 January 2020 are as follows –

A. NLSFT	
Number of default cases	989
Amount in default (\$ million)	13.12
B. NLSPS	
Number of default cases	2 399
Amount in default (\$ million)	43.44
C. ENLS	
Number of default cases	5 008
Amount in default (\$ million)	63.53
Total	
Number of default cases	8 396
Amount in default (\$ million)	120.09

[^] 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 2020 include cases where loan borrowers started repayment in the 2019/20 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, including the arrears from the previous academic years and the 2019/20 academic year (as at 31 January 2020).

As at 31 January 2020, 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 one year. The largest amount in default was about \$212,000.

- (e) 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 (for example, 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). The numbers of write-off cases and amount involved under the NLSFT, NLSPS and ENLS in the 2015/16 to 2019/20 academic years are as follows –

	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
A. NLSFT					
Number of write-off cases [^]	5	2	1	0	0
Amount involved (\$ million)	0.17	0.19	0.03	0	0
B. NLSPS					
Number of write-off cases [^]	2	3	4	1	0
Amount involved (\$ million)	0.05	0.42	0.59	0.05	0
C. ENLS					
Number of write-off cases [^]	43	27	4	2	2
Amount involved (\$ million)	1.21	0.84	0.22	0.19	0.10
Total					
Number of write-off cases[^]	50	32	9	3	2
Amount involved (\$ million)	1.43	1.45	0.84	0.24	0.10

* As at 31 January 2020

[^] A write-off case may involve more than one loan repayment account of one or more financial assistance scheme(s) administered by SFO.

- End -

CONTROLLING OFFICER'S REPLY

EDB576

(Question Serial No. 4257)

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 Donald NG)

Director of Bureau: Secretary for Education

Question:

1. Please provide in table form the respective expenditure involved in recovering student loans in arrears by the Working Family and Student Financial Assistance Agency (WFSFAA), as well as the number of defaulters, the average debt age and the amount in arrears in the past 5 years.
2. What are the number of defaulters being handled by the WFSFAA, the average debt age and average amount in arrears as at the end of 2019? What is the estimated expenditure for recovering student loans in arrears by the WFSFAA in 2020-21?
3. Please provide in table form the numbers of loan borrowers who are repaying their loans under the financial assistance schemes listed below, average outstanding amount and average repayment period per loan borrower as well as the total outstanding amount in the past 5 years.

Year	Financial assistance scheme	Number of loan borrowers repaying their loans	Average annual amount of loan principal repaid per loan borrower	Average annual amount of interest paid per loan borrower	Average repayment period per loan borrower	Total outstanding amount of all loan borrowers
2015-2016	TSFS					
	NLSFT					
	FASP					
	NLSPS					

Year	Financial assistance scheme	Number of loan borrowers repaying their loans	Average annual amount of loan principal repaid per loan borrower	Average annual amount of interest paid per loan borrower	Average repayment period per loan borrower	Total outstanding amount of all loan borrowers
	ENLS					
2016-2017	TSFS					
	NLSFT					
	FASP					
	NLSPS					
	ENLS					
2017-2018	TSFS					
	NLSFT					
	FASP					
	NLSPS					
	ENLS					
2018-2019	TSFS					
	NLSFT					
	FASP					
	NLSPS					
	ENLS					
2019-2020	TSFS					
	NLSFT					
	FASP					
	NLSPS					
	ENLS					

TSFS - Tertiary Student Finance Scheme - Publicly-funded Programmes

NLSFT - Non-means-tested Loan Scheme for Full-time Tertiary Students

FASP - Financial Assistance Scheme for Post-secondary Students

NLSPS - Non-means-tested Loan Scheme for Post-secondary Students

ENLS - Extended Non-means-tested Loan Scheme

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 223)

Reply:

- 1.&2. The expenditure involved in recovering student loans, the number of default cases and average amount in default in the 2014/15 to 2018/19 academic years are as follows –

	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19
Expenditure involved in recovering student loans [§] (\$ million)	27.6	28.8	32.2	35.7	35.7

	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19
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	2 491	2 713	2 489	2 599	2 875
(ii) in which legal recovery action had been initiated [^]	9 889	9 482	8 840	8 114	7 407
Total	12 380	12 195	11 329	10 713	10 282
Amount in default [~] (\$ million)	202.85	191.53	177.12	159.34	149.57
Average amount in default (\$)	16,385	15,706	15,634	14,874	14,547

§ 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 2014/15 to 2018/19 academic years reflect the positions 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 July 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 DoJ and filed directly to the Small Claims Tribunal (SCT), cases in which loan borrowers had been declared bankrupt/applied for Individual Voluntary Arrangement (IVA) or deferment applications/whose write-off applications were being processed by the SFO.

[~] The amount in default is the total amount of arrears in the defaulted student loan accounts, including the arrears from the previous academic years and 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 number of default cases by debt age in the 2014/15 to 2018/19 academic years is set out as follows –

	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19
Number of default cases by debt age ⁺					
(i) Within 1 year	2 491	2 713	2 489	2 599	2 875
(ii) 1 year or above	0	0	0	0	0
Total	2 491	2 713	2 489	2 599	2 875

⁺ The figures exclude default cases in which legal recovery action had been initiated, i.e. those cases referred to the DoJ and filed directly to the SCT, cases in which loan borrowers had been declared bankrupt/applied for IVA or deferment application/whose write-off applications were being processed by the SFO.

In the 2020/21 academic year, the estimated expenditure involved in recovering defaulted student loans is \$40.1 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 2015/16 to 2019/20 academic years, the respective numbers of loan repayment accounts, average annual amount of loan principal repaid, average annual amount of interest paid, average repayment period and total amount 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 amount of loan principal repaid (\$)	Average annual amount of interest paid (\$)	Average repayment period[#]	Total amount of outstanding loan principal under repayment (\$ million)
2015/16	TSFS	23 756	7,949.28	340.69	4.8	883.27
	NLSFT	23 771	8,610.64	1,076.06	7.9	1,010.96
	FASP	26 959	5,383.98	235.86	6.3	865.40
	NLSPS	35 467	9,797.15	1,386.01	6.7	2,318.04
	ENLS	62 602	5,476.44	715.06	8.4	1,918.18
2016/17	TSFS	23 338	7,382.01	370.48	4.8	956.74
	NLSFT	25 228	9,026.96	1,073.47	7.6	1,166.45
	FASP	26 139	5,303.54	269.85	6.5	926.44
	NLSPS	38 358	10,270.95	1,416.02	7.1	2,627.34
	ENLS	60 132	5,826.04	742.65	8.4	1,904.42
2017/18	TSFS	22 917	7,187.34	401.84	4.9	1,024.92
	NLSFT	27 121	9,098.63	1,028.55	7.4	1,346.39
	FASP	25 347	5,236.98	309.79	6.5	982.16
	NLSPS	42 161	10,306.09	1,347.00	7.2	2,994.21
	ENLS	57 745	6,018.67	739.17	8.7	1,953.51
2018/19	TSFS	23 441	6,376.61	412.39	5.4	1,090.29
	NLSFT	28 966	9,070.80	1,045.89	7.0	1,522.88
	FASP	25 267	4,983.10	330.95	6.4	1,032.79
	NLSPS	45 367	10,522.66	1,375.45	6.9	3,300.48
	ENLS	55 755	5,932.95	719.66	8.6	1,995.27
2019/20*	TSFS	23 119	3,241.02	220.35	6.0	1,050.81
	NLSFT	31 459	4,353.48	489.26	7.3	1,797.69
	FASP	24 455	2,734.56	187.61	7.1	993.61
	NLSPS	49 549	5,202.04	665.72	7.5	3,800.62
	ENLS	56 193	2,897.08	335.93	8.5	2,175.46

* As at 31 January 2020

The average repayment period is calculated based on the loan repayment accounts which have been fully settled within the respective academic years.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4311)

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 Donald NG)

Director of Bureau: Secretary for Education

Question:

- a. Please set out in table form the respective numbers of loan borrowers defaulted on loan repayment and the amounts in default 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 the past 5 years;
- b. Please set out the current measures taken by the Student Finance Office to recover the arrears and the measures taken against loan borrowers who have difficulties in repaying their loans;
- c. Please set out in table form the respective numbers of bankruptcy applications due to inability to repay loans under the TSFS, NLSFT, FASP and NLSPS in the past 5 years; and
- d. Please set out in table form the respective numbers of irrecoverable cases and the amounts involved under the TSFS, NLSFT, FASP and NLSPS in the past 5 years.

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 277)

Reply:

- a. The numbers of default cases and the amount in default under the TSFS, FASP, NLSFT and NLSPS in the 2015/16 to 2019/20 academic years are as follows –

Financial Assistance Scheme	Academic Year*				
	2015/16	2016/17	2017/18	2018/19	2019/20
TSFS					
Number of default cases [^]	1 192	1 106	1 051	971	1 059
Amount in default (\$ million) [@]	26.48	23.98	21.16	19.14	18.89
FASP					
Number of default cases	1 397	1 318	1 267	1 175	1 297
Amount in default (\$ million)	16.98	15.70	14.21	13.09	13.30
NLSFT					
Number of default cases	1 077	991	965	976	989
Amount in default (\$ million)	17.27	15.60	13.70	12.93	13.12
NLSPS					
Number of default cases	2 470	2 355	2 287	2 281	2 399
Amount in default (\$ million)	51.79	48.30	44.36	42.30	43.44
Total					
Number of default cases	6 136	5 770	5 570	5 403	5 744
Amount in default (\$ million)	112.52	103.58	93.43	87.46	88.75

* The numbers of default cases and amounts in default in the 2015/16 to 2019/20 academic years reflect the positions as at the end of the academic years concerned (i.e. 31 July 2016, 31 July 2017, 31 July 2018 and 31 July 2019) and 31 January 2020 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.

[^] Cases with 2 or more consecutive overdue quarterly instalments/6 or more consecutive overdue monthly instalments are regarded as default cases.

[@] The amount in default is the total amount of arrears in the defaulted student loan accounts, including the arrears from the previous academic years and the academic years concerned.

- b. On recovery of defaulted student loans, the Student Finance Office (SFO) under the Working Family and Student Financial Assistance Agency will issue reminders to the loan borrowers concerned and their indemnifiers requesting them to settle the arrears by a specified date. The SFO will send SMS messages or make phone calls to the defaulted loan borrowers and their indemnifiers who fail to respond to the reminders. Apart from urging them to settle the arrears, the SFO will also ask them whether any assistance is needed. If no payment or response is received from the loan borrowers and their indemnifiers, the SFO will proceed to take loan recovery action against them by referring the cases to the Department of Justice or filing claims directly to the Small Claims Tribunal. For those defaulted loan borrowers who have genuine difficulties in repaying their loans, the SFO will provide them with assistance, such as allowing them to restructure their loans or defer loan repayment.

- c. The numbers of bankruptcy applications (the reasons for application may not necessarily be related to student loans) involving students receiving financial assistance under the TSFS, FASP, NLSFT and NLSPS in the 2015/16 to 2019/20 academic years are as follows –

Financial Assistance Scheme	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
TSFS	18	21	13	12	7
FASP	40	39	31	33	3
NLSFT	13	18	12	16	4
NLSPS	55	70	54	50	14
Total	126	148	110	111	28

* As at 31 January 2020

- d. 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 and will only consider writing off the loans when they are irrecoverable (for example, 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). The numbers of write-off cases and the amounts involved under the TSFS, FASP, NLSFT and NLSPS in the 2015/16 to 2019/20 academic years are as follows –

Financial Assistance Scheme	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
TSFS					
Number of write-off cases [^]	4	3	4	2	0
Amount involved (\$ million)	0.25	0.12	0.17	0.09	0
FASP					
Number of write-off cases [^]	4	0	0	1	0
Amount involved (\$ million)	0.20	0	0	0.01	0
NLSFT					
Number of write-off cases [^]	5	2	1	0	0
Amount involved (\$ million)	0.17	0.19	0.03	0	0
NLSPS					
Number of write-off cases [^]	2	3	4	1	0
Amount involved (\$ million)	0.05	0.42	0.59	0.05	0
Total					
Number of write-off cases	15	8	9	4	0
Amount involved (\$ million)	0.67	0.73	0.79	0.15	0

* As at 31 January 2020

[^] A write-off case may involve more than 1 loan repayment account of 1 or more financial assistance scheme(s) administered by the SFO.

- End -

CONTROLLING OFFICER'S REPLY

EDB578

(Question Serial No. 4312)

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

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Donald NG)

Director of Bureau: Secretary for Education

Question:

Please set out in table form the respective numbers of applications, successful and unsuccessful applications, review applications and successful review cases 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 the past 5 years.

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 278)

Reply:

Relevant information about the applications and review cases under the TSFS, FASP, NLSFT and NLSPS in the 2015/16 to 2019/20 academic years is provided in the following table:

	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(A) TSFS					
Number of applications	29 828	27 991	25 922	23 741	22 230
Number of approved applications	25 172	23 364	21 724	19 519	16 074
Number of unsuccessful applications	4 656	4 627	4 198	4 222	2 752
Number of applications for review	474	374	312	254	133
Number of successful review cases	280	222	187	145	81
(B) FASP					
Number of applications	26 817	24 809	22 575	20 709	19 188
Number of approved applications	22 106	20 236	18 024	16 184	12 571
Number of unsuccessful applications	4 711	4 573	4 551	4 525	2 893
Number of applications for review	425	353	244	236	117
Number of successful review cases	213	170	117	113	43
(C) NLSFT					
Number of applications	14 471	15 337	15 684	16 026	15 926
Number of approved applications	13 271	14 132	14 158	14 524	14 369
Number of unsuccessful applications	1 200	1 205	1 526	1 502	1 416
Number of applications for review	0	0	0	0	0
Number of successful review cases	0	0	0	0	0
(D) NLSPS					
Number of applications	20 752	20 996	17 125	15 624	15 208
Number of approved applications	20 216	20 520	15 369	14 539	13 671
Number of unsuccessful applications	536	476	1 756	1 085	1 266
Number of applications for review	0	0	0	0	0
Number of successful review cases	0	0	0	0	0

* As at 31 January 2020

- End -

CONTROLLING OFFICER'S REPLY**EDB579****(Question Serial No. 4333)**

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 Donald NG)

Director of Bureau: Secretary for Education

Question:

1. Under the fee remission for children of needy families under the Kindergarten and Child Care Centre Fee Remission Scheme administered by the Working Family and Student Financial Assistance Agency:
 - a. the number of student beneficiaries
 - b. the expenditure involved
2. For the additional grant for children of needy families to defray school-related expenses incurred from the students' kindergarten education:
 - a. the number of student beneficiaries
 - b. the expenditure involved
3. How many students have benefitted from both the fee remission and the additional grant mentioned in parts 1 and 2 above?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 299)

Reply:

1. & 2. In the 2019/20 school year (as at 31 January 2020), the number of student beneficiaries and the total expenditure involved under the Kindergarten and Child Care Centre Fee Remission Scheme and the Grant for School-related Expenses for Kindergarten Students are as follows:

	Number of student beneficiaries	Total expenditure (\$ million)
Kindergarten and Child Care Centre Fee Remission Scheme	24 174 [^]	148.1
Grant for School-related Expenses for Kindergarten Students	36 875	117.8

[^] The number of student beneficiaries does not include the 13 289 students who passed the means test but needed not pay school fees under the kindergarten education scheme.

3. In the 2019/20 school year (as at 31 January 2020), the number of student beneficiaries under both the Kindergarten and Child Care Centre Fee Remission Scheme and the Grant for School-related Expenses for Kindergarten Students is 22 692.

- End -

CONTROLLING OFFICER'S REPLY**EDB580****(Question Serial No. 4456)**

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 Donald NG)

Director of Bureau: Secretary for Education

Question:

Regarding the work in relation to the Code on Access to Information, will the Government 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 from October 2018 to present for which only some of the required information has been provided, please state in table form: (i) the content of the requests for which only some of the required information has been provided; (ii) the reasons for providing some of the information only; (iii) whether the decision on withholding some of the information was made at the directorate (D1 or D2) level (according to paragraph 1.8.2 of the Guidelines on Interpretation and Application); (iv) whether the decision on withholding some of the information was made subject to a "harm or prejudice test", i.e. whether the public interest in disclosure of such information outweighs any harm or prejudice that could result from disclosure (according to paragraph 2.1.1 of the Guidelines on Interpretation and Application)? If yes, please provide the details of how the requests have been handled eventually.

From October to December 2018

(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) Whether the decision on withholding some of the information was made at the directorate (D1 or D2) level (according to paragraph 1.8.2 of the Guidelines on Interpretation and	(iv) Whether the decision on withholding some of the information was made subject to a "harm or prejudice test", i.e. whether the public interest in disclosure of such information outweighs any harm or prejudice that could result from

		Application)	disclosure (according to paragraph 2.1.1 of the Guidelines on Interpretation and Application). If yes, please provide the details.

2019

(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) Whether the decision on withholding some of the information was made at the directorate (D1 or D2) level (according to paragraph 1.8.2 of the Guidelines on Interpretation and Application)	(iv) Whether the decision on withholding some of the information was made subject to a “harm or prejudice test”, i.e. whether the public interest in disclosure of such information outweighs any harm or prejudice that could result from disclosure (according to paragraph 2.1.1 of the Guidelines on Interpretation and Application). If yes, please provide the details.

2) Concerning the requests for information under the Code on Access to Information received by the Working Family and Student Financial Assistance Agency from October 2018 to present for which the required information has not been provided, please state in table form: (i) the content of the requests refused; (ii) the reasons for refusal; (iii) whether the decision on withholding the information was made at the directorate (D1 or D2) level (according to paragraph 1.8.2 of the Guidelines on Interpretation and Application); (iv) whether the decision on withholding the information was made subject to a “harm or prejudice test”, i.e. whether the public interest in disclosure of such information outweighs any harm or prejudice that could result from disclosure (according to paragraph 2.1.1 of the Guidelines on Interpretation and Application)? If yes, please provide the details of how the requests have been handled eventually.

From October to December 2018

(i) Content of the requests refused	(ii) Reasons for refusal	(iii) Whether the decision on withholding the information was made at the directorate (D1 or	(iv) Whether the decision on withholding the information was made subject to a “harm or prejudice test”, i.e. whether the public interest
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		D2) level (according to paragraph 1.8.2 of the Guidelines on Interpretation and Application)	in disclosure of such information outweighs any harm or prejudice that could result from disclosure (according to paragraph 2.1.1 of the Guidelines on Interpretation and Application). If yes, please provide the details.

2019

(i) Content of the requests refused	(ii) Reasons for refusal	(iii) Whether the decision on withholding the information was made at the directorate (D1 or D2) level (according to paragraph 1.8.2 of the Guidelines on Interpretation and Application)	(iv) Whether the decision on withholding the information was made subject to a “harm or prejudice test”, i.e. whether the public interest in disclosure of such information outweighs any harm or prejudice that could result from disclosure (according to paragraph 2.1.1 of the Guidelines on Interpretation and Application). If yes, please provide the details.

3) Any person who believes that a department has failed to comply with any provision of the Code on Access to Information may ask the department to review the situation. Please advise this Committee in each of the past 5 years, (i) the number of review cases received; (ii) the number of cases, among the review cases received in the year, in which further information was disclosed after review; (iii) whether the decisions on review were made at the directorate (D1 or D2) level.

Year in which review cases were received	(i) Number of review cases received	(ii) Number of cases, among the review cases received in the year, in which further information was disclosed after review	(iii) Whether the decisions on review were made at the directorate (D1 or D2) level
2015			

2016			
2017			
2018			
2019			

4) With reference to the target response times set out in paragraphs 1.16.1 to 1.19.1 of Guidelines on Interpretation and Application of the Code on Access to Information, please advise this Committee on the following information by year in table form (with text descriptions).

(a) Within 10 days from date of receipt of a written request:

	Number of requests for which the information requested was provided	Number of requests involving third party information for which the information requested could not be provided	Number of requests for which the information requested could not be provided since the requests had to be transferred to another department which held the information under request	Number of requests for information which were refused under the exemption provisions in Part 2 of the Code on Access to Information	Number of applications which the applicants indicated that they did not wish to proceed with and withdrew since they did not accept the charge
2020					
2019					
2018					
2017					
2016					

Within 10 to 21 days from date of receipt of a written request:

	Number of requests for which the information requested was provided	Number of requests involving third party information for which the information requested could not be provided	Number of requests for which the information requested could not be provided since the requests had to be transferred to another department which held	Number of requests for information which were refused under the exemption provisions in Part 2 of the Code on Access to Information	Number of applications which the applicants indicated that they did not wish to proceed with and withdrew since they did not accept the

			the information under request		charge
2020					
2019					
2018					
2017					
2016					

Within 21 to 51 days from date of receipt of a written request:

	Number of requests for which the information requested was provided	Number of requests involving third party information for which the information requested could not be provided	Number of requests for which the information requested could not be provided since the requests had to be transferred to another department which held the information under request	Number of requests for information which were refused under the exemption provisions in Part 2 of the Code on Access to Information	Number of applications which the applicants indicated that they did not wish to proceed with and withdrew since they did not accept the charge
2020					
2019					
2018					
2017					
2016					

(b) cases in which information could not be provided within 21 days from date of receipt of a request in the past 5 years:

Date	Subject of information requested	Specific reason

(c) cases in which information could not be provided within 51 days from date of receipt of a request in the past 5 years:

Date	Subject of information requested	Specific reason

5) Please state in table form the number of those, among the cases in which requests for information were refused under the exemption provisions in Part 2 of the Code on Access to Information, on which the Privacy Commissioner for Personal Data was consulted when they were being handled in the past 5 years. For cases on which advice had been sought, was it fully accepted in the end? For cases where the advice of the Privacy Commissioner for Personal Data was not accepted or was only partially accepted, what are the reasons?

Date	Subject	Particular exemption provision in Part 2 of the Code on Access to Information under which requests for information were refused	Whether the advice of the Privacy Commissioner for Personal Data was fully accepted	Reasons for refusing to accept or only partially accepting the advice of the Privacy Commissioner for Personal Data

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 361)

Reply:

1) & 2) Among the requests for information under the Code on Access to Information received by the Working Family and Student Financial Assistance Agency (WFSFAA) from October 2018 to September 2019, there were no requests for which only some of the required information was provided or the required information was not provided.

3) During the period between 2015 and September 2019, the WFSFAA did not receive any request for review.

4a) Among the requests for information received by the WFSFAA from 2016 to September 2019, the numbers of requests for which the information requested was provided within 10 days, within 11 to 21 days and within 22 to 51 days from the date of receipt of a written request were 132, 7 and 5 respectively.

4b) Among the requests for information received by the WFSFAA from 2016 to September 2019, the main reason for which the WFSFAA could not provide the information requested within 21 days from the date of receipt of a request was that more processing time was required due to the complexity of the information sought.

4c) During the period between 2016 and September 2019, there was not any case in which the WFSFAA could not provide the information requested within 51 days from the date of receipt of the request.

5) During the period between 2016 and September 2019, there was not any case in which the request for information was refused by the WFSFAA.

- End -

CONTROLLING OFFICER'S REPLY**EDB581****(Question Serial No. 5397)**

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 Donald NG)

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 number of cases with outstanding loans to be repaid and the amount involved.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 1241)

Reply:

As at 31 January 2020, the numbers of loan repayment accounts and amount of outstanding loan principal under repayment under the 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	23 119
Amount of outstanding loan principal under repayment (\$ million)	1,051
(B) FASP	
Number of loan repayment accounts	24 455
Amount of outstanding loan principal under repayment (\$ million)	994
(C) NLS	
Number of loan repayment accounts	137 201
Amount of outstanding loan principal under repayment (\$ million)	7,774

- End -

CONTROLLING OFFICER'S REPLY**EDB582****(Question Serial No. 5398)**

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 Donald NG)

Director of Bureau: Secretary for Education

Question:

Please provide the actual administrative cost in administering 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.: 1242)

Reply:

The administrative cost (including salary provisions for staff members and daily expenses) involved in processing applications under the FASP, TSFS and NLS from 2015-16 to 2019-20 is as follows –

Year	Administrative Cost (\$ million)		
	FASP	TSFS	NLS [#]
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	48.7	51.8	37.9
2019-20*	36.5	42.6	31.6

Including 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.

* As at 31 January 2020

- End -

CONTROLLING OFFICER'S REPLY

EDB583

(Question Serial No. 5585)

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 Donald NG)

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 since 2014, and the amount of funding involved.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 612)

Reply:

1. to 3. All applicants who are from CSSA families and meet the eligibility criteria of the TSFS or FASP are provided full grants and loans. In the 2015/16 to 2019/20 academic years, the numbers and percentages of successful applicants from CSSA families under the TSFS or FASP, the numbers of these applicants disbursed with grants and loans, and the total amount of grants and loans disbursed are set out in the following table:

	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
TSFS					
(a) Number of successful applicants	25 172	23 364	21 724	19 519	16 074
(b) Number of successful applicants from CSSA families (%)	4 772 (19.0%)	4 443 (19.0%)	4 160 (19.1%)	3 910 (20.0%)	3 755 (23.4%)
(c) Number of applicants in (b) disbursed with grants	4 772	4 443	4 160	3 910	3 755
(d) Total amount of grants disbursed to applicants in (c) (\$ million)	232.63	216.97	203.53	192.23	187.36
(e) Number of applicants in (b) accepting loans	1 368	1 160	1 088	960	803
(f) Total amount of loans disbursed to applicants in (e) (\$ million)	57.77	53.35	50.80	45.97	39.83
FASP					
(a) Number of successful applicants	22 106	20 236	18 024	16 184	12 571
(b) Number of successful applicants from CSSA families (%)	4 643 (21.0%)	4 344 (21.5%)	4 060 (22.5%)	3 811 (23.5%)	3 522 (28.0%)
(c) Number of applicants in (b) disbursed with grants	4 643	4 344	4 060	3 811	3 522
(d) Total amount of grants disbursed to applicants in (c) (\$ million)	281.81	270.19	235.85	224.14	182.90
(e) Number of applicants in (b) accepting loans	1 300	1 202	1 138	979	750
(f) Total amount of loans disbursed to applicants in (e) (\$ million)	55.44	55.63	53.68	46.97	37.06

* As at 31 January 2020

4. In the 2015/16 to 2019/20 academic years, the numbers of applicants from CSSA families under the TSFS and FASP who received the hostel subsidy funded by the Community Care Fund and the amount of subsidy are set out in the following table:

	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20[@]
TSFS					
Number of applicants from CSSA families disbursed with hostel subsidy	1 015	913	908	850	712
Amount of hostel subsidy disbursed to applicants from CSSA families (\$ million)	7.54	7.15	7.24	6.83	2.99
FASP					
Number of applicants from CSSA families disbursed with hostel subsidy	77	90	111	115	90
Amount of hostel subsidy disbursed to applicants from CSSA families (\$ million)	0.49	0.61	0.81	0.83	0.42

[@] The figures show the number of applicants from CSSA families disbursed with the hostel subsidy and the amount of subsidy for the first term of the 2019/20 academic year. The subsidy for the second term will be disbursed around July 2020.

- End -

CONTROLLING OFFICER'S REPLY**EDB584****(Question Serial No. 6784)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (228) Student financial assistanceProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Donald NG)Director of Bureau: Secretary for EducationQuestion:

Please provide information on the following social security 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.: 85)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 levels in the 2019/20 school year (as at 31 January 2020) 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	18 647	3 111	13 280
Primary and secondary level	92 304	Not applicable	59 992

* For families with more than one child receiving financial assistance under various schemes at different education levels, they are counted in the respective schemes concurrently.

- End -

CONTROLLING OFFICER'S REPLY**EDB585****(Question Serial No. 3337)**

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 Donald NG)

Director of Bureau: Secretary for Education

Question:

- Please provide the number 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.
- Further to the above question, please provide the repayment period and the amount of loans repaid of each case before the bankruptcy application was made.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 110)

Reply:

- The numbers of bankruptcy applications (the reasons for application may not necessarily be related to student loans) involving students receiving financial assistance under the TSFS, FASP, NLSFT and NLSPS in the 2015/16 to 2019/20 academic years are as follows:

Financial Assistance Scheme	Academic Year				
	2015/16	2016/17	2017/18 [^]	2018/19	2019/20*
TSFS	18	21	13	12	7
FASP	40	39	31	33	3
NLSFT	13	18	12	16	4
NLSPS	55	70	54	50	14
Total	126	148	110	111	28

* As at 31 January 2020

^ The figures for the 2017/18 academic year have been revised as notifications of bankruptcy applications were received from the bankrupts or the Official Receiver's Office after that academic year.

2. Based on the repayment period of the students receiving financial assistance, the number of bankruptcy applications and the amount of loans repaid in the 2015/16 to 2019/20 academic years are as follows:

Academic Year	Financial Assistance Scheme	Repayment Period [#] of Less than 5 years		Repayment Period of 5 to 10 years		Repayment Period of More than 10 years	
		No. of bankruptcy application	Amount of loans repaid (\$ million)	No. of bankruptcy application	Amount of loans repaid (\$ million)	No. of bankruptcy application	Amount of loans repaid (\$ million)
2015/16	TSFS	9	0.08	7	0.20	2	0.02
	FASP	27	0.38	12	0.18	1	0.01
	NLSFT	5	0.02	7	0.09	1	0.01
	NLSPS	34	0.89	19	0.92	2	0.18
	Total	75	1.37	45	1.39	6	0.22
2016/17	TSFS	11	0.18	6	0.23	4	0.28
	FASP	22	0.33	16	0.49	1	0.05
	NLSFT	10	0.12	6	0.31	2	0.13
	NLSPS	38	0.47	29	2.03	3	0.43
	Total	81	1.10	57	3.06	10	0.89
2017/18	TSFS	6	0.12	3	0.18	4	0.16
	FASP	16	0.22	14	0.63	1	0.10
	NLSFT	5	0.04	4	0.18	3	0.22
	NLSPS	28	0.36	25	1.41	1	0.22
	Total	55	0.74	46	2.40	9	0.70
2018/19	TSFS	6	0.07	5	0.21	1	0.05
	FASP	17	0.28	14	0.32	2	0.06
	NLSFT	4	0.09	8	0.36	4	0.11
	NLSPS	17	0.26	30	1.80	3	0.44
	Total	44	0.70	57	2.69	10	0.66
2019/20*	TSFS	6	0.03	1	0.02	0	0.00
	FASP	3	0.00	0	0.00	0	0.00
	NLSFT	2	0.00	2	0.04	0	0.00
	NLSPS	12	0.05	1	0.09	1	0.03
	Total	23	0.08	4	0.15	1	0.03

* As at 31 January 2020

The repayment period is counted from the date of the first instalment of repayment of the student receiving financial assistance to the date the bankruptcy order takes effect.

- End -

CONTROLLING OFFICER'S REPLY

EDB586

(Question Serial No. 3634)

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 Donald NG)

Director of Bureau: Secretary for Education

Question:

The severe outbreak of novel coronavirus, i.e. Wuhan pneumonia, has impacted upon the local and global economy. Does the Government plan to waive some of the interest payable by student loan borrowers or offer them more relaxed repayment arrangements? If yes, what are the details? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 246)

Reply:

To alleviate the repayment burden of student loan borrowers, the Government has implemented a number of improvement measures regarding the interest rate and repayment period of loan schemes for post-secondary students. These improvement measures include lowering the interest rate of the living expenses loan under means-tested financial assistance schemes from 2.5% to 1% per annum (interest free during the study period) and reducing the risk-adjusted-factor rate for determining the interest rate of non-means-tested loan schemes from 1.5% to 0%. The prevailing interest rate for non-means-tested loan schemes is 1.106% per annum which is comparable to the 1% annual interest rate of the living expenses loan under means-tested financial assistance schemes. As for the repayment arrangement, the standard loan repayment period for student loan borrowers has been

extended to 15 years, and repayment by quarterly instalments has been revised to monthly instalments. Student loan borrowers are also given the option of commencing the loan repayment one year after completion of 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 maximum 2-year interest-free deferment of loan repayment, thus extending the repayment period to 17 years in total. These measures can alleviate the repayment burden of student loan borrowers.

Due to the impact of the COVID-19 outbreak on the economy and labour market, some student loan borrowers may encounter difficulty in repaying their loans. The Student Finance Office will handle the applications for deferment of loan repayment with flexibility and expedite the procedures to shorten the processing time.

- End -

CONTROLLING OFFICER'S REPLY**EDB587****(Question Serial No. 5012)**

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 Donald NG)

Director of Bureau: Secretary for Education

Question:

What is the average amount of student loan debts owed by current 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.: 860)

Reply:

The average amount of outstanding loan principal under repayment by financial assistance/loan scheme as at 31 January 2020 is as follows –

Scheme	Average amount of outstanding loan principal under repayment (\$)
(A) Tertiary Student Finance Scheme - Publicly-funded Programmes	45,452.07
(B) Financial Assistance Scheme for Post-secondary Students	40,630.12
(C) Non-means-tested Loan Scheme for Full-time Tertiary Students	57,143.76
(D) Non-means-tested Loan Scheme for Post-secondary Students	76,704.20
(E) Extended Non-means-tested Loan Scheme	38,714.15

The Government reviews the student financial assistance schemes from time to time to ensure that students are provided with appropriate support. To alleviate the repayment burden of student loan borrowers, the Government has implemented a number of improvement measures regarding the interest rate and repayment period of loan schemes for post-secondary students. These improvement measures include lowering the interest rate of the living expenses loan under means-tested financial assistance schemes from 2.5% to 1% per annum (interest free during the study period) and reducing the risk-adjusted-factor rate for determining the interest rate of non-means-tested loan schemes from 1.5% to 0%. The prevailing interest rate for non-means-tested loan schemes is 1.106% per annum, which is comparable to the 1% annual interest rate of the living expenses loan under means-tested financial assistance schemes. As for the repayment arrangement, the standard loan repayment period for student loan borrowers has been extended to 15 years, and repayment by quarterly instalments has been revised to monthly instalments. Student loan borrowers are also given the option of commencing the repayment one year after completion of 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 maximum of 2-year interest-free deferment of loan repayment, thus extending the repayment period to 17 years in total. These measures can alleviate the repayment burden of student loan borrowers.

- End -

CONTROLLING OFFICER'S REPLY

EDB588

(Question Serial No. 5049)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (000) Operational expenses
(228) Student financial assistance
(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 Donald NG)

Director of Bureau: Secretary for Education

Question:

Please provide the following information 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) –

1. the manpower and expenditure involved in administering the TSFS, FASP and NLS in the past 5 years;
2. the current total amount of loans disbursed under the TSFS, FASP and NLS;
3. the numbers of student loan borrowers who have repaid for over 10 years but still have outstanding loans under repayment by study level of the programmes (bachelor degree programme, sub-degree programme, higher diploma programme and master degree programme) in table form; and
4. the average, highest, lowest and median amount of loans disbursed for each loan borrower in the past 5 years.

Asked by: Hon KWOK Ka-ki (LegCo internal reference no.: 982)

Reply:

1. The numbers of relevant staff[^] and total expenditure involved in processing applications under the TSFS, FASP and NLS from 2015-16 to 2019-20 are as follows –

	Year				
	2015-16	2016-17	2017-18	2018-19	2019-20*
(A) TSFS					
Number of relevant staff	122	125	122	115	120
Total expenditure (\$ million)	43.8	47.2	51.4	51.8	42.6
(B) FASP					
Number of relevant staff	125	127	126	105	103
Total expenditure (\$ million)	42.3	50.0	51.6	48.7	36.5
(C) NLS[#]					
Number of relevant staff	83	92	92	79	92
Total expenditure (\$ million)	34.9	35.2	36.9	37.9	31.6

[^] Relevant staff include civil servants and non-civil service contract staff.

* As at 31 January 2020

[#] Including 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).

2. The total amount of loans disbursed under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2019/20 academic year (as at 31 January 2020) is as follows –

Scheme	Total amount of loans disbursed (\$ million)
(A) TSFS	124.08
(B) FASP	96.26
(C) NLSFT	442.73
(D) NLSPS	520.25
(E) ENLS	245.94

3. As at 31 January 2020, there were a total of 15 820 loan repayment accounts under the TSFS, FASP, NLSFT, NLSPS and ENLS which have been repaid for over 10 years and continue to be repaid. We have not kept record of the above loan repayment information by study level of programmes.

4. The average, highest, lowest and median amount of loans disbursed under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2015/16 to 2019/20 academic years is as follows –

Amount of Loans Disbursed (\$)	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
(A) TSFS (loans are to cover living expenses)					
Average	32,940	36,716	38,022	38,871	41,250
Highest [#]	66,460	72,555	74,145	75,030	77,205
Lowest	1,700	3,627	3,707	3,001	1,544
Median	42,100	48,000	49,000	50,000	51,470
(B) FASP (loans are to cover living expenses)					
Average	35,446	38,873	39,902	40,585	42,594
Highest [#]	75,590	78,610	78,000	75,030	77,205
Lowest	870	1,200	2,965	3,500	3,536
Median	44,310	48,370	49,430	50,020	51,470
(C) NLSFT (loans are to cover tuition fees)					
Average	38,749	38,838	39,096	39,235	39,868
Highest	51,310	84,200	55,570	58,070	58,620
Lowest	215	4,215	1,000	3,610	5,600
Median	42,100	42,100	42,100	42,100	42,100
(D) NLSPS (loans are to cover tuition fees)					
Average	59,528	60,424	54,567	55,841	49,571
Highest	267,143	272,723	278,303	283,883	291,206
Lowest	1,810	1,390	1,690	1,940	2,435
Median	55,000	55,000	54,300	55,000	55,000
(E) ENLS (loans are to cover tuition fees)					
Average	54,904	57,808	60,495	63,395	54,568
Highest	340,000	350,200	358,600	364,000	372,700
Lowest	3,000	2,570	2,375	3,563	3,612
Median	42,800	45,920	48,000	52,000	54,600

* As at 31 January 2020

[#] 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 the academic year on a discretionary basis.

- End -

CONTROLLING OFFICER'S REPLY

EDB589

(Question Serial No. 6129)

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 Donald NG)

Director of Bureau: Secretary for Education

Question:

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 Student Finance Office of the Working Family and Student Financial Assistance Agency provide assistance to students in pursuing further studies. Under the NLS, there are 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 this connection, please advise this Committee of the following:

- (a) The actual and revised estimated numbers of applications for the NLS in the 2017/18 to 2019/2020 academic years are 39 888, 38 302 and 39 123 respectively. Of them, what are the respective numbers of applications for the NLSFT, NLSPS and ENLS? Please provide the numbers of applications by year in the past 10 years up to the 2019/20 academic year.
- (b) Please set out the changes in the annual interest rates of the above loan schemes by year in table form in the past 10 years up to the 2019/20 academic year.

- (c) Please set out the amount of loans disbursed, amount of repayments settled and demanded, and amount in default under the above loan schemes by year in table form in the past 10 years up to the 2019/20 academic year.
- (d) Please set out the numbers of applications approved and defaulters under the above loan schemes by year in table form in the past 10 years up to the 2019/20 academic year.
- (e) The reasons for not keeping record of the numbers of loan borrowers who had made early repayments in full under the above loan schemes.

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 21)

Reply:

- (a)(i) The actual numbers of applications under the NLSFT, NLSPS and ENLS in the 2017/18 and 2018/19 academic years and the revised estimate in the 2019/20 academic year are as follows –

	Actual Number of Applications in the 2017/18 Academic Year	Actual Number of Applications in the 2018/19 Academic Year	Revised Estimate of Number of Applications in the 2019/20 Academic Year
NLSFT	15 684	16 026	16 493
NLSPS	17 125	15 624	15 930
ENLS	7 079	6 652	6 700
Total	39 888	38 302	39 123

- (ii) The numbers of applications under the NLSFT, NLSPS and ENLS in the 2015/16 to 2019/20 academic years are as follows –

Academic Year	Number of Applications			
	NLSFT	NLSPS	ENLS	Total
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	16 026	15 624	6 652	38 302
2019/20*	15 926	15 208	5 030	36 164

* As at 31 January 2020

- (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 per annum in the 2015/16 to 2019/20 academic years are as follows –

Effective Date	Interest Rate Per Annum
1 June 2015	1.282%
1 June 2017	1.132%
1 October 2018	1.216%
1 November 2018	1.257%
1 June 2019	1.231%
1 December 2019	1.106%

- (c)(i) The total amount of loans disbursed under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2015/16 to 2019/20 academic years are as follows –

Academic Year	Total Amount of Loans Disbursed (\$ million)				
	TSFS	FASP	NLSFT	NLSPS	ENLS
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	170.30	144.32	483.73	681.54	385.95
2019/20*	124.08	96.26	442.73	520.25	245.94

* As at 31 January 2020

(ii) The total amount of repayments demanded and settled under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2015/16 to 2019/20 academic years are as follows –

Academic Year	TSFS	FASP	NLSFT	NLSPS	ENLS	Total
	(\$ million)					
2015/16						
Total amount demanded	196.51	176.34	237.64	424.28	403.10	1,437.87
Total amount settled [#]	192.49	167.37	233.24	398.56	383.61	1,375.27
2016/17						
Total amount demanded	179.40	162.62	255.14	454.79	395.26	1,447.21
Total amount settled [#]	176.70	156.95	252.23	437.85	380.10	1,403.83
2017/18						
Total amount demanded	174.63	154.27	275.18	493.09	383.58	1,480.75
Total amount settled [#]	171.81	148.75	272.07	476.31	371.27	1,440.21
2018/19						
Total amount demanded	162.28	144.64	295.76	545.29	369.44	1,517.41
Total amount settled [#]	159.98	140.48	291.43	524.47	353.52	1,469.88
2019/20*						
Total amount demanded	82.64	74.83	157.29	301.41	190.03	806.20
Total amount settled [#]	77.54	67.64	144.11	263.37	160.15	712.81

The figures denote the total amount of repayments settled in respect of the demand notes issued in a particular academic year.

* As at 31 January 2020

(iii) The amount in default under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2015/16 to 2019/20 academic years are as follows –

Academic Year	Amount in Default [^] (\$ million)					
	TSFS	FASP	NLSFT	NLSPS	ENLS	Total
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	19.14	13.09	12.93	42.30	62.11	149.57
2019/20*	18.89	13.30	13.12	43.44	63.53	152.28

[^] The amount in default is the total amount of arrears in the defaulted student loan accounts, including the arrears from the previous academic years and the academic years concerned.

* As at 31 January 2020

(d)(i) The numbers of students receiving loans under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2015/16 to 2019/20 academic years are as follows –

Academic Year	Number of Students Receiving Loans				
	TSFS	FASP	NLSFT	NLSPS	ENLS
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	4 381	3 556	12 329	12 205	6 088
2019/20*	3 008	2 260	11 105	10 495	4 507

* As at 31 January 2020

(ii) The numbers of default cases under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2015/16 to 2019/20 academic years are as follows –

Academic Year*	Number of Default Cases [^]					
	TSFS	FASP	NLSFT	NLSPS	ENLS	Total
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	971	1 175	976	2 281	4 879	10 282
2019/20	1 059	1 297	989	2 399	5 008	10 752

^ 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 2015/16 to 2019/20 academic years reflect the positions as at the end of the academic years concerned (i.e. 31 July 2016, 31 July 2017, 31 July 2018, 31 July 2019) and 31 January 2020 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.

- (e) The standard repayment period of student loans is 15 years. Student loan borrowers may choose to commence loan repayment one year after graduation, and settle their loan repayment in any years within the standard repayment period. They may, according to their personal financial situation, subsequently make requests for restructuring the original total repayment period any time without limitation on the number of such requests to shorten or lengthen their loan repayment period. As the repayment periods of student loan borrowers vary and changes to the total repayment periods will be made from time to time, we have not kept record of information about loan borrowers who had made early repayments in full. Based on the loan repayment accounts which have been fully settled, the average repayment periods of these accounts under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2015/16 to 2019/20 academic years are as follows –

Scheme	Academic Year				
	2015/16	2016/17	2017/18	2018/19	2019/20*
	(Average Repayment Period)(Year)				
TSFS	4.8	4.8	4.9	5.4	6.0
FASP	6.3	6.5	6.5	6.4	7.1
NLSFT	7.9	7.6	7.4	7.0	7.3
NLSPS	6.7	7.1	7.2	6.9	7.5
ENLS	8.4	8.4	8.7	8.6	8.5

* As at 31 January 2020

- End -

CONTROLLING OFFICER'S REPLY

EDB590

(Question Serial No. 6141)

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 Donald NG)

Director of Bureau: Secretary for Education

Question:

Please set out the (i) amount of loans disbursed; (ii) amount of loans repaid; (iii) interest rate; and (iv) amount of interest paid in the 2013/14 to 2019/20 academic years for—

- (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.

Asked by: Hon KWOK Wing-hang, Dennis (LegCo internal reference no.: 34)

Reply:

- (i) The total amount of loans disbursed under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), Financial Assistance Scheme for Post-secondary Students (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 2015/16 to 2019/20 academic years is as follows –

Academic Year	Total Amount of Loans Disbursed (\$ million)				
	TSFS	FASP	NLSFT	NLSPS	ENLS
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	170.30	144.32	483.73	681.54	385.95
2019/20*	124.08	96.26	442.73	520.25	245.94

* As at 31 January 2020

- (ii) The total amount of loans repaid by the loan repayment accounts under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2015/16 to 2019/20 academic years is as follows –

Academic Year	Total Amount of Loans Repaid (\$ million)					
	TSFS	FASP	NLSFT	NLSPS	ENLS	Total
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	160.23	135.63	293.04	539.78	370.92	1,499.60
2019/20*	80.64	72.17	152.35	290.74	181.67	777.57

* As at 31 January 2020

- (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 rate per annum in the 2015/16 to 2019/20 academic years is as follows –

Effective Date	Interest Rate Per Annum
1 June 2015	1.282%
1 June 2017	1.132%
1 October 2018	1.216%
1 November 2018	1.257%
1 June 2019	1.231%
1 December 2019	1.106%

(iv) The total amount of interest paid by the loan repayment accounts under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2015/16 to 2019/20 academic years is as follows –

Academic Year	Total Amount of Interest Paid					
	(\$ million)					
	TSFS	FASP	NLSFT	NLSPS	ENLS	Total
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	9.67	8.36	30.30	62.40	40.12	150.85
2019/20*	5.09	4.59	15.39	32.99	18.88	76.94

* As at 31 January 2020

- End -

CONTROLLING OFFICER'S REPLY

EDB591

(Question Serial No. 3685)

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 Donald NG)

Director of Bureau: Secretary for Education

Question:

It is mentioned under “Matters Requiring Special Attention in 2020-21” in the Estimates that during 2020-21, the Working Family and Student Financial Assistance Agency will utilise the developed Integrated Student Financial Assistance System (ISFAST) to support the administration of all student financial assistance schemes as well as scholarships and merit award schemes, with a view to improving the operational efficiency and effectiveness of the Agency in the administration and delivery of these schemes. In this connection, will the Government advise this Committee on the following:

- (1) Regarding the project for Implementation of the ISFAST under sub-head A008ZO, what is the cumulative expenditure since 2010-11? Has the project been completed, and if not, what is the estimated expenditure for the coming year?
- (2) According to the paper the Government submitted to this Committee in 2010-11, the system will achieve net benefits of \$11.5 million per annum and is expected to achieve full cost recovery in Aug 2025. Has the Government calculated the amount of net benefits per annum up to this year and when will the full cost be recovered?
- (3) How many schemes administered by the Agency have fully utilised the system or will do so in the coming year; and how many applications are involved? If there are schemes which will not utilise the system in the coming year, when will they start to do so?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 59)

Reply:

- (1) The Capital Works Reserve Fund is outside the scope of the Appropriation Bill or the estimates of the General Revenue Account. The cumulative expenditure of the project under sub-head A008ZO since 2010-11 is \$62.97 million. The ISFAST has commenced operation by phases since March 2016 and is expected to be completed in late March 2020.

- (2) After obtaining funding approval of \$65.37 million from the Finance Committee of the Legislative Council in April 2010, the Student Finance Office (SFO) completed the tendering procedures and awarded the contract of implementing ISFAST in late 2011. According to the contract signed between the contractor and SFO, ISFAST was expected to be launched by phases from 2013-14 to 2014-15. However, the contractor failed to deliver the programmes in accordance with the timetable stipulated in the contract, and the quality of work did not meet the requirements. After consulting the Office of the Government Chief Information Officer, the Department of Justice and the Government Logistics Department, SFO terminated the contract in May 2014 and claimed the contractor for compensation in accordance with the contract terms. Although there were adjustments on the implementation schedule for ISFAST, SFO immediately embarked on an alternative plan to set up an in-house development team to ensure that the project could be carried out as soon as possible. To this end, ISFAST was divided into different modules with major parts to be developed by SFO while others were outsourced so that the system development work could continue. The ISFAST has commenced operation by phases since March 2016 and is expected to be completed in late March 2020. Based on the latest estimate, ISFAST will bring annual savings on the cost of batch input of data from paper application forms to electronic format, maintenance costs of the legacy systems and staff costs. After deducting the annual expenditure of running and maintaining ISFAST, the net annual savings will be about \$11.5 million. The initial investment for the development of the system is expected to be recovered in about 10 years (i.e. 2030), which is comparable with the original estimate.
- (3) Except for the Continuing Education Fund (CEF), SFO currently utilises ISFAST in processing all other assistance schemes/scholarships and merit award schemes. In the 2019/20 academic year (as at 31 January 2020), some 270 000 applications have been processed by ISFAST. The CEF is expected to be processed by ISFAST starting from late March 2020. After all the assistance schemes administered by SFO are covered by ISFAST in the 2020/21 academic year, the estimated total number of applications being processed by the system will be about 290 000 per annum.

- End -

CONTROLLING OFFICER'S REPLY**EDB592****(Question Serial No. 6096)**

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 Donald NG)

Director of Bureau: Secretary for Education

Question:

- a. Please set out the quantity, value and stock of surgical masks produced by the Correctional Services Department (CSI masks) that the Working Family and Student Financial Assistance Agency (WFSFAA) obtained from the Government Logistics Department (GLD) each month in the past 3 years in the following table:

Month/Year	No. of CSI masks obtained	Value of CSI masks obtained	Stock of CSI masks

- b. Please set out the quantity, value, stock and consumption of surgical masks that the WFSFAA obtained from the GLD or procured each month in the past 3 years in the following table:

Month/Year	No. of surgical masks obtained from GLD (value)	No. of surgical masks procured (value)	Stock	Consumption

- c. Please set out the quantity, value, stock and consumption of N95 masks that the WFSFAA obtained from the GLD or procured each month in the past 3 years in the following table:

Month/Year	No. of N95 masks obtained from GLD (value)	No. of N95 masks procured (value)	Stock	Consumption

- d. Please set out the quantity, value, stock and consumption of gowns that the WFSFAA obtained from the GLD or procured each month in the past 3 years in the following table:

Month/Year	No. of gowns obtained from GLD (value)	No. of gowns procured (value)	Stock	Consumption

- e. Please set out the quantity, value, stock and consumption of protective coverall suits that the WFSFAA obtained from the GLD or procured each month in the past 3 years in the following table:

Month/Year	No. of protective coverall suits obtained from GLD (value)	No. of protective coverall suits procured (value)	Stock	Consumption

- f. Please set out the quantity, value, stock and consumption of face shields that the WFSFAA obtained from the GLD or procured each month in the past 3 years in the following table:

Month/Year	No. of face shields procured	Value of face shields procured	Stock of face shields	Consumption

- g. Please set out the quantity, value, stock and consumption of goggles that the WFSFAA obtained from the GLD or procured each month in the past 3 years in the following table:

Month/Year	No. of goggles procured	Value of goggles procured	Stock of goggles	Consumption

- h. Did the WFSFAA supply or sell surgical masks, N95 masks, face shields, goggles, gowns and protective coverall suits to other organisations in the past 3 years? If yes, please provide the relevant information, including the quantity, consumption and stock, in the following table:

Month/Year	Name of organisations	Manner of provision (e.g. sold or supplied for free)	Surgical masks	N95 masks	Face shields	Goggles	Gowns	Protective coverall suits

- i. If the WFSFAA is to supply or sell surgical masks, N95 masks, face shields, goggles, gowns and protective coverall suits to other organisations, what are the departments and the ranks of the officers responsible for making such decisions? Please provide the ranks of the officers involved in each decision, the date they made the decision and other relevant information.

Asked by: Hon MO Claudia (LegCo internal reference no.: 185)

Reply:

a. - g. With the rapid development of the epidemic, government departments' demand for personal protective equipment (PPE) (including masks) will change in response to the anti-epidemic measures taken. The Government Logistics Department (GLD) and other government departments are making every effort to procure the PPE through various channels and means and will review the stock of and demand for the PPE on an on-going basis.

The Working Family and Student Financial Assistance Agency (WFSFAA) has obtained the PPE (including the masks produced by the Correctional Services Department) from the GLD and has also made procurement in the market. As there is a surge in the global demand for the PPE, government departments are facing keen competition in their procurement. The WFSFAA considers it inappropriate at this stage to disclose further information about the stock levels, quantities procured and amounts paid, and consumption in respect of its PPE in the past few years and recent months lest this would undermine the bargaining power of the GLD and the WFSFAA in procuring the PPE.

h. & i. In the past 3 years, the WFSFAA did not supply or sell surgical masks, N95 masks, face shields, goggles, gowns or protective coverall suits to other organisations.

- End -

CONTROLLING OFFICER'S REPLY**EDB593****(Question Serial No. 6561)**

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (102) Non-means-tested loan scheme

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Mr Donald NG)

Director of Bureau: Secretary for Education

Question:

Regarding the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT), please provide the number of cases with overdue repayments in the past 3 years, the amount of overdue repayments involved, and the number of cases with loans defaulted for over 6 months.

Regarding the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS), please provide the number of cases with overdue repayments in the past 3 years, the amount of overdue repayments involved, and the number of cases with loans defaulted for over 6 months.

Asked by: Hon OR Chong-shing, Wilson (LegCo internal reference no.: 58)

Reply:

The numbers of loan repayment accounts with overdue repayments and the amount of overdue repayments involved under the NLSFT and NLSPS in the 2017/18 to 2019/20 academic years are as follows –

Scheme	Academic Year		
	2017/18	2018/19	2019/20*
NLSFT			
Number of loan repayment accounts	13 492	15 364	13 900
Amount of overdue repayments (\$ million) #	46.34	51.75	29.59
NLSPS			
Number of loan repayment accounts	21 143	24 274	22 651
Amount of overdue repayments (\$ million) #	106.78	119.04	69.91

* As at 31 January 2020

Including the amount of overdue repayments which are still outstanding and those which have already been settled.

The numbers of cases with loans defaulted for over 6 months under the NLSFT and NLSPS in the 2017/18 to 2019/20 academic years are as follows –

Scheme	Academic Year*		
	2017/18	2018/19	2019/20
NLSFT	965	976	989
NLSPS	2 287	2 281	2 399
Total	3 252	3 257	3 388

* The numbers of default cases in the 2017/18 to 2019/20 academic years reflect the positions as at 31 July 2018, 31 July 2019 and 31 January 2020 respectively, including cases where loan borrowers started repayment in the previous academic years and the academic year concerned but are still in default as at those dates.

- End -

CONTROLLING OFFICER'S REPLY

EDB594

(Question Serial No. 6387)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (700) General non-recurrent
Item 508 Continuing Education Fund
(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 Donald NG)

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

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 amount of student loans (including interest) 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 4 years

	2016/17	2017/18	2018/19	2019/20
Number of persons				

5. Numbers of young people receiving subsidy under the Continuing Education Fund in the past 4 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.: 314)

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 levels of the programmes covered under the TSFS, FASP, NLSFT and NLSPS in the 2019/20 academic year (as at 31 January 2020) are as follows –

Level of Study	TSFS	NLSFT
Degree	2 551	9 725
Sub-degree*	435	1 300
Total	2 986	11 025

Level of Study	FASP	NLSPS
Degree / Top-up degree	1 241	5 626
Sub-degree*	1 019	4 869
Total	2 260	10 495

* Including associate degree and higher diploma

2. As students complete their studies and commence repayment of loans at different times, we have not kept record of the loan repayment information of students based on their levels of study.
3. Student loan borrowers may continue to pursue other 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 unable to provide the total loan amount (including interest) of students by their levels of study.
4. The numbers of bankruptcy applications (the reasons for application may not necessarily be related to student loans) involving students receiving financial assistance under the TSFS, FASP, NLSFT and NLSPS in the 2016/17 to 2019/20 academic years are as follows –

	Academic Year			
	2016/17	2017/18[^]	2018/19	2019/20[*]
Number of bankruptcy applications	148	110	111	28

[^] The figure for the 2017/18 academic year has been revised as notifications of bankruptcy applications were received from the bankrupts or the Official Receiver's Office after that academic year.

* As at 31 January 2020

5. The numbers of subsidy recipients under the Continuing Education Fund (CEF)[@] from 2016-17 to 2019-20 by age group are as follows –

Year	Age Group[#]			
	18-29	30-39	40-49	50-70
2016-17	11 229	4 161	2 244	1 472
2017-18	9 881	3 447	1 936	1 365
2018-19	8 788	3 523	1 841	1 594
2019-20[*]	8 184	4 352	2 268	1 861

[@] The Labour and Welfare Bureau oversees the operation of CEF.

[#] Since 1 April 2019, the upper age limit for CEF applicants has been relaxed from 65 to 70, i.e. Hong Kong residents aged between 18 and 70 are eligible to apply for subsidy under the CEF. Given the design of the computer system, the age groups set out in the table are slightly different from those suggested in the question.

* As at 31 January 2020

- End -

CONTROLLING OFFICER'S REPLY

EDB595

(Question Serial No. 4357)

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 in the past 3 academic years?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 323)

Reply:

The University Grants Committee (UGC) does not collect statistics on ethnic minority or non-Chinese speaking (NCS) students who have completed UGC-funded programmes. For reference, the numbers of local NCS students (i.e. local students whose spoken language at home is not Chinese) admitted to UGC-funded undergraduate programmes in the 2017/18, 2018/19 and 2019/20 academic years are 296, 313 and 288 (figures for the 2019/20 academic year are provisional) respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB596

(Question Serial No. 4359)

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 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.: 327)

Reply:

From 1 January 2017 to 31 December 2019:

- a) The attendance rates of members of the University Grants Committee (UGC) at the meetings of the UGC, its sub-committees and groups are at **Annex A**;
- b) The attendance rates of members of the Research Grants Council (RGC) at the meetings of the RGC, its committees and panels are at **Annex B**; and
- c) The attendance rates of members of the Quality Assurance Council (QAC) at the meetings of the QAC are at **Annex C**.

**UGC Members' attendance at the meetings of the UGC,
its sub-committees and groups**
(from 1 January 2017 to 31 December 2019)

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
<u>Chairman</u>			
Mr Carlson Tong	50 ⁺	50	100%
<u>Members</u>			
Professor Chris Brink*	38	38	100%
Ms Diana Cesar	4	3	75%
Sir Professor David Eastwood*	41	37	90%
Professor Horace Ip	22	20	91%
Professor Nancy Ip Yuk-yu	12	11	92%
Professor Mark Kamlet*	5	3	60%
Professor Gabriel Leung	31	22	71%
Mr Tim Lui Tim-leung	44	41	93%
Dr Kim Mak Kin-wah	30	27	90%
Professor Joshua Mok Ka-ho	32	31	97%
Sir Professor Howard Newby*	43	43	100%
Mr Joseph Luc Ngai	4	2	50%
Professor Richard Saller*	29	28	97%
Dr Michael Spence*	24	21	88%
Professor Jan Thomas*	2	2	100%
Professor Xu Ningsheng*	3	2	67%
Ms Yang Ching, Carol	7	7	100%
Dr Angelina Yuen	22	21	95%
Ms Helen Zee	4	3	75%
Professor Zhang Jie*	9	8	89%
<u>Ex-officio Members</u>			
Professor Anthony Cheung Bing-leung (Chairman of Committee on Self-financing Post-secondary Education)	6	5	83%
Mr Lincoln Leong Kwok-kuen (Chairman of Quality Assurance Council)	9	8	89%
Professor Benjamin W Wah (Chairman of Research Grants Council)	37	34	92%

* 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

⁺ Mr Carlson Tong attended some of the meetings as observer

**RGC Members' attendance at the meetings
of the RGC, its committees and panels
(from 1 January 2017 to 31 December 2019)**

Name	Total number of meetings of the RGC, committees and panels to which he/she is a member [^]	Number of meetings attended	Attendance rate
<u>Chairman</u>			
Professor Benjamin W Wah	20	19	95%
<u>Members</u>			
Professor Jiun-shyan Chen*	24	24	100%
Ms Cordelia Chung	6	6	100%
Professor Yip-wah Chung*	16	16	100%
Professor Paul Clark*	19	19	100%
Professor Michael P Doyle*	14	13	93%
Professor Cindy Fan*	20	14	70%
Professor James Fawcett*	5	5	100%
Professor Raymond Man-pao Kan*	20	20	100%
Professor Joseph Hun-wei Lee	1	1	100%
Mr Henry Kwong-han Leung	8	7	88%
Professor Jian Lu	8	8	100%
Professor Tai-lok Lui	3	3	100%
Professor Anita S Mak*	15	15	100%
Dr Kim Kin-wah Mak	6	6	100%
Professor Helen Mei-ling Meng	20	20	100%
Professor William Ireland Milne*	22	12	55%
Professor Joshua Ka-ho Mok	18	15	83%
Professor Irene Oi-lin Ng	6	6	100%
Professor Jay Siegel*	18	16	89%
Professor Geoffrey L Smith*	13	11	85%
Professor Billy Kee-long So*	6	6	100%
Professor Richard Strugnell*	12	10	83%
Dr Franklin Fuk-kay Tong	6	1	17%
Professor Kellee S Tsai	1	1	100%
Professor Lap-chee Tsui	11	10	91%
Professor Rosalie L Tung*	7	4	57%
Professor Alexander Ping-kong Wai	10	9	90%
Professor Rick Wai-kwok Wong	4	4	100%
Professor Edward Sze-shing Yeung*	28	28	100%
Professor Paul K L Yu*	31	28	90%
<u>Ex-officio Member</u>			
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

Professor Charles Surya of the Innovation and Technology Commission has replaced Professor On-ching Yue as an ex-officio member of the RGC on 17 February 2020

QAC Members' attendance at the meetings of the QAC
(from 1 January 2017 to 31 December 2019)

Name	Total number of meetings of the QAC [^]	Number of meetings attended	Attendance rate
<u>Chairman</u>			
Mr Lincoln Leong Kwok-kuen	9	8	89%
<u>Members</u>			
Professor Chetwyn Chan Che-hin	8	7	88%
Mrs Belinda Greer	8	8	100%
Professor Sir Chris Husbands*	1	1	100%
Professor Marilee Ludvik*	1	1	100%
Dr Kim Mak Kin-wah	9	9	100%
Professor Pong Ting-chuen	9	9	100%
Professor Jan Thomas*	9	8	89%
Dr Don Westerheijden*	9	9	100%
Dr Carrie Willis	2	1	50%
<u>Ex-officio Member</u>			
Professor James Tang Tuck-hong (Secretary-General, UGC)	5	5	100%

* Non-local Members

[^] This number may vary for each member depending on the respective date of appointment to QAC

Note: There are currently no sub-committees/groups under QAC. QAC members are not members of the QAC quality audit panels.

- End -

CONTROLLING OFFICER'S REPLY

EDB597

(Question Serial No. 4361)

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 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: 3 to 6 months, 6 to 12 months and more than 1 year.

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 327)

Reply:

As provided by the University Grants Committee (UGC)-funded universities, the numbers of contract staff in the universities and the corresponding changes from the 2017/18 to 2019/20 academic years are at Annex. The breakdown of numbers by duration of contract is not available.

Numbers of contract staff in the UGC-funded universities and corresponding changes from the 2017/18 to 2019/20 academic years

University	2017/18	2018/19	2019/20 (Provisional)
City University of Hong Kong	1 170	1 262 [+92]	1 309 [+47]
Hong Kong Baptist University	885	916 [+31]	937 [+21]
Lingnan University	399	406 [+7]	405 [-1]
The Chinese University of Hong Kong	2 536	2 539 [+3]	2 596 [+57]
The Education University of Hong Kong	752	776 [+24]	797 [+21]
The Hong Kong Polytechnic University	1 430	1 417 [-13]	1 431 [+14]
The Hong Kong University of Science and Technology	1 249	1 288 [+39]	1 394 [+106]
The University of Hong Kong	3 099	3 239 [+140]	3 504 [+265]

Notes:

1. Figures in square brackets represent the changes in staff numbers as compared to the preceding academic year.
2. Figures of the City University of Hong Kong, Hong Kong Baptist University and the Education University of Hong Kong exclude research, honorary academic and part-time staff. Figures of the Hong Kong University of Science and Technology exclude honorary academic and part-time staff. Figures of the Hong Kong Polytechnic University 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

EDB598

(Question Serial No. 4364)

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 learnt that the number of non-local students pursuing University Grants Committee (UGC)-funded taught programmes in the 2018/19 academic year was 11 703, representing about 13% of total student enrolment:

1. What are the respective percentages of Mainland and non-Mainland students?
2. 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. 330)

Reply:

1. According to the information provided by the University Grants Committee (UGC)-funded universities, the numbers of students of UGC-funded programmes (including sub-degree programmes, undergraduate programmes and taught postgraduate programmes) and their percentage shares by place of origin in 2018/19 academic year are set out at **Annex A**.
2. According to the information provided by the Immigration Department, 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 of applications approved by the Immigration Department under the IANG as well as the percentage shares of Mainland students and other non-local students in the past 3 financial years (as at February 2020) are set out at **Annex B**.

**Numbers of Students of UGC-funded Taught Programmes
and Their Percentage Shares
by Place of Origin in 2018/19 Academic Year**

Place of Origin		Number of Students	Percentage
Local students		81 252	87.4%
Non-local students	Mainland students	7 023	7.6%
	Other non-local students	4 680	5.0%
	Sub-total	11 703	12.6%
Total		92 955	100.0%

Note: Place of origin refers to the nationality or the place of residence of a non-local student.

**Numbers of Applications Approved by the Immigration Department under
“Immigration Arrangements for Non-local Graduates” (IANG)
in the Past 3 Financial Years (as at February 2020)**

	Financial Year		
	2017-18	2018-19	2019-20 (as at February 2020)
Mainland students	8 385 (90.3%)	9 383 (90.9%)	9 100 (90.6%)
Other non-local students	898 (9.7%)	935 (9.1%)	946 (9.4%)
Total	9 283 (100%)	10 318 (100%)	10 046 (100%)

- End -

CONTROLLING OFFICER'S REPLY

EDB599

(Question Serial No. 4369)

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 Government launched the Tuition Waiver for Local Research Postgraduate (RPg) Students in the 2018/19 academic year to provide tuition waiver for all local students enrolled in UGC-funded RPg programmes. All eligible local students enrolled in UGC-funded RPg programmes will be provided with tuition waiver.

- a. What are the respective numbers of students enrolled in (i) MPhil study, (ii) PhD study (for students who have a research master's degree) – 3 years, and (iii) PhD study (for students who do not have a research master's degree) – 4 years programmes in the past 5 years?
- b. What are the respective numbers of students who enrolled in (i) MPhil study, (ii) PhD study (for students who have a research master's degree) – 3 years, and (iii) PhD study (for students who do not have a research master's degree) – 4 years programmes were provided with tuition waiver in the 2018-19 and 2019-20 academic years?
- c. Further to the above question, what are the annual expenditures involved?

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 335)

Reply:

- a. The numbers of students enrolled in University Grants Committee (UGC)-funded research postgraduate (RPg) programmes in the 2015/16 to 2019/20 academic years are set out at **Annex A**.
- b. The numbers of local students benefitted from the scheme of the Tuition Waiver for Local Research Postgraduate Students (the Scheme) in the 2018/19 and 2019/20 academic years are set out at **Annex B**.

- c. The expenditure of the Scheme in the 2018/19 academic year was around HK\$74 million. The expenditure of the Scheme in the 2019/20 academic year up to November 2019 was around HK\$64 million.

**Numbers of students enrolled in UGC-funded RPg programmes
in the 2015/16 to 2019/20 academic years¹****(Headcount)**

Academic year	RPg programme		
	MPhil study	PhD study ²	Total
2015/16	1 228	6 141	7 370
2016/17	1 286	6 281	7 567
2017/18	1 249	6 354	7 603
2018/19	1 225	6 686	7 911
2019/20 (provisional)	1 118	7 259	8 378

Notes:

1. Figures of UGC-funded RPg students refer to students funded by UGC within their normal study periods. If RPg students are financed by universities using both UGC and external funds, they will be counted towards different funding sources on a pro-rata basis. Therefore, figures may not add up to the corresponding totals.
2. Based on the information provided by UGC-funded universities, we are not able to provide the numbers of students enrolled in PhD study broken down by whether they have completed a research master's degree.

**Numbers of local students benefitted from the
Tuition Waiver for Local Research Postgraduate Students Scheme
in the 2018/19 and 2019/20 academic years**

(Headcount)

Academic year	RPg programme			Total
	MPhil study	PhD study (for students with a research master's degree) – 3 years	PhD study (for students without a research master's degree) – 4 years	
2018/19 ¹	882	403	771	2 056
2019/20 ²	578	295	720	1 593

Notes:

1. The Scheme was launched on 1 July 2018. As academic calendars of universities vary, the numbers of beneficiaries include 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.
2. As at November 2019.

- End -

CONTROLLING OFFICER'S REPLY

EDB600

(Question Serial No. 4371)

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 student numbers of the University Grants Committee (UGC)-funded programmes, the UGC estimates that the student numbers of undergraduate and research postgraduate programmes will decrease by 12 306 and 2 740 respectively. Please advise on the reason(s) for the significant decrease.

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 337)

Reply:

The University Grants Committee (UGC) usually conducts the planning exercise and recurrent grants assessment with the 8 funded universities on a triennial basis. The approved numbers of intake places of UGC-funded first-year-first degree undergraduate (Ug) programmes and the approved student number targets of research postgraduate (RPg) programmes are maintained at 15 000 and 5 595 per academic year respectively in the 2019/20 to 2021/22 triennium, which are identical to those in the 2016/17 to 2018/19 triennium. The number of UGC-funded senior year undergraduate intake places has also progressively increased to 5 000 from 2015/16 academic year to 2018/19 academic year, which is maintained at the same level in the 2019/20 to 2021/22 triennium.

As for the actual number of students, under the existing arrangement, the universities may admit students on top of the approved student number targets by over-enrollment (including the non-local students admitted to the taught programmes on top of the approved student number targets).

The approved student number targets and actual student numbers of the UGC-funded Ug and RPg programmes from the 2018/19 to 2020/21 academic years are set out in the table below. We do not have any projections on the actual number of students for the 2020/21 academic year and beyond.

Student numbers (Full-time equivalent)

Level of study	Category	2018/19 academic year	2019/20 academic year	2020/21 academic year (Estimate)
Ug programmes	Approved student number target	73 554	73 840	73 879
	Actual student number	85 368	86 185	- Note 2
RPg programmes Note 1	Approved student number target	5 595	5 595	5 595
	Actual student number	7 883	8 335	- Note 2

Note:

1. UGC-funded RPg students refer to students funded by the UGC within their normative study periods.
2. We do not have projections on the actual number of students for the 2020/21 academic year. The figures of the 2020/21 academic year under Head 190 – University Grants Committee in the 2020-21 Budget refer to the approved student number targets, while the figures of the 2018/19 and 2019/20 academic years are the actual student enrolment.
3. The figures above include non-local students.

- End -

CONTROLLING OFFICER'S REPLY

EDB601

(Question Serial No. 4451)

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, will the Government 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 from October 2018 to present for which only some of the required information has been provided, please state in table form: (i) the content of the requests for which only some of the required information has been provided; (ii) the reasons for providing some of the information only; (iii) whether the decision on withholding some of the information was made at the directorate (D1 or D2) level (according to paragraph 1.8.2 of the Guidelines on Interpretation and Application); (iv) whether the decision on withholding some of the information was made subject to a "harm or prejudice test", i.e. whether the public interest in disclosure of such information outweighs any harm or prejudice that could result from disclosure (according to paragraph 2.1.1 of the Guidelines on Interpretation and Application)? If yes, please provide the details of how the requests have been handled eventually.

From October to December 2018

(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) Whether the decision on withholding some of the information was made at the directorate (D1 or D2) level (according to paragraph 1.8.2 of the Guidelines on Interpretation and Application)	(iv) Whether the decision on withholding some of the information was made subject to a “harm or prejudice test”, i.e. whether the public interest in disclosure of such information outweighs any harm or prejudice that could result from disclosure (according to paragraph 2.1.1 of the Guidelines on Interpretation and Application). If yes, please provide the details.

2019

(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) Whether the decision on withholding some of the information was made at the directorate (D1 or D2) level (according to paragraph 1.8.2 of the Guidelines on Interpretation and Application)	(iv) Whether the decision on withholding some of the information was made subject to a “harm or prejudice test”, i.e. whether the public interest in disclosure of such information outweighs any harm or prejudice that could result from disclosure (according to paragraph 2.1.1 of the Guidelines on Interpretation and Application). If yes, please provide the details.

- 2) Concerning the requests for information under the Code on Access to Information received by the University Grants Committee from October 2018 to present for which the required information has not been provided, please state in table form: (i) the content of the requests refused; (ii) the reasons for refusal; (iii) whether the decision on withholding the information was made at the directorate (D1 or D2) level (according to paragraph 1.8.2 of the Guidelines on Interpretation and Application); (iv) whether the decision on withholding the information was made subject to a “harm or prejudice test”, i.e. whether the public interest in disclosure of such information outweighs any harm or prejudice that could result from disclosure (according to paragraph 2.1.1 of the

Guidelines on Interpretation and Application)? If yes, please provide the details of how the requests have been handled eventually.

From October to December 2018

(i) Content of the requests refused	(ii) Reasons for refusal	(iii) Whether the decision on withholding the information was made at the directorate (D1 or D2) level (according to paragraph 1.8.2 of the Guidelines on Interpretation and Application)	(iv) Whether the decision on withholding the information was made subject to a “harm or prejudice test”, i.e. whether the public interest in disclosure of such information outweighs any harm or prejudice that could result from disclosure (according to paragraph 2.1.1 of the Guidelines on Interpretation and Application). If yes, please provide the details.

2019

(i) Content of the requests refused	(ii) Reasons for refusal	(iii) Whether the decision on withholding the information was made at the directorate (D1 or D2) level (according to paragraph 1.8.2 of the Guidelines on Interpretation and Application)	(iv) Whether the decision on withholding the information was made subject to a “harm or prejudice test”, i.e. whether the public interest in disclosure of such information outweighs any harm or prejudice that could result from disclosure (according to paragraph 2.1.1 of the Guidelines on Interpretation and Application). If yes, please provide the details.

- 3) Any person who believes that a department has failed to comply with any provision of the Code on Access to Information may ask the department to review the situation. Please advise this Committee in each of the past 5 years, (i) the number of review cases received; (ii) the number of cases, among the review cases received in the year, in which further information was disclosed after review; (iii) whether the decisions on review were made at the directorate (D1 or D2) level.

Year in which review cases were received	(i) Number of review cases received	(ii) Number of cases, among the review cases received in the year, in which further information was disclosed after review	(iii) Whether the decisions on review were made at the directorate (D1 or D2) level
2015			
2016			
2017			
2018			
2019			

- 4) With reference to the target response times set out in paragraphs 1.16.1 to 1.19.1 of Guidelines on Interpretation and Application of the Code on Access to Information, please advise this Committee on the following information by year in table form (with text descriptions).

- (a) Within 10 days from date of receipt of a written request:

	Number of requests for which the information requested was provided	Number of requests involving third party information for which the information requested could not be provided	Number of requests for which the information requested could not be provided since the requests had to be transferred to another department which held the information under request	Number of requests for information which were refused under the exemption provisions in Part 2 of the Code on Access to Information	Number of applications which the applicants indicated that they did not wish to proceed with and withdrew since they did not accept the charge
2020					
2019					
2018					
2017					
2016					

Within 10 to 21 days from date of receipt of a written request:

	Number of requests for which the information requested was provided	Number of requests involving third party information for which the information requested could not be provided	Number of requests for which the information requested could not be provided since the requests had to be transferred to another department which held the information under request	Number of requests for information which were refused under the exemption provisions in Part 2 of the Code on Access to Information	Number of applications which the applicants indicated that they did not wish to proceed with and withdrew since they did not accept the charge
2020					
2019					
2018					
2017					
2016					

Within 21 to 51 days from date of receipt of a written request:

	Number of requests for which the information requested was provided	Number of requests involving third party information for which the information requested could not be provided	Number of requests for which the information requested could not be provided since the requests had to be transferred to another department which held the information under request	Number of requests for information which were refused under the exemption provisions in Part 2 of the Code on Access to Information	Number of applications which the applicants indicated that they did not wish to proceed with and withdrew since they did not accept the charge
2020					
2019					
2018					
2017					
2016					

(b) cases in which information could not be provided within 21 days from date of receipt of a request in the past 5 years:

Date	Subject of information requested	Specific reason

(c) cases in which information could not be provided within 51 days from date of receipt of a request in the past 5 years:

Date	Subject of information requested	Specific reason

5) Please state in table form the number of those, among the cases in which requests for information were refused under the exemption provisions in Part 2 of the Code on Access to Information, on which the Privacy Commissioner for Personal Data was consulted when they were being handled in the past 5 years. For cases on which advice had been sought, was it fully accepted in the end? For cases where the advice of the Privacy Commissioner for Personal Data was not accepted or was only partially accepted, what are the reasons?

Date	Subject	Particular exemption provision in Part 2 of the Code on Access to Information under which requests for information were refused	Whether the advice of the Privacy Commissioner for Personal Data was fully accepted	Reasons for refusing to accept or only partially accepting the advice of the Privacy Commissioner for Personal Data

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 356)

Reply:

- 1) Of the requests for information under the Code on Access to Information (the Code) received by the University Grants Committee (UGC) during the period from October 2018 to September 2019, there were no cases in which only some of the required information was provided by the UGC while some of the information was withheld.
- 2) During the period from October 2018 to September 2019, the UGC refused a total of 2 requests for information under the Code. The refusal to provide information related to hostel development was based on the reason of “premature requests” as stated in paragraph 2.17 of the Code. The decisions were made at the directorate (D2) level, subject to a “harm or prejudice test”, i.e. the harm or prejudice that could result from

disclosure of the information outweighed the public interest arising from disclosure of such information for the case.

- 3) The UGC received a total of 3 review cases under the Code during the period from 2015 to 2019. No further information was disclosed after review. The decisions were made at the directorate (D2) level.
- 4) (a) During the period from 2016 to September 2019, the number of requests in which the information requested was provided by the UGC within 10 days from the date of receipt of a written request for information was 19, while those provided within 10 to 21 days and within 21 to 51 days were 4 and 5 respectively. Of these cases, the number of requests involving third party information for which the information requested could not be provided was 6, and the number of requests for information which were refused under the exemption provisions in Part 2 of the Code was 3.

(b) During the period from 2016 to September 2019, the main reason for not being able to provide the information requested within 21 days from the date of receipt of a request was that the information requested was complicated and it took time for consolidation.

(c) During the period from 2016 to September 2019, there was 1 application for which the information requested was not provided by the UGC within 51 days from the date of receipt of the request. This was because the requested information involved a third party, and hence prior legal advice had to be sought.
- 5) During the period from 2016 to September 2019, we did not consult the Privacy Commissioner for Personal Data on the applications refused.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 4848)

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 Research Grants Council under the University Grants Committee (UGC) has implemented the Tuition Waiver Scheme for Local Research Postgraduate Students since the 2018/19 academic year to provide tuition waiver for all local students enrolled in UGC-funded research postgraduate programmes. To enable a better understanding of the situation before and after the implementation of the policy, will the Government provide the following statistics: (A) the number of local postgraduate students admitted to UGC-funded research postgraduate programmes (Master of Philosophy and Doctor of Philosophy programmes) from 2010/11 to 2019/20; (B) the distribution of subjects (e.g. biology, chemistry, physics, history, anthropology, philosophy, sociology, political science, economics, etc.) taken by local students enrolled in UGC-funded research postgraduate programmes (Master of Philosophy and Doctor of Philosophy programmes) from 2010/11 to 2019/20; and (C) the pursuit of local postgraduate students who have obtained a Master of Philosophy degree in UGC-funded research postgraduate programmes from 2010/11 to 2019/20, with related statistics in the following aspects: (1) employment; (2) further studies in Hong Kong (enrolling in Doctor of Philosophy programmes); and (3) overseas studies (enrolling in Doctor of Philosophy programmes).

Asked by: Hon CHAN Tanya (LegCo internal reference no.: 413)

Reply:

According to the information provided by the University Grants Committee (UGC)-funded universities, the intakes of local students of the UGC-funded RPg programmes in the past 5 academic years from 2015/16 to 2019/20 are at **Annex A**. The numbers of local students of the UGC-funded RPg programmes by broad academic programme category for the corresponding period are at **Annex B**.

The employment situation of local graduates of the UGC-funded full-time RPg programmes (MPhil) in the 2015/16 to 2017/18 academic years is at **Annex C**. Relevant information for the 2018/19 and 2019/20 academic years is not yet available.

**Intakes of local students of the UGC-funded RPg programmes
in the 2015/16 to 2019/20 academic years**

(Headcount)

Academic year	RPg programmes		
	MPhil programmes	PhD programmes	Total
2015/16	302	249	551
2016/17	329	269	598
2017/18	329	231	560
2018/19	309	253	562
2019/20 (Provisional figures)	283	269	552

Note:

1. Intakes of local students refer to the numbers of RPg students fully or partially funded by the UGC (including students financed by external funds).

**Numbers of local students of the UGC-funded RPg programmes
by broad academic programme category in the 2015/16 to 2019/20 academic years**

(Headcount)

Academic year	Broad academic programme category	RPg programmes		
		MPhil programmes	PhD programmes	Total
2015/16	Medicine, Dentistry and Health	93	163	256
	Sciences	188	286	474
	Engineering and Technology	80	135	214
	Business and Management	11	35	47
	Social Sciences	69	108	177
	Arts and Humanities	102	122	225
	Education	11	39	49
	Total	554	888	1 442
2016/17	Medicine, Dentistry and Health	99	178	277
	Sciences	211	289	500
	Engineering and Technology	100	137	237
	Business and Management	10	38	48
	Social Sciences	68	110	178
	Arts and Humanities	98	127	224
	Education	9	45	54
	Total	595	923	1 519
2017/18	Medicine, Dentistry and Health	100	165	265
	Sciences	220	273	493
	Engineering and Technology	99	133	232
	Business and Management	9	31	39
	Social Sciences	72	100	172
	Arts and Humanities	102	123	226
	Education	11	41	52
	Total	613	865	1 478
2018/19	Medicine, Dentistry and Health	107	195	302
	Sciences	198	308	507
	Engineering and Technology	106	155	262
	Business and Management	13	35	48
	Social Sciences	56	95	151
	Arts and Humanities	106	118	224
	Education	6	54	60
	Total	593	961	1 553

Academic year	Broad academic programme category	RPg programmes		
		MPhil programmes	PhD programmes	Total
2019/20 (Provisional figures)	Medicine, Dentistry and Health	93	207	300
	Sciences	181	300	482
	Engineering and Technology	88	172	260
	Business and Management	14	29	42
	Social Sciences	57	102	159
	Arts and Humanities	97	121	218
	Education	8	44	52
	Total	539	975	1 514

Notes:

1. The numbers of UGC-funded RPg students refer to students funded by the UGC within their normal study periods. If RPg students are financed by universities using both UGC and external funds, such students will be counted towards different sources on a pro-rata basis.
2. Contents of some UGC-funded programmes involve more than one academic programme category, and the numbers of students of these programmes are counted on a pro-rata basis under the academic programme categories concerned. As such, the numbers of students of some academic programme categories are decimal figures, which are rounded to whole numbers in the table above. Therefore, the figures may not add up to the corresponding totals.

**Employment situation of local graduates of UGC-funded full-time RPg programmes
(MPhil) in the 2015/16 to 2017/18 academic years**

	2015/16 academic year		2016/17 academic year		2017/18 academic year	
	No. of graduates	Percentage	No. of graduates	Percentage	No. of graduates	Percentage
No. of graduates of full-time programmes	241	N.A.	237	N.A.	266	N.A.
No. of graduates responded to the survey ^(Note 1)	205		213		240	
Response rate	85.1%		89.9%		90.2%	
Employment situation of graduates responded to the survey						
Full-time employed	118	57.6%	116	54.5%	149	62.1%
Further studies	69	33.7%	69	32.4%	66	27.5%
Unemployed	6	2.9%	9	4.2%	5	2.1%
Underemployed ^(Note 2)	11	5.4%	16	7.5%	11	4.6%
Others ^(Note 3)	1	0.5%	3	1.4%	9	3.8%

Notes:

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.
2. 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.
3. "Others" refers to (i) graduates who had not sought work, and (ii) local graduates who had emigrated.
4. The percentages may not add up to 100 due to rounding.

- End -

EDB603

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5698)

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.: 525)

Reply:

The approved numbers of undergraduate places of University Grants Committee (UGC)-funded social work programmes for the 2015/16 to 2020/21 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.

Under the existing mechanism, the recurrent grants provided by the UGC to its 8 funded universities are in the form of a block grant. Universities enjoy autonomy in the use of the block grant for provision of programmes of various disciplines at different levels. Based on the actual costs reported by universities, the UGC derives the average student unit costs of UGC-funded programmes by level of study, academic programme category and teaching/research cost. In addition to the funding from the UGC, universities also have other sources of income, such as donations and other research funding. Therefore, the actual costs reported by universities are not solely covered by UGC funding, and the UGC is unable to estimate the actual subvention or expenditure on specific programmes. According to the information provided by the universities, the curriculum contents of the undergraduate social work programmes are related to the academic programme category of Social Sciences. The average student unit costs per annum of the undergraduate programmes under the academic programme category of Social Sciences for the 2015/16 to 2018/19 academic years were \$197,000, \$205,000, \$209,000 and \$223,000 (provisional) respectively. The above figures have taken into account the actual costs of other undergraduate programmes related to Social Sciences. The costs of programmes concerned also vary among universities. The relevant figures for the 2019/20 to 2020/21 academic years are not yet available.

The estimated intakes of full-time locally-accredited self-financing undergraduate and sub-degree social work programmes for the 2015/16 to 2020/21 academic years are set out at **Annex B**.

**Approved Number of Undergraduate Places of UGC-funded
Social Work Programmes by University for the 2015/16 to 2020/21 Academic Years**

(Full-time equivalent)

University	Level of Study	Number of Approved Intake Places					
		2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
First-year intake							
City University of Hong Kong	Undergraduate	60	60	60	60	50	50
Hong Kong Baptist University	Undergraduate	43	43	43	43	43	43
The Chinese University of Hong Kong	Undergraduate	48	48	48	48	46	46
The Hong Kong Polytechnic University	Undergraduate	39	36	36	36	32	32
The University of Hong Kong	Undergraduate	40	38	38	38	35	35
Total		230	225	225	225	206	206
Senior year intake							
City University of Hong Kong	Undergraduate	25	25	25	25	25	25
Hong Kong Baptist University	Undergraduate	12	16	18	20	24	24
The Hong Kong Polytechnic University	Undergraduate	16	16	12	12	12	12
Total		53	57	55	57	61	61

Notes:

1. The programmes listed above are full-time programmes.

**Estimated Intakes of Full-time Locally-accredited
Self-financing Undergraduate and Sub-degree Social Work Programmes
for the 2015/16 to 2020/21 Academic Years**

Institution	Level of Study	Estimated Intakes					
		2015/16	2016/17	2017/18	2018/19	2019/20	2020/21#
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	72	72	50	72
Gratia Christian College	First-year first-degree	60	60	40	40	40	40
	Sub-degree	-	-	-	-	20	35
Hong Kong College of Technology	Sub-degree	40	40	40	40	40	40
Hong Kong Shue Yan University	First-year first-degree	40	40	40	40	40	70
The Chinese University of Hong Kong - School of Continuing and Professional Studies	Sub-degree	50	50	50	50	50	50
The Hong Kong Polytechnic University - Hong Kong Community College	Sub-degree	-	80	80	68	80	80
Vocational Training Council	Sub-degree	75	75	75	67	60	60
Hong Kong Nang Yan College of Higher Education	First-year first-degree	-	-	-	45	45	45
HKCT Institute of Higher Education	First-year first-degree	-	-	-	-	40	40

Notes:

“-” denotes that no relevant programmes were offered.

“#” denotes provisional figures.

- End -

CONTROLLING OFFICER'S REPLY

EDB604

(Question Serial No. 5699)

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 students with special educational needs (SEN), please inform this Committee of:

- (1) the numbers of which enrolled in 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) the numbers of which 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; and
- (3) the numbers of which pursuing tertiary programmes outside Hong Kong for the past 5 financial years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (LegCo internal reference no.: 526)

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 students with SEN enrolled in UGC-funded programmes and the total number of students of the corresponding level of study in the 2015/16 to 2019/20 academic years are at **Annex A**.
2. The numbers of students with SEN 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 students with SEN enrolled in UGC-funded programmes and the total number of students of the corresponding level of study enrolled in the final year of these programmes in the 2015/16 to 2019/20 academic years are at **Annex B**. We do not have statistics of students with SEN graduated from the UGC-funded programmes.
3. We do not have statistics of students with SEN pursuing tertiary education outside Hong Kong.

**Number of Students with SEN Enrolled in UGC-funded
Full-time Sub-degree and Undergraduate Programmes
from the 2015/16 to 2019/20 Academic Years**

(Headcount)

Academic year	Level of study	Number of students with SEN	Percentage share in total number of students with SEN enrolled in UGC-funded programmes	Percentage share in total number of students of the corresponding level of study
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	Sub-degree programme	18	2.9%	0.7%
	Undergraduate programme	561	90.6%	0.7%
2019/20 (provisional)	Sub-degree programme	26	3.5%	1.2%
	Undergraduate programme	680	90.9%	0.8%

**Number of Students with SEN Enrolled in the Final Year of UGC-funded
Full-time Sub-degree and Undergraduate Programmes
from the 2015/16 to 2019/20 Academic Years**

(Headcount)

Academic year	Level of study	Number of students with SEN enrolled in the final year of programme	Percentage share in total number of students with SEN enrolled in UGC-funded programmes	Percentage share in total number of students of the corresponding level of study enrolled in the final year of the programme
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	Sub-degree programme	11	7.8%	0.8%
	Undergraduate programme	117	83.0%	0.5%
2019/20 (provisional)	Sub-degree programme	11	5.3%	1.1%
	Undergraduate programme	186	89.4%	0.8%

- End -

CONTROLLING OFFICER'S REPLY**EDB605****(Question Serial No. 5700)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not specifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Prof James TANG)Director of Bureau: Secretary for EducationQuestion:

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.: 527)Reply:

The breakdown of Hong Kong PhD Fellowship Scheme (HKPFS) awardees by broad academic programme category and place of origin from the 2015/16 to 2019/20 academic years are tabulated below:

(Headcount)

Academic Year	Broad Academic Programme Category	Place of Origin			Total
		Local	Mainland China	Other Non-local	
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
	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
2019/20	Medicine, Dentistry and Health	5	10	18	33
	Sciences	8	36	19	63
	Engineering and Technology	9	34	31	74
	Business and Management	2	6	5	13
	Social Sciences	3	2	11	16
	Arts and Humanities	2	7	25	34
	Education	-	5	12	17
Total		29	100	121	250

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 on a merit basis and age of applicants is not a consideration. As such, we do not have any information on the age upon admission of the HKPFS awardees.

- End -

CONTROLLING OFFICER'S REPLY**EDB606****(Question Serial No. 5701)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not specifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Prof James TANG)Director of Bureau: Secretary for EducationQuestion:

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.: 528)Reply:

In the 2019-20 triennium, a sum of \$68.5 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 follows a metrics-based formula which covers (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 2019/20 academic year is set out below –

University	KT Funding (\$million)
City University of Hong Kong	9.04
Hong Kong Baptist University	4.22
Lingnan University	1.35
The Chinese University of Hong Kong	14.90
The Education University of Hong Kong	2.83
The Hong Kong Polytechnic University	10.82
The Hong Kong University of Science and Technology	9.08
The University of Hong Kong	16.25
Total	68.50

Note: Figures may not add up to the total due to rounding.

Universities adopt various suitable approaches for conducting activities in KT in light of their role, mission and areas of strengths. These include engaging in consultancy services, researches, spin out companies and licensing, etc., as well as assisting enterprises in continuing professional training and development. As for activities in KT oriented towards members of the public and relevant professions (particularly in the arts, humanities and social sciences), universities may disseminate knowledge through the setting up of websites, organisation of seminars, workshops, conferences, exhibitions and other public events.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3415)

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 taught postgraduate programmes (funded Master of Philosophy and Doctor of Philosophy programmes) in the past 5 years (2015/16 to 2019/20), 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 2019/20 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 2015/16 to 2019/20 academic years.
4. Please provide the number of UGC-funded RPg students deferring their graduation in each of the past 5 years (2015/16 to 2019/20).
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 (2015/16 to 2019/20).

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 166)

Reply:

1. According to information provided by UGC-funded universities, the numbers of applications and student intakes of UGC-funded research postgraduate (RPg) programmes (Master of Philosophy and Doctor of Philosophy programmes) by university and place of origin from the 2015/16 to 2019/20 academic years are set out at **Annex A**.

2. As at November 2019, 1 593 students have benefited from the Tuition Waiver Scheme for Local Research Postgraduate Students in the 2019/20 academic year.
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. According to information provided by UGC-funded universities, the numbers of students graduated from UGC-funded RPg programmes beyond the normal duration of study from the 2014/15 to 2018/19 academic years are set out at **Annex B**. Figures for the 2019/20 academic year are not yet available.
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 2013/14 to 2017/18 academic years is set out at **Annex C**. Figures for the 2018/19 and 2019/20 academic years are not yet available.

**Numbers of Applications, Student Intakes and Percentages of UGC-funded RPg Programmes by University and Place of Origin
from the 2015/16 to 2019/20 Academic Years**

(Headcount)

Academic Year	University	Local Students			Mainland Chinese 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
2015/16	CityU	99	29	29.3%	1 147	202	17.6%	547	60	11.0%	1 793	291	16.2%
	HKBU	83	32	38.6%	499	54	10.8%	130	11	8.5%	712	97	13.6%
	LU	77	8	10.4%	133	17	12.8%	97	7	7.2%	307	32	10.4%
	CUHK	662	197	29.8%	5 844	497	8.5%	818	28	3.4%	7 324	722	9.9%
	EdUHK	18	4	22.2%	83	12	14.5%	37	2	5.4%	138	18	13.0%
	PolyU	185	45	24.3%	1 069	176	16.5%	557	37	6.6%	1 811	258	14.2%
	HKUST	167	73	43.7%	2 305	302	13.1%	717	53	7.4%	3 189	428	13.4%
	HKU	577	163	28.2%	2 272	377	16.6%	645	46	7.1%	3 494	586	16.8%
	Total	1 868	551	29.5%	13 352	1 637	12.3%	3 548	244	6.9%	18 768	2 432	13.0%
2016/17	CityU	111	28	25.2%	1 136	220	19.4%	636	71	11.2%	1 883	319	16.9%
	HKBU	73	15	20.5%	447	65	14.5%	179	11	6.1%	699	91	13.0%
	LU	58	12	20.7%	105	8	7.6%	111	10	9.0%	274	30	10.9%
	CUHK	730	208	28.5%	4 130	477	11.5%	743	39	5.2%	5 603	724	12.9%
	EdUHK	48	11	22.9%	100	19	19.0%	33	4	12.1%	181	34	18.8%
	PolyU	168	37	22.0%	972	186	19.1%	577	49	8.5%	1 717	272	15.8%
	HKUST	194	119	61.3%	1 693	328	19.4%	836	96	11.5%	2 723	543	19.9%
	HKU	638	168	26.3%	2 030	371	18.3%	705	76	10.8%	3 373	615	18.2%
	Total	2 020	598	29.6%	10 613	1 674	15.8%	3 820	356	9.3%	16 453	2 628	16.0%

Academic Year	University	Local Students			Mainland Chinese 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	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	15.6%	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	12	15.6%	54	12	22.2%	154	32	20.8%
	PolyU	198	47	23.7%	1 162	203	17.5%	718	53	7.4%	2 078	303	14.6%
	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	1 858	16.8%	4 756	390	8.2%	17 915	2 810	15.7%

Academic Year	University	Local Students			Mainland Chinese 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
2019/20 (Provisional Figures)	CityU	129	28	21.7%	2 283	395	17.3%	860	72	8.4%	3 272	495	15.1%
	HKBU	93	24	25.8%	680	74	10.9%	231	12	5.2%	1 004	110	11.0%
	LU	59	8	13.6%	175	11	6.3%	172	12	7.0%	406	31	7.6%
	CUHK	706	172	24.4%	3 632	515	14.2%	1 319	46	3.5%	5 657	733	13.0%
	EdUHK	28	6	21.4%	168	13	7.7%	103	11	10.7%	299	30	10.0%
	PolyU	310	60	19.4%	1 322	215	16.3%	769	45	5.9%	2 401	320	13.3%
	HKUST	235	104	44.3%	2 033	325	16.0%	1 286	107	8.3%	3 554	536	15.1%
	HKU	648	150	23.1%	3 197	484	15.1%	802	70	8.7%	4 647	704	15.1%
	Total	2 208	552	25.0%	13 490	2 032	15.1%	5 542	375	6.8%	21 240	2 959	13.9%

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

**Number of Students Graduated from UGC-funded RPg Programmes
Beyond Normal Duration of Study from the 2014/15 to 2018/19 Academic Years****(Headcount)**

	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19 (Provisional Figures)
Number of Students Graduated Beyond Normal Duration of Study	852	894	1 205	1 023	1 047

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 2019/20 academic year are not yet available from the UGC.

**Employment Situation of Non-Local Graduates of UGC-funded Full-time RPg Programmes
from the 2013/14 to 2017/18 Academic Years**

	2013/14 Academic Year		2014/15 Academic Year		2015/16 Academic Year		2016/17 Academic Year		2017/18 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	1 366	N.A.	1 457	N.A.	1 532	N.A.	1 706	N.A.	1 825	N.A.
No. of Graduates Responded to the Survey ^(Note 1)	961		1 019		1 112		1 301		1 421	
Response Rate	70.3%		69.9%		72.6%		76.3%		77.9%	
Employment Situation of Graduates Responded to the Survey										
Full-time Employed ^(Note 2)	578	60.1%	631	61.9%	585	52.6%	721	55.4%	787	55.4%
Hong Kong	305	31.7%	379	37.2%	362	32.6%	450	34.6%	461	32.4%
Regions Other than Hong Kong	116	12.1%	163	16.0%	110	9.9%	165	12.7%	228	16.0%
Mainland China	49	5.1%	106	10.4%	47	4.2%	105	8.1%	142	10.0%
Other Regions	67	7.0%	57	5.6%	63	5.7%	60	4.6%	86	6.1%
Not Available	157	16.3%	89	8.7%	113	10.2%	106	8.1%	98	6.9%
Further Studies ^(Note 2)	120	12.5%	110	10.8%	135	12.1%	143	11.0%	147	10.3%
Unemployed	22	2.3%	42	4.1%	32	2.9%	46	3.5%	36	2.5%
Underemployed ^(Note 3)	29	3.0%	33	3.2%	31	2.8%	37	2.8%	41	2.9%
Others ^(Note 4)	212	22.1%	203	19.9%	329	29.6%	354	27.2%	410	28.9%

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 2018/19 and 2019/20 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 and (ii) 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB608

(Question Serial No. 3437)

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, first-year student intakes, students, dropped out 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 funded universities over the past 5 years.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 188)

Reply:

The approved intake places, student intakes and number of graduates of the University Grants Committee (UGC)-funded teacher education programmes by university, level of study, mode of study and normative study period from the 2014/15 to 2018/19 academic years are at the 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 2014/15 to 2018/19 Academic Years

University	Level of study	Mode of study	Level of teacher education programme	Normative study period	Academic year	Approved intake places	Student intakes	No. of graduates	No. of intake places in the year of admission of graduates Note 1
HKBU	Undergraduate	Full-time	Primary/secondary	5 years	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]
					2018/19	61	60	48	47 [2014/15]
				3 years Note 2	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]
					2018/19	40	40	40	40 [2016/17]
	Taught postgraduate	Full-time	Secondary	1 year	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]
2018/19					10	11	11	10 [2018/19]	

University	Level of study	Mode of study	Level of teacher education programme	Normative study period	Academic year	Approved intake places	Student intakes	No. of graduates	No. of intake places in the year of admission of graduates Note 1	
		Part-time	Primary/ secondary	2 years	2014/15	225	233	195	225 [2013/14]	
					2015/16	225	215	201	225 [2014/15]	
					2016/17	120	120	199	225 [2015/16]	
					2017/18	120	113	117	120 [2016/17]	
					2018/19	120	126	111	120 [2017/18]	
CUHK	Undergraduate	Full-time	Primary/ secondary	5 years	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]	
					2018/19	61	68	84	93 [2014/15]	
			Secondary		5 years	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]
						2018/19	32	32	19	18 [2014/15]
	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]	
					2018/19	10	10	10	10 [2018/19]	
			Primary		1 year	2014/15	140	150	152	140 [2014/15]
						2015/16	140	138	135	140 [2015/16]

University	Level of study	Mode of study	Level of teacher education programme	Normative study period	Academic year	Approved intake places	Student intakes	No. of graduates	No. of intake places in the year of admission of graduates Note 1			
					2016/17	122	118	119	122 [2016/17]			
					2017/18	122	117	114	122 [2017/18]			
					2018/19	122	112	112	122 [2018/19]			
			Secondary	1 year	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]			
					2018/19	64	64	63	64 [2018/19]			
					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}
		2018/19	N/A ^{Note 3}	10				11	N/A ^{Note 3}			
		Primary	2 years	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]				
				2018/19	120	111	109	120 [2017/18]				
		Secondary	2 years	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]				
				2018/19	114	132	119	114 [2017/18]				
EdUHK	Sub-degree	Full-time	Early childhood education	2 years	2014/15	210	273	207	210 [2013/14]			
					2015/16	316	327	257	210 [2014/15]			

University	Level of study	Mode of study	Level of teacher education programme	Normative study period	Academic year	Approved intake places	Student intakes	No. of graduates	No. of intake places in the year of admission of graduates Note 1					
					2016/17	330	334	304	316 [2015/16]					
					2017/18	373	377	308	330 [2016/17]					
					2018/19	373	386	340	373 [2017/18]					
		Part-time	Early childhood education	2 years	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]					
					2018/19	11	15	16	11 [2017/18]					
					Certificate in Professional Development Programme	Short-term course	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]						
							2018/19	1 784	1 472	1 444	1 784 [2018/19]			
							Undergraduate	Full-time	Early childhood education	5 years	2014/15	18	27	108
	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]
	2018/19	18	28	25	18 [2014/15]									
				Primary/ secondary	5 years	2014/15	483	567	555	472 [2011/12]				

University	Level of study	Mode of study	Level of teacher education programme	Normative study period	Academic year	Approved intake places	Student intakes	No. of graduates	No. of intake places in the year of admission of graduates Note 1	
					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]	
					2018/19	444	518	541	483 [2014/15]	
		Part-time	Early childhood education	3 years	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]	
					2018/19	221	226	247	221 [2016/17]	
				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}	
					2018/19	130	167	N/A ^{Note 5}	N/A ^{Note 5}	
				Primary	3 years	2014/15	20	N/A ^{Note 4}	13	20 [2012/13]
						2015/16	20	23	18	20 [2013/14]
				Professional and vocational	3 years	2014/15	20	22	23	20 [2012/13]
						2015/16	20	22	23	20 [2013/14]
						2016/17	20	22	23	20 [2014/15]
						2017/18	20	23	19	20 [2015/16]
						2018/19	20	22	20	20 [2016/17]
		Secondary	3 years	2014/15	20	N/A ^{Note 4}	7	20 [2012/13]		
		Special education	3 years	2014/15	90	81	86	90 [2012/13]		
				2015/16	90	94	81	90 [2013/14]		

University	Level of study	Mode of study	Level of teacher education programme	Normative study period	Academic year	Approved intake places	Student intakes	No. of graduates	No. of intake places in the year of admission of graduates Note 1		
					2016/17	130	86	81	90 [2014/15]		
					2017/18	130	109	81	90 [2015/16]		
					2018/19	130	107	85	130 [2016/17]		
	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]		
					2018/19	10	12	10	10 [2018/19]		
					Primary	1 year	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]		
			2018/19	97	101	101	97 [2018/19]				
			Secondary	1 year	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]		
					2018/19	52	54	51	52 [2018/19]		
			Part-time	Early childhood education	2 years	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]	
						2018/19	30	109	108	30 [2017/18]	
Primary	2 years	2014/15		176	189	135	176 [2013/14]				
		2015/16		135	164	171	176 [2014/15]				

University	Level of study	Mode of study	Level of teacher education programme	Normative study period	Academic year	Approved intake places	Student intakes	No. of graduates	No. of intake places in the year of admission of graduates Note 1			
					2016/17	130	175	159	135 [2015/16]			
					2017/18	130	140	167	130 [2016/17]			
					2018/19	130	133	140	130 [2017/18]			
			Professional and vocational	2 years	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]			
					2018/19	20	24	22	20 [2017/18]			
					Secondary	2 years	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]			
			2018/19	20			110	128	20 [2017/18]			
			HKUST	Undergraduate	Full-time	Secondary	4 years	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	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	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]			

University	Level of study	Mode of study	Level of teacher education programme	Normative study period	Academic year	Approved intake places	Student intakes	No. of graduates	No. of intake places in the year of admission of graduates Note 1		
					2017/18	57	67	64	70 [2013/14]		
					2018/19	57	65	76	70 [2014/15]		
			Secondary	5 years	2014/15	41	40	32	55 [2011/12]		
					2015/16	41	42	28	30 [2012/13 old academic structure]		
					2016/17	60	53	36	41 [2012/13 new academic structure]		
					2017/18	60	60	39	41 [2013/14]		
					2018/19	60	60	41	41 [2014/15]		
					2018/19	60	60	41	41 [2014/15]		
			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]
	2018/19	10					10	10	10 [2018/19]		
	Primary	1 year			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]		
					2018/19	35	35	35	35 [2018/19]		
					2018/19	35	35	35	35 [2018/19]		
	Secondary	1 year			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]		
			2018/19	55	54	55	55 [2018/19]				
	Part-time	Early childhood education	2 years	2014/15	26	26	25	26 [2013/14]			
2015/16				26	25	25	26 [2014/15]				

University	Level of study	Mode of study	Level of teacher education programme	Normative study period	Academic year	Approved intake places	Student intakes	No. of graduates	No. of intake places in the year of admission of graduates Note 1
					2016/17	26	25	25	26 [2015/16]
					2017/18	26	26	23	26 [2016/17]
					2018/19	26	25	25	26 [2017/18]
			Primary	2 years	2014/15	60	60	56	60 [2013/14]
					2015/16	60	56	59	60 [2014/15]
					2016/17	60	59	57	60 [2015/16]
					2017/18	60	59	54	60 [2016/17]
					2018/19	60	60	60	60 [2017/18]
			Secondary	2 years	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]
					2018/19	61	62	63	61 [2017/18]

Note:

1. The figures and years are based on the normative study period of students pursuing the teacher education programmes. Besides, the 2012/13 academic year is a double-cohort year. Among the students pursuing teacher education programmes in universities in the 2012/13 academic year, the duration of study for students under the old academic structure is normally 1 year shorter than that under the new academic structure. Duration of study may vary among some students. Individual students, for example, may postpone/terminate their studies or require a longer duration of study than normal to complete the programmes. The UGC does not have information on the actual year of admission of the graduates concerned.
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 has provided 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**EDB609****(Question Serial No. 3453)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not specifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Prof James TANG)Director of Bureau: Secretary for EducationQuestion:

1. Please provide the details of the Postdoctoral Fellowship Scheme, the Research Grants Council (RGC) Research Fellow Scheme and the RGC Senior Research Fellow Scheme launched in the 2019/20 academic year, including the numbers of applications, numbers of successful applications and amounts of grant.
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 provide the proportion of the recurrent funding used for teaching and for research by university in each of the last 3 trienniums.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 205)Reply:

1. The details of the Postdoctoral Fellowship Scheme, the Research Grants Council (RGC) Research Fellow Scheme and the RGC Senior Research Fellow Scheme launched in the 2019/20 academic year are tabulated as follows:

	Postdoctoral Fellowship Scheme	RGC Research Fellow Scheme	RGC Senior Research Fellow Scheme
Annual quota	50	10	10
Target group	PhD graduates	Academics at the rank of Associate Professor	Academics at the rank of Full Professor
Fellowship period	36 months	60 months	60 months

	Postdoctoral Fellowship Scheme	RGC Research Fellow Scheme	RGC Senior Research Fellow Scheme
Fellowship grant (HK\$)	\$396,600 per annum	Around \$5.2 million for the whole period	Around \$7.8 million for the whole period
Use/Scope of grant	Providing a stipend comprising the basic salary for a full-time postdoctoral fellow and a travel allowance of HK\$12,600 per annum for conference and research-related activities	Recruiting relief teachers and covering expenses on research projects including staff cost, equipment purchase and publishing of research findings	Recruiting relief teachers and covering expenses on research projects including staff cost, equipment purchase and publishing of research findings
Number of applications in the first round	83	33	32
Announcement date	To be announced in April 2020	To be announced in July 2020	To be announced in July 2020

2. Teaching and research are two inseparable and closely-linked core missions in higher education. Good teaching should be driven by scholars with new knowledge in their fields based on academic research which in turn informs their research activities. The University Grants Committee (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 and enhance various projects under previous teaching and learning 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” includes expenditure 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 2014/15 to 2018/19 is as follows:

University	Academic Year	Use of Expenditure		
		Departmental Expenditure on Teaching	Departmental Expenditure on Research	Central Cost
City University of Hong Kong	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%
	2018/19	42.7%	26.0%	31.3%
Hong Kong Baptist University	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%
	2018/19	42.7%	20.8%	36.5%
Lingnan University	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%
	2018/19	37.3%	22.3%	40.4%
The Chinese University of Hong Kong	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%
	2018/19	40.1%	32.1%	27.9%
The Education University of Hong Kong	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%
	2018/19	48.3%	19.7%	32.0%
The Hong Kong Polytechnic University	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%
	2018/19	37.3%	32.6%	30.2%

University	Academic Year	Use of Expenditure		
		Departmental Expenditure on Teaching	Departmental Expenditure on Research	Central Cost
The Hong Kong University of Science and Technology	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%
	2018/19	34.8%	28.8%	36.5%
The University of Hong Kong	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%
	2018/19	37.2%	36.0%	26.7%

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.

- End -

CONTROLLING OFFICER'S REPLY**EDB610****(Question Serial No. 3537)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not specifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Prof James TANG)Director of Bureau: Secretary for EducationQuestion:

Please provide information on the following in the past 5 years (from 2015/16 to 2019/20):

- 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

- 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.: 218)

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 5 academic years (2015/16 to 2019/20) 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 5 academic years (2015/16 to 2019/20), with a 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**.

2015/16 Academic Year

Name of Competitive Research Funding Scheme	Number of Funded Projects	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	Approved Funding Amount (\$ million)
Areas of Excellence Scheme ^(Note 1)	3	231.2
Collaborative Research Fund	18	110.0
Early Career Scheme	155	89.2
European Union (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	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	Approved Funding Amount (\$ million)
Areas of Excellence Scheme ^(Note 1)	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	2	5.6
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 2)
Humanities and Social Sciences Prestigious Fellowship Scheme	7	4.5
Joint Laboratory Funding Scheme ^(Note 3)	11	30.0
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

2019/20 Academic Year

Name of Competitive Research Funding Scheme	Number of Funded Projects	Approved Funding Amount (\$ million) ^(Note 4)
Collaborative Research Fund	24	121.0
Early Career Scheme	166	95.1
EU-HK Research and Innovation Cooperation Co-funding Mechanism by the RGC ^(Note 5)	1	2.7
Fulbright - RGC Hong Kong Senior Research Scholar / Research Scholar Award Programmes	7	1.4
General Research Fund	1 005	654.5
Germany / Hong Kong Joint Research Scheme	16	1.2
Hong Kong PhD Fellowship Scheme	250	241.9 ^(Note 2)
Humanities and Social Sciences Prestigious Fellowship Scheme	9	4.5
National Natural Science Foundation of China / RGC Joint Research Scheme	24	26.2
PROCORE-France / Hong Kong Joint Research Scheme	11	0.7
Research Impact Fund	11	72.7
The French National Research Agency / RGC Joint Research Scheme	3	7.7
Theme-based Research Scheme	5	200.0

Note 1 There was no Areas of Excellence Scheme exercise in 2015/16, 2017/18 and 2019/20.

Note 2 Starting from the 2018/19 academic year, stipend of awardees is adjusted annually in accordance with the Composite Consumer Price Index.

Note 3 The Joint Laboratory Funding Scheme in 2018/19 was a one-off competitive funding scheme.

Note 4 Position up to 29 February 2020.

Note 5 The figures do not cover the numbers of the second round of the EU-Hong Kong Research and Innovation Cooperation Co-funding Mechanism by the RGC in 2019/20. As at 29 February 2020, the second round was still in progress.

Areas of Excellence Scheme^(Note 1)

Broad Subject Category	Number of Applications <small>(Note 2)</small>	Number of Funded Projects	Success Rate	Approved Funding Amount (\$ million)
2016/17 Academic Year				
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 3)	23	3	13%	231.2
2018/19 Academic Year				
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 3)	15	3	20%	216.1

Collaborative Research Fund

Broad Subject Category	Number of Applications	Number of Funded Projects	Success Rate	Approved Funding Amount (\$ million)
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 3)	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 3)	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 3)	203	18	9%	110.0
2018/19 Academic Year				
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 3)	224	20	9%	110.0
2019/20 Academic Year ^(Note 4)				
Biology and Medicine	82	11	13%	60.1
Business Studies	3	0	0%	0
Engineering	62	1	2%	2.1
Humanities and Social Sciences	19	2	11%	10.6
Physical Sciences	46	10	22%	48.3
Total ^(Note 3)	212	24	11%	121.0

Early Career Scheme

Broad Subject Category	Number of Applications	Number of Funded Projects	Success Rate	Approved Funding Amount (\$ million)
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 3)	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 3)	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 3)	396	151	38%	84.3
2018/19 Academic Year				
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 3)	381	153	40%	86.7
2019/20 Academic Year ^(Note 4)				
Biology and Medicine	56	16	29%	18.3
Business Studies	91	32	35%	14.3
Engineering	65	45	69%	20.7
Humanities and Social Sciences	152	53	35%	28.9
Physical Sciences	36	20	56%	12.8
Total ^(Note 3)	400	166	42%	95.1

EU-HK Research and Innovation Cooperation Co-funding Mechanism by the RGC

Broad Subject Category	Number of Applications <small>(Note 2)</small>	Number of Funded Projects	Success Rate	Approved Funding Amount (\$ million)
2016/17 Academic Year				
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 3)	4	4	100%	9.0
2017/18 Academic Year				
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 3)	7	6	86%	10.0
2018/19 Academic Year				
Biology and Medicine	1	1	100%	3.0
Business Studies	0	-	-	-
Engineering	2	1	50%	2.6
Humanities and Social Sciences	0	-	-	-
Physical Sciences	1	0	0%	0
Total ^(Note 3)	4	2	50%	5.6
2019/20 Academic Year ^(Note 5)				
Biology and Medicine	0	-	-	-
Business Studies	0	-	-	-
Engineering	1	0	0%	0
Humanities and Social Sciences	1	0	0%	0
Physical Sciences	2	1	50%	2.7
Total ^(Note 3)	4	1	25%	2.7

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)
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 3)	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 3)	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 3)	67	6	9%	1.0
2018/19 Academic Year				
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 3)	40	7	18%	1.1
2019/20 Academic Year ^(Note 4)				
Biology and Medicine	4	0	0%	0
Business Studies	4	1	25%	0.1
Engineering	5	0	0%	0
Humanities and Social Sciences	36	6	16.7%	1.3
Physical Sciences	3	0	0%	0
Total ^(Note 3)	52	7	13.5%	1.4

General Research Fund

Broad Subject Category	Number of Applications	Number of Funded Projects	Success Rate	Approved Funding Amount (\$ million)
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 3)	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 3)	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 3)	2 893	964	33%	593.4
2018/19 Academic Year				
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 3)	2 945	989	34%	592.2
2019/20 Academic Year^(Note 2)				
Biology and Medicine	624	169	27%	177.0
Business Studies	355	126	35%	54.9
Engineering	747	278	37%	179.3
Humanities and Social Sciences	820	197	24%	117.4
Physical Sciences	429	235	55%	125.9
Total^(Note 3)	2 975	1 005	34%	654.5

Germany / Hong Kong Joint Research Scheme

Broad Subject Category	Number of Applications	Number of Funded Projects	Success Rate	Approved Funding Amount (\$ million)
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 3)	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 3)	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 3)	26	14	54%	1.1
2018/19 Academic Year				
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 4)	40	14	35%	1.1
2019/20 Academic Year ^(Note 4)				
Biology and Medicine	10	5	50%	0.3
Business Studies	1	0	0%	0
Engineering	9	5	56%	0.4
Humanities and Social Sciences	7	2	29%	0.1
Physical Sciences	5	4	80%	0.3
Total ^(Note 3)	32	16	50%	1.2

Hong Kong PhD Fellowship Scheme^(Note 6)

Broad Subject Category	Number of Applications	Number of Funded Projects	Success Rate	Approved Funding Amount (\$ million)
2015/16 Academic Year				
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 3)	5 433	216	4.0%	162.0
2016/17 Academic Year				
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 3)	5 529	231	4.2%	173.3
2017/18 Academic Year				
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 Technology	1 774	78	4.4%	58.5
Medicine, Dentistry and Health	470	17	3.6%	12.8
Sciences	1 588	71	4.5%	53.3
Total^(Note 3)	6 454	231	3.6%	173.3
2018/19 Academic Year				
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

Broad Subject Category	Number of Applications	Number of Funded Projects	Success Rate	Approved Funding Amount (\$ million)
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 3)	7 905	231	2.9%	217.5
2019/20 Academic Year ^(Note 4)				
Arts and Humanities	1 399	34	2.4%	32.9
Business and Management	1 034	13	1.3%	12.6
Education	471	17	3.6%	16.4
Social Sciences	1 041	16	1.5%	15.5
Engineering and Technology	2 391	74	3.1%	71.6
Medicine, Dentistry and Health	878	33	3.8%	31.9
Sciences	2 107	63	3.0%	61.0
Total ^(Note 3)	9 321	250	2.7%	241.9

Humanities and Social Sciences Prestigious Fellowship Scheme

Broad Subject Category	Number of Applications	Number of Funded Projects	Success Rate	Approved Funding Amount (\$ million)
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 3)	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 3)	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 3)	21	5	24%	3.7
2018/19 Academic Year				
Biology and Medicine	0	-	-	-
Business Studies	0	-	-	-
Engineering	0	-	-	-
Humanities and Social Sciences	22	7	32%	4.5
Physical Sciences	0	-	-	-
Total ^(Note 4)	22	7	32%	4.5
2019/20 Academic Year ^(Note 4)				
Biology and Medicine	0	-	-	-
Business Studies	0	-	-	-
Engineering	0	-	-	-
Humanities and Social Sciences	26	9	35%	4.5
Physical Sciences	0	-	-	-
Total ^(Note 3)	26	9	35%	4.5

Joint Laboratory Funding Scheme

Broad Subject Category	Number of Applications	Number of Funded Projects	Success Rate	Approved Funding Amount (\$ million)
2018/19 Academic Year				
Biology and Medicine	4	2	50%	5.3
Business Studies	0	-	-	-
Engineering	8	4	50%	11.5
Humanities and Social Sciences	0	-	-	-
Physical Sciences	8	5	63%	13.2
Total ^(Note 3)	20	11	55%	30.0

National Natural Science Foundation of China / RGC Joint Research Scheme

Broad Subject Category	Number of Applications <small>(Note 2)</small>	Number of Funded Projects	Success Rate	Approved Funding Amount (\$ million)
2015/16 Academic Year				
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 3)	148	23	16%	26.3
2016/17 Academic Year				
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 3)	136	22	16%	24.2
2017/18 Academic Year				
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 3)	159	22	14%	25.7
2018/19 Academic Year				
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 3)	192	24	13%	26.2
2019/20 Academic Year ^(Note 4)				
Biology and Medicine	83	7	8%	7.2
Business Studies	9	1	11%	1.2
Engineering	75	3	4%	3.5
Humanities and Social Sciences	3	0	0%	0
Physical Sciences	41	13	32%	14.4
Total ^(Note 3)	211	24	11%	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)
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 3)	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 3)	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 3)	33	15	46%	1.0
2018/19 Academic Year				
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 3)	26	11	42%	0.8
2019/20 Academic Year^(Note 4)				
Biology and Medicine	0	-	-	-
Business Studies	3	2	67%	0.2
Engineering	11	6	55%	0.5
Humanities and Social Sciences	3	0	0%	0
Physical Sciences	6	3	50%	0.1
Total^(Note 3)	23	11	48%	0.7

Research Impact Fund

Broad Subject Category	Number of Applications	Number of Funded Projects	Success Rate	Approved Funding Amount (\$ million)
2018/19 Academic Year				
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 3)	164	30	18.4%	192.9
2019/20 Academic Year ^(Note 4)				
Biology and Medicine	50	4	8.0%	32.7
Business Studies	7	1	14.3%	3.0
Engineering	73	4	5.5%	24.2
Humanities and Social Sciences	25	1	4.0%	3.0
Physical Sciences	27	1	3.7%	9.7
Total ^(Note 3)	182	11	6.0%	72.7

The French National Research Agency / RGC Joint Research Scheme

Broad Subject Category	Number of Applications <small>(Note 2)</small>	Number of Funded Projects	Success Rate	Approved Funding Amount (\$ million)
2015/16 Academic Year				
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 3)	23	3	13%	7.1
2016/17 Academic Year				
Biology and Medicine	3	0	0%	0
Business Studies	0	-	-	-
Engineering	11	2	18%	4.0
Humanities and Social Sciences	1	0	0%	0
Physical Sciences	7	1	14%	2.4
Total ^(Note 3)	22	3	14%	6.5
2017/18 Academic Year				
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 3)	30	3	10%	7.9
2018/19 Academic Year				
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 3)	26	3	12%	7.9
2019/20 Academic Year ^(Note 4)				
Biology and Medicine	10	1	10%	3.0
Business Studies	0	-	-	-
Engineering	7	0	0%	0
Humanities and Social Sciences	2	0	0%	0
Physical Sciences	10	2	20%	4.7
Total ^(Note 3)	29	3	10%	7.7

Theme-based Research Scheme

2015/16 Academic Year				
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 3)	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 3)	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 3)	48	5	10%	180.0
2018/19 Academic Year				
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 3)	48	5	10%	180.0
2019/20 Academic Year^(Note 4)				
Biology and Medicine	15	2	13%	95.0
Business Studies	3	0	0%	0
Engineering	21	3	14%	105.0
Humanities and Social Sciences	4	0	0%	0
Physical Sciences	4	0	0%	0
Total^(Note 3)	47	5	11%	200.0

- Note 1 There was no Areas of Excellence Scheme exercise in 2015/16, 2017/18 and 2019/20.
- Note 2 The number of applications does not include ineligible applications.
- Note 3 Figures may not add up due to rounding.
- Note 4 Position up to 29 February 2020.
- Note 5 The figures do not cover the numbers of the second round of the EU-Hong Kong Research and Innovation Cooperation Co-funding Mechanism by the RGC in 2019/20. As at 29 February 2020, the second round was still in progress.
- Note 6 The UGC categorises postgraduate students receiving funding support under the Hong Kong PhD Fellowship Scheme by broad academic programme categories.

- End -

CONTROLLING OFFICER'S REPLY

EDB611

(Question Serial No. 3538)

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 (2015/16 to 2019/20):

1. list, 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 local 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;
3. the research institutes or other subsidiaries set up by the universities in the Mainland. Please specify the names of the local universities, the names of the Mainland organisations, the years of establishment and the research areas; and
4. if the University Grants Committee (the UGC) has not gathered the relevant information in (2) and (3), what are the reasons? What mechanism does the UGC have for regulating the financial situation of the institutions to avoid subsidising the school operation and commercial activities of funded institutions outside Hong Kong with public money? Please provide the details.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 219)

Reply:

1. A list of subsidiaries / principal subsidiaries of the eight University Grants Committee (UGC)-funded universities for the 2018/19 academic year as disclosed in their annual financial reports is provided at Annex. 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., are also included in their annual financial reports published on their websites.

The universities are currently unable to provide information for the 2019/20 academic year. For the relevant information for the 2015/16 to 2017/18 academic years, please refer to our reply (EDB661) to the relevant question (Question No. 5383) at the special meeting of the Finance Committee on the review of Estimates of Expenditure 2019-20.

- 2 to 4. The setting up of schools or research institutes in the Mainland by UGC-funded universities is self-financing activity of universities and does not involve any funding from the UGC. We do not have such information.

Eight UGC-funded universities are autonomous statutory bodies established under its own respective ordinance and governed by its governing councils. The universities could develop and carry out activities outside Hong Kong according to their purposes and roles. While upholding the spirit of institutional autonomy, UGC always expects universities to remain committed to transparency and accountability in their operations to ensure that funding is put to appropriate uses that serve the best interests of the community and students. The UGC Notes on Procedures (NoP) clearly set out that there should be no cross-subsidisation of UGC resources to non-UGC-funded activities (including, but not limited to self-financing activities). In addition, the UGC NoP also clearly set out the requirements on the eight UGC-funded universities' financial reporting, audit and assurance. In preparing their annual financial statements, universities should follow the prevailing Hong Kong Financial Reporting Standards issued by the Hong Kong Institute of Certified Public Accountants and the Statement of Recommended Practice for the UGC-funded Institutions. The annual financial statements of a university shall report its overall financial position (including that of its self-financing arms and subsidiaries) and be audited by an independent external auditors. As far as audit and assurance is concerned, in addition to the annual audit of the financial statements, universities are required to engage independent external auditors to provide assurance as to whether they have accounted for the income and expenditure in respect of the funds received from the UGC in accordance with the relevant provisions of the UGC NoP and the allocation letters; and submit an annual return. Moreover, to provide further assurance of the proper use and application of public funds as represented in the audited financial statements and the annual return, Heads of Universities are requested to provide a Certificate of Accountability to the UGC annually, after the close of each financial year, to confirm that public funds allocated via the UGC and matched donations under the Matching Grant Schemes have been spent in accordance with the UGC NoP, allocation letter and other guidelines and approved Government policies.

List of subsidiaries / principal subsidiaries of UGC-funded universities**2018/19 academic year**

University	Subsidiaries / Principal subsidiaries* as disclosed in financial reports
City University of Hong Kong	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The EdUHK Schools Limited • The EdUHK School of Continuing and Professional Education Limited

University	Subsidiaries / Principal subsidiaries* as disclosed in financial reports
The Hong Kong Polytechnic University	<ul style="list-style-type: none"> • 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 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	<ul style="list-style-type: none"> • 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
The University of Hong Kong	<ul style="list-style-type: none"> • 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. 3640)

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 budget of the University Grants Committee (UGC), please inform this Committee of the following:

- 1) Regarding the “amount of capital commitments approved by the Finance Committee” to the UGC, the estimate for the current year (2020-21) is \$2,578 million, which amounts to 5 times more than the \$406 million for the previous year (2019-20). Please explain in detail the reasons for the increase and provide a breakdown of the additional expenditure.
- 2) Regarding the “capital subventions in terms of cash flow requirement for the year”, the estimate for the current year is \$470 million, which has increased by almost 3 times from \$125 million for the previous year. Please explain in detail the reasons for the increase and provide a breakdown of the additional expenditure.
- 3) Regarding the “administration costs of the UGC Secretariat”, the estimate for the current year as percentage of recurrent and capital grants is 0.4% higher than the revised estimate for 2019-20. Please provide the actual amount of administration costs in each of the past 5 years, explain the reasons for the increase in percentage in the current year, and give a breakdown of the additional administration costs.

Asked by: Hon IP Kin-yuen (LegCo internal reference no.: 247)

Reply:

1. & 2.

The “amount of capital commitments approved by the Finance Committee (FC)” as stated in the estimate of the University Grants Committee (UGC) refers to the cost estimate for the capital works projects of the UGC Secretariat upon FC’s approval, while the “capital subventions in terms of cash flow requirement for the year” refers to the projected cashflow requirement of all capital works projects in progress in a particular financial year upon FC’s approval. The Government had proposed in last year’s Budget to set aside a dedicated

provision of \$16 billion for UGC-funded universities to enhance or refurbish their campus facilities, in particular the provision of facilities essential for research and development (R&D) such as laboratories, thereby allowing university students and researchers to conduct teaching and R&D activities in an optimal environment. The UGC has been actively following up on the proposals with universities. Our target is to begin to submit the funding proposals for capital works project utilising the dedicated fund for FC's consideration in 2020-21. Hence, the estimates for capital subventions in 2020-21 are higher than that for the previous year.

3.

The administration costs of the UGC Secretariat include expenses on salaries and allowances for the UGC Secretariat, honoraria for overseas members, meeting expenses and other operational expenses. The actual and estimated administration costs of the UGC Secretariat from 2016-17 to 2020-21 are as follows:

2016-17 Actual \$ million	2017-18 Actual \$ million	2018-19 Actual \$ million	2019-20 Revised Estimate \$ million	2020-21 Estimate \$ million
115	118	140	177	285

The above expenses are subsumed under Subhead 000 Operational expenses, details of which are set out in the Controlling Officer's Report for this Head. The estimated administration costs for 2020-21 is higher than the revised estimate for 2019-20 mainly because the UGC will conduct the six-yearly Research Assessment Exercise (RAE) in 2020. As hundreds of non-local scholars will be involved in the RAE to ensure fair assessment according to international standards, a higher estimate is made for the honoraria for overseas members and meeting expenses.

- End -

CONTROLLING OFFICER'S REPLY

EDB613

(Question Serial No. 6132)

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 taught postgraduate (TPg)/research postgraduate (RPg) programmes funded by the University Grants Committee (UGC), please advise this Committee:

- (a) of the respective numbers of students who pursued the UGC-funded TPg/RPg programmes, the amounts of funding provided by UGC and the average unit costs of such programmes from the 2014/15 to 2019/20 academic years, with a breakdown by year of study, academic programme and faculty in table form; and
- (b) of the respective numbers of non-local students who pursued these programmes from the 2014/15 to 2019/20 academic years, 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.: 24)

Reply:

(a)

The student enrolments of UGC-funded TPg and RPg programmes by university and broad academic programme category from the 2015/16 to 2019/20 academic years are at **Annex A**. The UGC derives the average student unit costs of UGC-funded programmes by level of study, academic programme category and teaching/research cost based on the actual costs reported by universities. Such information is available on the UGC website for public's reference.

Under the existing mechanism, the recurrent grants to the 8 UGC-funded universities are in the form of a block grant which provides for a one-line allocation of resources for a funding period (usually a triennium). Universities enjoy autonomy in the allocation of the block grant to programmes of various disciplines at different levels as they see fit. In addition to UGC funding, universities have other sources of income such as donations and other research funding. In this regard, the actual costs reported by universities are not solely

covered by UGC funding, while the UGC is also unable to estimate the actual subvention or expenditure on specific programmes by level of study and academic programme category.

The average student unit costs of UGC-funded TPg and RPg places, as well as the total subvention from the 2015/16 to 2019/20 academic years, are set out below:

	2015/16 Actual	2016/17 Actual	2017/18 Actual	2018/19 Actual	2019/20 Revised estimate
Average student unit cost of TPg programmes (\$'000)	230	232	243	265 ^{Note}	Not available
Average student unit cost of RPg programmes (\$'000)	548	568	581	621 ^{Note}	Not available
Total subvention for the UGC-funded universities (\$ billion)	17.9	18.6	19.1	19.9	21.0

Note:
Provisional figures.

(b)

The numbers of non-local students pursuing the UGC-funded TPg and RPg programmes from the 2015/16 to 2019/20 academic years by university, mode of study and place of origin are at **Annex B**.

At present, UGC-funded universities may admit non-local students in UGC-funded TPg 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 level of study. The UGC does not provide extra resources for this purpose. To ensure no cross-subsidisation of non-local students by public funds, 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 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.

**Student enrolments of UGC-funded TPg and RPg programmes
by university and broad academic programme category
from the 2015/16 to 2019/20 academic years**

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	-
	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

University	Broad academic programme category	TPg programmes	RPg programmes
	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	-
	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

University	Broad academic programme category	TPg programmes	RPg programmes
	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
	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

University	Broad academic programme category	TPg programmes	RPg programmes
	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

(Full-time equivalent)

University	Broad academic programme category	TPg programmes	RPg programmes
City University of Hong Kong	Medicine, Dentistry and Health	-	51
	Sciences	-	351
	Engineering and Technology	-	461
	Business and Management	-	118
	Social Sciences	53	83
	Arts and Humanities	-	82
	Total	53	1 146
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
	Sciences	-	237
	Engineering and Technology	-	387
	Business and Management	-	86
	Social Sciences	15	35
	Arts and Humanities	-	45
	Total	15	848
The Hong Kong University of Science and Technology	Sciences	-	557
	Engineering and Technology	-	690
	Business and Management	-	81

University	Broad academic programme category	TPg programmes	RPg programmes
	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

2019/20 academic year (provisional)

(Full-time equivalent)

University	Broad academic programme category	TPg programmes	RPg programmes
City University of Hong Kong	Medicine, Dentistry and Health	-	67
	Sciences	-	447
	Engineering and Technology	-	528
	Business and Management	-	116
	Social Sciences	53	88
	Arts and Humanities	-	79
	Total	53	1 326
Hong Kong Baptist University	Medicine, Dentistry and Health	-	21
	Sciences	-	116
	Engineering and Technology	-	2
	Business and Management	-	18
	Social Sciences	-	40
	Arts and Humanities	-	58
	Education	131	11
Total	131	265	
Lingnan University	Business and Management	-	17
	Social Sciences	-	29
	Arts and Humanities	-	40
	Total	-	86
The Chinese University of Hong Kong	Medicine, Dentistry and Health	-	469
	Sciences	-	609
	Engineering and Technology	80	387
	Business and Management	-	74
	Social Sciences	86	288
	Arts and Humanities	-	248
	Education	449	53
Total	615	2 129	
The Education University of Hong Kong	Sciences	71	-
	Business and Management	1	-
	Social Sciences	37	-
	Arts and Humanities	78	-
	Education	286	99
	Total	473	99
The Hong Kong Polytechnic University	Medicine, Dentistry and Health	-	54
	Sciences	-	243
	Engineering and Technology	-	441
	Business and Management	-	79
	Social Sciences	20	30
	Arts and Humanities	-	53
	Total	20	900
The Hong Kong University of Science and Technology	Sciences	-	565
	Engineering and Technology	-	631
	Business and Management	-	82

University	Broad academic programme category	TPg programmes	RPg programmes
	Social Sciences	-	48
	Arts and Humanities	-	20
	Total	-	1 346
The University of Hong Kong	Medicine, Dentistry and Health	84	603
	Sciences	-	526
	Engineering and Technology	212	477
	Business and Management	-	83
	Social Sciences	142	217
	Arts and Humanities	-	145
	Education	276	134
	Total	713	2 185

Notes:

1. Since the content of some UGC-funded programmes are relevant 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. In the table above, all decimal figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
2. UGC-funded RPg students refer to students funded by the UGC within their normative 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.

**Number of non-local students pursuing the UGC-funded TPg programmes
by university, mode of study and place of origin
from the 2015/16 to 2019/20 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
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
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

Academic year	University	Mode of study	Place of origin			
			Mainland China	Other parts of Asia	Rest of the world	Total
2018/19	The Chinese University of Hong Kong	Full-time	1	1	-	2
	The Education University of Hong Kong	Full-time	5	-	-	5
	The University of Hong Kong	Full-time	84	8	3	95
Total			90	9	3	102
2019/20 (provisional)	The Chinese University of Hong Kong	Full-time	8	1	-	9
		Part-time	6	1	-	7
	The University of Hong Kong	Full-time	60	11	4	75
		Part-time	1	-	1	2
Total			75	13	5	92

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 2015/16 to 2019/20 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
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
2018/19	City University of Hong Kong	Full-time	826	140	99	1 065
	Hong Kong Baptist University	Full-time	157	10	17	184
	Lingnan University	Full-time	29	13	20	62
	The Chinese University of Hong Kong	Full-time	1 420	61	50	1 531
	The Education University of Hong Kong	Full-time	44	17	5	66
	The Hong Kong Polytechnic University	Full-time	536	74	71	681
	The Hong Kong University of Science and Technology	Full-time	891	183	85	1 158
	The University of Hong Kong	Full-time	1 373	120	93	1 586
Total			5 276	617	440	6 333

Academic year	University	Mode of study	Place of origin			
			Mainland China	Other parts of Asia	Rest of the world	Total
2019/20 (provisional)	City University of Hong Kong	Full-time	1 011	137	103	1 250
	Hong Kong Baptist University	Full-time	176	13	23	212
	Lingnan University	Full-time	33	14	21	68
	The Chinese University of Hong Kong	Full-time	1 525	76	52	1 653
	The Education University of Hong Kong	Full-time	49	26	5	80
	The Hong Kong Polytechnic University	Full-time	585	78	79	742
	The Hong Kong University of Science and Technology	Full-time	830	189	87	1 106
	The University of Hong Kong	Full-time	1 489	130	96	1 715
Total			5 698	662	465	6 825

Notes:

1. “-” denotes nil.
2. UGC-funded RPg students refer to students funded by the UGC within their normative study periods.
3. Figures may not add up to the corresponding totals owing to rounding. For RPg students financed by universities using both UGC and external funds, they are counted towards different sources on a pro-rata basis.

- End -

CONTROLLING OFFICER'S REPLY**EDB614****(Question Serial No. 6723)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not specifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Prof James TANG)Director of Bureau: Secretary for EducationQuestion:

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.: 525)Reply:

The approved numbers of undergraduate places of University Grants Committee (UGC)-funded social work programmes for the 2015/16 to 2020/21 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.

Under the existing mechanism, the recurrent grants provided by the UGC to its 8 funded universities are in the form of a block grant. Universities enjoy autonomy in the use of the block grant for provision of programmes of various disciplines at different levels. Based on the actual costs reported by universities, the UGC derives the average student unit costs of UGC-funded programmes by level of study, academic programme category and teaching/research cost. In addition to the funding from the UGC, universities also have other sources of income, such as donations and other research funding. Therefore, the actual costs reported by universities are not solely covered by UGC funding, and the UGC is unable to estimate the actual subvention or expenditure on specific programmes. According to the information provided by the universities, the curriculum contents of the undergraduate social work programmes are related to the academic programme category of

Social Sciences. The average student unit costs per annum of the undergraduate programmes under the academic programme category of Social Sciences for the 2015/16 to 2018/19 academic years were \$197,000, \$205,000, \$209,000 and \$223,000 (provisional) respectively. The above figures have taken into account the actual costs of other undergraduate programmes related to Social Sciences. The costs of programmes concerned also vary among universities. The relevant figures for the 2019/20 to 2020/21 academic years are not yet available.

The estimated intakes of full-time locally-accredited self-financing undergraduate and sub-degree social work programmes for the 2015/16 to 2020/21 academic years are set out at **Annex B**.

**Approved Number of Undergraduate Places of UGC-funded
Social Work Programmes by University for the 2015/16 to 2020/21 Academic Years**

(Full-time equivalent)

University	Level of Study	Number of Approved Intake Places					
		2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
First-year intake							
City University of Hong Kong	Undergraduate	60	60	60	60	50	50
Hong Kong Baptist University	Undergraduate	43	43	43	43	43	43
The Chinese University of Hong Kong	Undergraduate	48	48	48	48	46	46
The Hong Kong Polytechnic University	Undergraduate	39	36	36	36	32	32
The University of Hong Kong	Undergraduate	40	38	38	38	35	35
Total		230	225	225	225	206	206
Senior year intake							
City University of Hong Kong	Undergraduate	25	25	25	25	25	25
Hong Kong Baptist University	Undergraduate	12	16	18	20	24	24
The Hong Kong Polytechnic University	Undergraduate	16	16	12	12	12	12
Total		53	57	55	57	61	61

Notes:

1. The programmes listed above are full-time programmes.

**Estimated Intakes of Full-time Locally-accredited
Self-financing Undergraduate and Sub-degree Social Work Programmes
for the 2015/16 to 2020/21 Academic Years**

Institution	Level of Study	Estimated Intakes					
		2015/16	2016/17	2017/18	2018/19	2019/20	2020/21#
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	72	72	50	72
Gratia Christian College	First-year first-degree	60	60	40	40	40	40
	Sub-degree	-	-	-	-	20	35
Hong Kong College of Technology	Sub-degree	40	40	40	40	40	40
Hong Kong Shue Yan University	First-year first-degree	40	40	40	40	40	70
The Chinese University of Hong Kong - School of Continuing and Professional Studies	Sub-degree	50	50	50	50	50	50
The Hong Kong Polytechnic University - Hong Kong Community College	Sub-degree	-	80	80	68	80	80
Vocational Training Council	Sub-degree	75	75	75	67	60	60
Hong Kong Nang Yan College of Higher Education	First-year first-degree	-	-	-	45	45	45
HKCT Institute of Higher Education	First-year first-degree	-	-	-	-	40	40

Notes:

“-” denotes that no relevant programmes were offered.

“#” denotes provisional figures.

- End -

CONTROLLING OFFICER'S REPLY

EDB615

(Question Serial No. 3755)

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:

Would the Education Bureau/University Grants Committee please advise of the following: the number of publicly-funded, privately-funded and temporary hostel places provided by the tertiary institutions in Hong Kong and the ratio of allocation between local and non-local students in the 2019/20 academic year (with a breakdown by institution)?

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 52)

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 2019/20 academic year as advised by the UGC-funded universities are at the Annex.

(A) Number of hostel places available for allocation to students in UGC-funded universities

University	2019/20 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	1 185	130	2 615
The Chinese University of Hong Kong	6 210	2 368	325	8 903
The Education University of Hong Kong	2 000	0	158	2 158
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	28 621	5 896	1 939	36 456

* Universities may provide temporary hostel places within their campuses subject to the supply and demand of hostel places of the year. These temporary hostel places are made available by providing additional beds in existing hostels, conversion of spaces from other uses (such as vacant staff quarters) and leasing of private residential premises as student accommodations, etc.

(B) Ratio of hostel places allocated to local and non-local students by UGC-funded universities

University	Ratio of hostel places allocated in the 2019/20 academic year	
	Local students	Non-local students
City University of Hong Kong	48%	52%
Hong Kong Baptist University	57%	43%
Lingnan University	76%	24%
The Chinese University of Hong Kong	56%	44%
The Education University of Hong Kong	72%	28%
The Hong Kong Polytechnic University	45%	55%
The Hong Kong University of Science and Technology	44%	56%
The University of Hong Kong	45%	55%
Overall	52%	48%

- End -

CONTROLLING OFFICER'S REPLY**EDB616****(Question Serial No. 6094)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not specifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Prof James TANG)Director of Bureau: Secretary for EducationQuestion:

- a. Please set out the quantity, value and stock of surgical masks produced by the Correctional Services Department (CSI masks) that the University Grants Committee (UGC) obtained from the Government Logistics Department (GLD) each month in the past 3 years in the following table:

Month/Year	No. of CSI masks obtained	Value of CSI masks obtained	Stock of CSI masks

- b. Please set out the quantity, value, stock and consumption of surgical masks that the UGC obtained from the GLD or procured each month in the past 3 years in the following table:

Month/Year	No. of surgical masks obtained from GLD (value)	No. of surgical masks procured (value)	Stock	Consumption

- c. Please set out the quantity, value, stock and consumption of N95 masks that the UGC obtained from the GLD or procured each month in the past 3 years in the following table:

Month/Year	No. of N95 masks obtained from GLD (value)	No. of N95 masks procured (value)	Stock	Consumption

- d. Please set out the quantity, value, stock and consumption of gowns that the UGC obtained from the GLD or procured each month in the past 3 years in the following table:

Month/Year	No. of gowns obtained from GLD (value)	No. of gowns procured (value)	Stock	Consumption

- e. Please set out the quantity, value, stock and consumption of protective coverall suits that the UGC obtained from the GLD or procured each month in the past 3 years in the following table:

Month/Year	No. of protective coverall suits obtained from GLD (value)	No. of protective coverall suits procured (value)	Stock	Consumption

- f. Please set out the quantity, value, stock and consumption of face shields that the UGC obtained from the GLD or procured each month in the past 3 years in the following table:

Month/Year	No. of face shields procured	Value of face shields procured	Stock of face shields	Consumption

- g. Please set out the quantity, value, stock and consumption of goggles that the UGC obtained from the GLD or procured each month in the past 3 years in the following table:

Month/Year	No. of goggles procured	Value of goggles procured	Stock of goggles	Consumption

- h. Did the UGC supply or sell surgical masks, N95 masks, face shields, goggles, gowns and protective coverall suits to other organisations in the past 3 years? If yes, please provide the relevant information, including the quantity, consumption and stock, in the following table:

Month/Year	Name of organisations	Manner of provision (e.g. sold or supplied for free)	Surgical masks	N95 masks	Face shields	Goggles	Gowns	Protective coverall suits

- i. If the UGC is to supply or sell surgical masks, N95 masks, face shields, goggles, gowns and protective coverall suits to other organisations, what are the departments and the ranks of the officers responsible for making such decisions? Please provide the ranks of the officers involved in each decision, the date they made the decision and other relevant information.

Asked by: Hon MO Claudia (LegCo internal reference no.: 183)

Reply:

- a-b. Apart from obtaining surgical masks produced by the Correctional Services Department from the Government Logistics Department (GLD), the University Grants Committee Secretariat (UGC Secretariat) has also procured surgical masks in the market for distribution to colleagues according to actual needs. We do not have information on the distribution of surgical masks obtained from different sources to individual staff over the past 3 years. With an upsurge in demand for Personal Protective Equipment (PPE) around the globe, the Government is facing keen competition in its procurement. The Government considers it inappropriate at this stage to disclose further information about the stock levels, quantities procured, amounts paid and consumption in respect of PPE in individual departments in the past few years and recent months so as not to undermine the bargaining power of the GLD and other departments in procuring PPE.
- c-g. No N95 masks, face shields, goggles, gowns or protective coverall suits were obtained from the GLD or procured in the market by the UGC Secretariat over the past 3 years.
- h-i. No surgical masks, N95 masks, face shields, goggles, gowns or protective coverall suits were supplied or sold to other organisations by the UGC Secretariat over the past 3 years.

- End -

CONTROLLING OFFICER'S REPLY

(Question Serial No. 3532)

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:

During months of social unrest sparked by the proposed legislative amendments to the Fugitive Offenders Ordinance, university campuses had suffered damage to different extents. Amidst the disruption caused to university operations, there have been worries that not only current students, but also future students will face difficulties in enjoying normal school life. In this regard, will the Administration advise this Committee on the following:

1. broken down by universities, of damages received, monetary losses, latest restoration progress and expenditure to be involved in the recovery;
2. whether the Government has earmarked additional funding to support universities from restoring facilities. If yes, of the details and amounts; if not, of the reasons;
3. in concern with universities related work items that had been withdrawn from Public Works Subcommittee and this Committee, whether there is any plan to submit these items again to the Subcommittee and this Committee for deliberation.

Asked by: Hon SHEK Lai-him, Abraham (LegCo internal reference no.: 61)

Reply:

1. and 2. According to information provided by the universities, except for the Education University of Hong Kong which remained largely unaffected, all other university campuses have suffered damages of varying degrees during the social events. These include the posting of bills, painting of graffiti and damaging of certain fire safety/closed-circuit television systems at various locations within the campuses. The glasses and furniture of some buildings were also damaged or lost. Certain facilities in a few campuses suffered more serious damages. For example, some of the lifts and escalators could no longer function properly, whereas some floors and external walls were damaged by flooding/fire. The universities concerned had promptly assessed the damages done to the campuses and commenced the necessary restoration works so as to ensure that the campuses would be safe and suitable for conducting teaching and research activities. Quite a few restoration works

have been completed in time before commencement of the second semester of the 2019/20 academic year. Details of the major damages suffered by the campuses and the restoration progress are at the Annex.

Under the prevailing arrangements, universities will carry out their routine repair and maintenance works on campus facilities as necessary, and meet the relevant expenditure on restoration works with their existing resources. As such, the Government does not maintain information on the estimated expenditure involved.

3. The funding proposals for the Library Extension and Revitalisation project of The Hong Kong Polytechnic University (PolyU) as well as three capital works projects on healthcare teaching facilities of The Chinese University of Hong Kong, PolyU and the University of Hong Kong were temporarily withdrawn in November 2019 in light of the situation at that time. The Government will endeavor to resubmit funding proposals to the Finance Committee/ Public Works Subcommittee as soon as possible having regard to the practical circumstances.

**Major Damages to the Campuses and Restoration Progress of the
UGC-funded Universities**
(As at 31 January 2020)

University	Major Damage Note	Restoration Progress
City University of Hong Kong	<ul style="list-style-type: none"> • Many places on campus were spray-painted, and there were slabs missing from the pavements. • Some building facilities were damaged, including closed-circuit television (CCTV) systems, walls, signboards, escalators, fire and building services systems, access control systems, teaching apparatus and communication installations. • Some of the landscape amenities were damaged. 	<ul style="list-style-type: none"> • Most of the restoration works has been completed. • The restoration works of some damaged major installations (such as glass panels on external walls and escalators) is expected to be completed in March. • The replanting works for the landscape amenities is expected to be completed in June.
Hong Kong Baptist University	<ul style="list-style-type: none"> • Many places on campus were spray-painted, and there were slabs missing from the pavements. • Some building facilities were damaged, including laboratory facilities, cooking equipment in canteens, recreational amenities, CCTV systems and access control systems. 	<ul style="list-style-type: none"> • Most of the restoration works has been completed. • The restoration works of the remaining damaged CCTV units will be completed in mid-February.
Lingnan University	<ul style="list-style-type: none"> • Many places on campus were spray-painted. • The CCTV systems and access control systems in some buildings were damaged. • The in-door facilities, payment system, furniture and cooking equipment of the canteen were more extensively damaged. 	<ul style="list-style-type: none"> • Most of the restoration works has been completed. • The canteen will be re-open for limited services in February, and the remaining restoration works is expected to be completed in June.

University	Major Damage Note	Restoration Progress
The Chinese University of Hong Kong	<ul style="list-style-type: none"> • Many places on campus were spray-painted, and there were slabs missing from the pavements. • The driveway surfaces in many places were damaged by fire. Some of the road and safety facilities were also damaged. • Some building facilities were damaged, including CCTV systems, power supply and lighting systems, fire and building services systems, as well as access control systems. • Sir Philip Haddon-Cave Sports Field and the University's Vehicle Maintenance Centre were more seriously damaged. • Some of the landscape amenities were damaged. 	<ul style="list-style-type: none"> • Some of the restoration works has been completed. • The restoration works of some of the road and safety facilities is expected to be completed in the second quarter of this year. • The restoration works of Sir Philip Haddon-Cave Sports Field and the University's Vehicle Maintenance Centre is expected to be carried out during the summer holiday. • The replanting works for the landscape amenities is expected to be carried out during the summer holiday.
The Education University of Hong Kong	<ul style="list-style-type: none"> • There was only minor damage to campus facilities. 	(Not applicable)
Hong Kong Polytechnic University	<ul style="list-style-type: none"> • Many places on campus were spray-painted, and there were slabs missing from the pavements / driveways. The skylights, walls and floors of some of the campus footbridges as well as some signage and directional signs were damaged. • Some building facilities were damaged, including teaching apparatus, office equipment, laboratory facilities, cooking equipment, CCTV systems, lifts and escalators. • Some buildings and footbridges were more seriously damaged by fire or flooding. • Some of the landscape amenities were damaged or withered. 	<ul style="list-style-type: none"> • Most of the restoration works has been completed. • The restoration works of the remaining damaged facilities (such as some of the CCTV units, building services systems and library facilities) is expected to be completed in the second and third quarters of this year.

University	Major Damage Note	Restoration Progress
The Hong Kong University of Science and Technology	<ul style="list-style-type: none"> • Many places on campus were spray-painted. • The glass doors of some buildings were removed or damaged. 	<ul style="list-style-type: none"> • Most of the restoration works has been completed.
The University of Hong Kong	<ul style="list-style-type: none"> • Many places on campus were spray-painted. • The CCTV systems in some buildings were damaged. • Four escalators in the Centennial Campus and Wong Hak King Building were damaged. 	<ul style="list-style-type: none"> • Most of the restoration works has been completed. • The restoration works of the escalators is expected to be completed in April.

Note: This annex was prepared based on the information provided by the universities. In addition to the items set out in the table, there was also minor damage to the locks, glass, doors, windows, furniture and computers in the buildings on university campuses (including laboratories and dangerous goods stores).

- End -

CONTROLLING OFFICER'S REPLY

EDB618

(Question Serial No. 6323)

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 numbers of students enrolling in the Applied Learning Chinese (for non-Chinese speaking (NCS) students) courses in the past 3 years? What were their respective percentage shares in the total number of NCS students?
2. What were the numbers of public sector and Direct Subsidy Scheme secondary schools participating in the Applied Learning Chinese (for NCS students) courses in the past 3 years?
3. How many students enrolling in the Applied Learning Chinese (for NCS students) courses have pursued further studies in the University Grants Committee (UGC)-funded undergraduate programmes in the past 2 years?
4. What were the numbers of local NCS students being admitted to UGC-funded undergraduate programmes in the past 3 years and their respective percentage shares in the total number of students?
5. What were the numbers of local NCS graduates of UGC-funded undergraduate programmes in the past 3 years and their respective percentage shares in the total number of graduates?

Asked by: Hon SHIU Ka-chun (LegCo internal reference no.: 206)

Reply:

1. to 3. The Applied Learning Chinese (for non-Chinese speaking (NCS) students) (ApL(C)) courses are for NCS students only. The respective numbers of NCS students studying the ApL(C) courses and their percentage shares in the total number of NCS students in the 2017-19, 2018-20 and 2019-21 cohorts are 206(14%), 230(15%) and 143(9%) respectively. These students are from 20, 37 and 27 public sector secondary schools respectively and from 4, 5 and 2 Direct Subsidy Scheme secondary schools respectively. 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.

4. According to the statistics provided by the UGC-funded universities, the intakes of local NCS students (i.e. local students whose spoken language at home is not Chinese) for UGC-funded full-time undergraduate programmes in the 2017/18 to 2019/20 academic years and their percentage shares in the total number of intakes are set out below:

(Headcount)

	2017/18	2018/19	2019/20 (Provisional)
(a) Local NCS student intakes of full-time UGC funded undergraduate programmes	296	313	288
(b) Total student intakes of full-time UGC-funded undergraduate programmes	23 010	23 386	23 476
Percentage share of local NCS student intakes [(a) / (b)]	1.3%	1.3%	1.2%

Notes:

The intakes include the first year student intakes and senior year student intakes.

5. The UGC does not collect statistics of NCS students who have completed UGC-funded programmes.

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EDB619

CONTROLLING OFFICER'S REPLY

(Question Serial No. 5154)

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:

To formulate policy and effectively allocate resources to support the Chinese learning of non-Chinese speaking (NCS) students in tertiary secondary school level, the government has to be aware of the number of related courses provided by the post-secondary institutions. On this, will the government inform the council:

1. 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 2019/20 school years:
 - i. Name of Chinese Language course or programme
 - ii. Type of course or programme (e.g. credit bearing, certificate, diploma, etc.)
 - iii. Course fee
 - iv. Course or programme pre-requisites
 - v. Number of local students enrolled
 - vi. Number of local non-Chinese speaking students enrolled
 - vii. Number of local non-Chinese speaking students enrolled who were admitted through JUPAS
2. If the above information is not available, how does the government evaluate if the Chinese learning opportunities for post-secondary NCS students are currently sufficient?

Asked by: Hon TAM Man-ho, Jeremy (LegCo internal reference no.: 609)

Reply:

The University Grants Committee (UGC)-funded universities and self-financing post-secondary institutions are independent autonomous bodies which enjoy autonomy in formulation of academic standards, development of curricula, awarding of degrees and internal allocation of resources. We do not have information on the contents and graduation requirements of the individual academic programmes.

In the 2019/20 academic year, a total of 311 (provisional figures) local non-Chinese speaking (NCS) students (i.e. local students whose spoken language at home is not Chinese) are admitted to UGC-funded full-time sub-degree or degree programmes. We do not have relevant statistics on self-financing post-secondary institutions. We understand that all UGC-funded universities offer bridging/foundation courses in the Chinese Language or Cantonese to NCS students to facilitate their learning of Chinese. Furthermore, with increasing extent of internationalisation on campuses, the UGC-funded universities have also allocated resources to provide other forms of on-campus and learning support for non-local students and local NCS students, such as individual consultation sessions, learning guidance, mentoring schemes, peer support schemes, career advisory services and various cross-cultural exchange programmes to help students adapt to campus life on multiple fronts. The UGC-funded universities will continue to implement measures to support the learning of NCS students according to their needs.

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