

## Index Page

### Replies to supplementary questions raised by Finance Committee Members in examining the Estimates of Expenditure 2021-22

Director of Bureau : Secretary for Education

Session No. : 18

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Reply Serial No.	Question Serial No.	Name of Member	Head	Programme
<a href="#">SV-EDB001</a>	SV011	SHIU Ka-fai	156	-
<a href="#">SV-EDB002</a>	SV013	YIU Si-wing	156	(7) Post-secondary, Vocational and Professional Education
<a href="#">SV-EDB003</a>	SV012	YUNG Hoi-yan, QUAT Elizabeth	156	(8) Policy and Support
<a href="#">S-EDB004</a>	S027	KWOK Wai-keung	156	(3) Primary Education (4) Secondary Education
<a href="#">S-EDB005</a>	S028	KWOK Wai-keung	156	(3) Primary Education (4) Secondary Education
<a href="#">S-EDB006</a>	S029	KWOK Wai-keung	156	(8) Policy and Support
<a href="#">S-EDB007</a>	S030	KWOK Wai-keung	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education
<a href="#">S-EDB008</a>	S023	MAK Mei-kuen, Alice	156	(7) Post-secondary, Vocational and Professional Education
<a href="#">S-EDB009</a>	S024	MAK Mei-kuen, Alice	156	(2) Pre-primary Education
<a href="#">S-EDB010</a>	S025	MAK Mei-kuen, Alice	156	(3) Primary Education (4) Secondary Education
<a href="#">S-EDB011</a>	S026	MAK Mei-kuen, Alice	156	(7) Post-secondary, Vocational and Professional Education
<a href="#">S-EDB012</a>	S031	QUAT Elizabeth	156	(6) Other Educational Services and Subsidies

**CONTROLLING OFFICER'S REPLY**

**SV-EDB001**

**(Question Serial No. SV011)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the latest information on the percentage of teachers in local public sector and aided schools who have received vaccines against COVID-19.

Asked by: Hon SHIU Ka-fai

Reply:

Taking into account the supply of vaccines and the progress of the COVID-19 Vaccination Programme, the Government announced on 8 March 2021 the expansion of the priority groups under the Vaccination Programme in accordance with the proposed framework on priority of vaccination by Joint Scientific Committees. Teachers and school staff have been included in the vaccination priority groups to receive COVID-19 vaccines. The Education Bureau issued a letter to schools on 10 March 2021 to inform the details of vaccination arrangements and encourage teachers and school staff to get vaccinated actively to protect themselves, their families and the Hong Kong community as a whole. The Government currently has no data regarding the vaccination of teachers and school staff.

- End -

**CONTROLLING OFFICER'S REPLY****SV-EDB002****(Question Serial No. SV013)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the following information:

The reason for the number of post-secondary students participating in Mainland exchange programmes to decrease from the 2016/17 to 2021/22 academic years, and statistics on post-secondary students participating in Mainland exchange programmes organised by respective institutions in the same period.

Asked by: Hon YIU Si-wing

Reply:

As one of the various Mainland exchange programmes, the Mainland Experience Scheme for Post-secondary Students (Scheme) was introduced by the Education Bureau (EDB) as a pilot scheme in the 2011/12 academic year, with a funding of \$100 million to subsidise post-secondary students' participation in Mainland exchange programmes on a matching basis. The Scheme was regularised in July 2019 with the matching arrangement cancelled. In addition, starting from the 2020/21 academic year, the EDB has also provided the Vocational Training Council with a non-recurrent funding for three years to support its trainees and relevant staff under the Training and Support Scheme (TSS) to take part in study and exchange programmes on the Mainland through the Pilot International Study Programme (Mainland Exchange) under the TSS. The numbers of students participating in these two schemes in the academic years from 2016/17 to 2021/22 are provided below:

Academic year	No. of students (rounded down to the nearest hundred)	
	Mainland Experience Scheme for Post-secondary Students	Pilot International Study Programme (Mainland Exchange) under the TSS
2016/17	3 400	N/A
2017/18	2 700	N/A
2018/19	2 200	N/A
2019/20 <sup>#</sup>	700	N/A

Academic year	No. of students (rounded down to the nearest hundred)	
	Mainland Experience Scheme for Post-secondary Students	Pilot International Study Programme (Mainland Exchange) under the TSS
2020/21*	700	Less than 100
2021/22 (estimate)	4 000	Less than 100

# Actual figures revised from last year's estimates

\* Provisional figures

Since its launch and up to the 2015-16 financial year, the Scheme incurred an accumulated expenditure equivalent to nearly 70% of the funding. In the remaining three academic years (i.e. 2016/17, 2017/18 and 2018/19), only around 30% of the funding was available for use, and thus the number of student beneficiaries had decreased. The Scheme would have benefited more students upon its regularisation in July 2019, but with the suspension of exchange activities by institutions due to the COVID-19 epidemic, there was a drop in the number of post-secondary students joining exchange programmes in the 2019/20 and 2020/21 academic years. The EDB has earmarked funding to encourage institutions' resumption of exchange activities in the 2021/22 academic year when the situation allows.

On top of the two schemes mentioned above, local post-secondary institutions and many public and private organisations on the Mainland and in Hong Kong also provide local post-secondary students with opportunities to participate in Mainland and overseas exchange activities. For example, the Ten Thousand Student Interflow Programme organised by the Ministry of Education, as well as student exchange and internship programmes organised by the Home Affairs Bureau, Youth Development Commission and chambers of commerce offer institutions and students with different options. The EDB does not keep statistics in this regard.

- End -

**CONTROLLING OFFICER'S REPLY**

**SV-EDB003**

**(Question Serial No. SV012)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

In view of the child abuse cases that have occurred in recent years, please advise how the Education Bureau and other bureaux/departments can further overcome the inadequacies of the mechanism in identifying, handling and reporting suspected child abuse cases, and enhance inter-bureau/department communication to ensure that the cases are handled in a timely manner.

Asked by: Hon YUNG Hoi-yan, Hon QUAT Elizabeth

Reply:

The Government attaches great importance to the well-being and safety of children and the Education Bureau (EDB) has kept reminding schools through various channels (including circulars, guidelines, training, etc.) for early identification and provision of support for students in need.

Regarding preventing and handling suspected child abuse cases, the EDB has all along maintained close liaison with the Social Welfare Department (SWD). In light of the child abuse cases that have occurred in recent years, the EDB has updated relevant school guidelines a number of times.

- (a) In February 2018, a circular was issued to all kindergartens (KGs) in the territory, requiring KGs to report to the EDB on students' absence for 7 consecutive school days if such absence is without reasons or under doubtful circumstances. If the school suspects or notices any signs of a student having been abused, even if the student is not absent from school or is absent for less than 7 school days, the school should still report the case. After receipt of the report, the EDB will immediately follow up on each reported case with the school as necessary for early identification and effective provision of assistance to the school for handling of the child abuse case.

- (b) The circular on handling suspected cases of child abuse was updated in August 2018 and the set of procedures of handling suspected child abuse cases specified in the School Administration Guide was revised in September of the same year, reminding schools to follow the Procedural Guide issued by the SWD and take appropriate measures to provide necessary assistance to the student concerned.
- (c) In light of the Protecting Children from Maltreatment – Procedural Guide for Multi-disciplinary Co-operation (Revised 2020) issued by the SWD in April 2020, the EDB thereupon issued EDB Circular No. 1/2020 – Handling Suspected Cases of Child Maltreatment and Domestic Violence in May of the same year, providing more specific and clearer procedures and guidelines for schools in handling suspected child abuse cases. It stipulates the procedures and points to note for handling suspected child abuse cases by schools, and includes a number of practical notes, with a view to further strengthening the ability and alertness of school personnel in identifying traits of child abuse. The circular provides in detail the procedures for handling suspected child abuse cases, which include the following: where there is a suspected case, the school should make a preliminary enquiry and assessment. If necessary, the school can consult the Family and Child Protective Services Units (FCPSU) of the SWD and refer the case to the FCPSU as appropriate. In circumstances that suggest a criminal offence may have been committed, the case should be reported to the Police. When necessary, schools can also approach the EDB for advice or support. The EDB has also reminded the school personnel through relevant circulars and professional training that if there are reasons to believe that a student has been abused or is at risk of abuse, the principal should be informed as soon as possible and the school social worker should be consulted to avoid delay in reporting.
- (d) The EDB has included information on identifying child abuse cases and procedures in handling suspected child abuse cases in the Operation Manual for Pre-Primary Institutions and the Kindergarten Administration Guide (2020 updated version) for the reference of pre-primary institutions.

The key to early identification and intervention for child abuse cases is the enhancement of awareness of school personnel in identifying abused children, and their ability in crisis assessment. To this end, the EDB has collaborated with the SWD and the Police to organise a number of seminars on “Identifying, Preventing and Handling Suspected Child Abuse Cases” and “Identification and Intervention for Students Affected by Domestic Violence” on an annual basis. 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, etc.,

The EDB will maintain liaison with the bureaux/departments concerned to refine the prevailing procedures and measures as appropriate.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB004**

**(Question Serial No. S027)**

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The implementation of the programme of Free Lunch at Schools has been affected by the epidemic. Some schools were unable to make lunch arrangement due to different reasons such as the arrangement of staying at schools and the will of suppliers. However, the students in need should not be left without support as a result.

What measures does the Education Bureau take to address the problem? Will the Bureau consider disbursing the lunch subsidy on an accountable basis?

Asked by: Hon KWOK Wai-keung

Reply:

Due to the outbreak of the COVID-19 epidemic, all schools in Hong Kong have once suspended whole-day face-to-face classes. Later, schools have progressively resumed face-to-face classes on a half day basis as far as the epidemic situation allows. However, to avoid the risk of infection when having meals at schools, schools are not allowed to arrange students to have lunch at schools, and thus the provision of lunch at schools has actually been suspended. To cater for the needs of needy students, the Education Bureau (EDB) issued a letter to all primary schools across the territory in November 2020, appealing to the participating schools of Free Lunch at Schools to make special arrangement during half-day schooling, by liaising with lunch suppliers or other suitable lunch suppliers to offer nutritious, low-risk lunch boxes that can be kept for a longer time for eligible students to take home for consumption. We understand that the participating schools have evaluated their school-based circumstances and taken follow-up actions with the lunch suppliers as necessary to provide lunch boxes that meet the above-mentioned requirements. Some schools have reflected that as they have subscribed fewer lunch boxes than they had in pre-epidemic period where classes were operated on a whole-day basis, lunch boxes could only be procured at higher costs. In response to the views reflected by the schools, EDB has increased the amount of subsidy which was disbursed to the participating schools

in December 2020. As always, the lunch subsidy under the programme was reimbursed on an accountable basis. EDB will continue to closely liaise with schools that are unable to make the relevant arrangement so that practicable assistance can be provided to students in need timely.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB005**

**(Question Serial No. S028)**

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Subsequent to Reply Serial No. EDB117 and No. EDB118 on the implementation of the all-graduate teaching force policy in public sector primary and secondary schools, please advise this Committee:

- (1) of the measures that encourage teachers without a bachelor's degree or equivalent to attain the recognised qualifications as early as possible;
- (2) whether any complaints, requests for assistance and reports concerning the arrangements for implementing the all-graduate teaching force policy have been received; if yes, of the details; and
- (3) whether the Administration has taken the initiative to find out why teachers choose not to be regraded as graduate teachers and how the Administration ensures that teachers make such a choice of their own accord.

Asked by: Hon KWOK Wai-keung

Reply:

(1) and (3) The Education Bureau (EDB) implemented the all-graduate teaching force policy in the 2019/20 school year. Under this policy, the EDB increased the ratio of graduate teacher posts to 100% in one go in public sector primary and secondary schools. That is, all teacher posts within the approved establishment of public sector schools are graduate teacher posts. Schools may, taking into account their school-based circumstances, achieve full implementation of the policy in one go or by phases by the 2020/21 school year. In the 2020/21 school year, the vast majority of schools have already filled up their graduate teacher posts. After the end of this school year, only teachers without a local bachelor's degree (or equivalent) or those who choose not to be regraded as graduate teachers of their own accord will remain in non-graduate teacher posts in principle.

To enable that all non-graduate regular teachers who have attained the recognised qualifications and are willing to shoulder the duties of a graduate teacher can be regraded as graduate teachers, schools are required to formulate in advance objective, fair and transparent school-based policies in consultation with all teachers. These policies, together with the relevant principles, should be endorsed by the School Management Committee/Incorporated Management Committee. The EDB has all along encouraged teachers to enhance their professional capacity by pursuing continuous development. We will continue to gain understanding of the reasons that had made individual schools unable to optimise the use of all graduate teacher posts through day-to-day contacts, and urge schools to keep encouraging the teachers concerned to attain the recognised qualifications as early as possible and to shoulder the duties of graduate teachers.

(2) Since the announcement of the implementation details of all-graduate teaching force policy in aided schools in March 2019, the EDB has received 4 complaints which mainly concerned about regrading procedures and mechanism. Upon investigation, 3 complaints have been found unsubstantiated. For the remaining case, as the complainant failed to provide further information, no follow-up actions could be taken. In addition, from time to time, we handle enquiries or requests for assistance made via different channels (e.g. by letter, email or telephone) by school personnel, parents, students and members of the public. The EDB has not compiled statistics on the enquiries/requests for assistance concerning the implementation of the all-graduate teaching force policy in aided schools.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB006**

**(Question Serial No. S029)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the problem of school bullying mentioned in Reply Serial No. EDB120, the Administration replied that between the 2017/18 and 2019/20 school years, it received a total of 43 complaints and reported cases involving school bullying, of which 6 were found substantiated/partially substantiated upon investigation. In this connection, would the Administration provide further information on the cases concerned, including the year in which the incidents took place, the type of schools involved, the type of complaints and reports, and the penalty involved? Would it be possible to expand the scope of report to the Education Bureau to cover all bullying cases so that not only physical bullying, but also psychological abuse such as boycott and exclusion, are reported regardless of their severity?

Asked by: Hon KWOK Wai-keung

Reply:

During the period from the 2017/18 to 2019/20 school years, the Education Bureau (EDB) received a total of 43 complaints and reported cases involving school bullying. Among the 6 cases found substantiated/partially substantiated upon investigation, 3 occurred in the 2018/19 school year (involving 3 secondary schools) while 3 occurred in the 2019/20 school year (involving 2 secondary schools and 1 primary school). The cases mainly involved physical/behavioural violence, verbal attack and cyber-bullying. Schools have taken disciplinary actions against the teachers/students involved. The EDB has also followed up on the cases of teachers with professional misconduct according to the established mechanism.

The EDB has provided schools with clear guidelines on handling school bullying, in which schools are requested to report to the EDB school bullying incidents of a more severe nature (for example, those with the bully being a teacher, involving brutal violence, injuries or deaths). For suspected cases of abuse, schools can consult the Social Welfare Department

direct for early referral of cases and provision of counselling service. In the event of severe cases, schools should call the Police immediately.

We consider that requiring schools to report all school bullying cases to the EDB is not an effective way to facilitate schools' proactive handling of such cases. As far as the handling of bullying incidents is concerned, education, guidance and protection for students are most important. Schools are staffed with professionals (including guidance personnel, school social workers and school-based educational psychologists) who can provide students in need with necessary support and mediation. At present, schools are asked to submit to the EDB the number of students cases involved in school bullying they have handled every school year. This will help us get a full picture in different schools and enable us to review and formulate relevant support measures. Moreover, through professional consultation and school visits, the EDB's guidance professionals will review with schools their anti-bullying work on an ongoing basis, and provide appropriate support according to schools' needs. To further enhance schools' capability of preventing and handling bullying in schools, the EDB will facilitate the exchange and sharing of good experiences among schools in taking forward their measures on preventing and handling bullying in schools, so as to assist schools to implement anti-bullying measures more effectively for creation of a harmonious and caring school environment.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB007**

**(Question Serial No. S030)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

With reference to Reply Serial No. EDB123, given the growing public concern about the impact of objectionable publications upon children and youngsters and the prevalence of such publications on the market, has the Government introduced new publicity measures to strengthen public education? If yes, what are the details? If no, what are the reasons?

Asked by: Hon KWOK Wai-keung

Reply:

The Education Bureau (EDB) has all along attached great importance to schools' selection of quality learning and teaching resources (including school library books). Through various channels such as circular memoranda, guidelines, teacher training activities and school visits, the EDB has kept reminding teachers of the salient points and criteria for the selection of learning and teaching resources. We stress that schools are professionally obligated to assume the role as gatekeeper, and should exercise prudence in the selection of teaching materials to ensure that the materials are in line with the aims and objectives of the school curriculum, and the contents and information provided in the materials are correct, complete, objective and impartial, with emphasis on nurturing students' positive values, attitudes and behaviour.

At present, publications on the market vary considerably in type and quality, some of which have biased contents or deliver political messages and stance. In view of this, the EDB has, through different means, reminded schools that they should exercise prudence in the selection of reading materials to ensure that the contents are positive and wholesome, in line with the education aims, and conducive to students' intellectual development, thereby protecting their well-being. In particular, parents are reminded to carefully choose suitable reading materials for parent-child reading at home or for children's after-school reading to protect students against the negative influence of objectionable publications. The EDB takes a serious stance to follow up on every complaint about the inappropriateness of

teaching materials adopted by individual schools. The impact of objectionable publications upon children and youngsters is not simply a matter of school education. It is an issue that requires concern and concerted efforts of different stakeholders in the community.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB008**

**(Question Serial No. S023)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Pursuant to Reply Serial No. EDB161, please provide the following information:

- (1) The number of Vocational Training Council's Higher Diploma students who participated in the Industrial Attachment Programme (IAP) has been falling continuously. The number dropped substantially from 11 096 in the 2016/17 academic year to 7 302 in the 2019/20 academic year. Is the Government aware of the reasons behind the drop? What measures are in place to encourage students to participate in the IAP?
- (2) Only 896 students participated in the Pilot Training and Support Scheme in the 2019/20 academic year. Is the Government aware of the reasons for the decrease in the number of participants? With students and employers' satisfaction levels at 80% to 99%, will the Government consider expanding the Scheme? If yes, what are the details? If no, what are the reasons?

Asked by: Hon MAK Mei-kuen, Alice

Reply:

- (1) The Vocational Training Council (VTC) has maintained liaison with the companies concerned regarding the Industrial Attachment Programme (IAP). Over the past few academic years, the number of secondary school graduates has been declining, and such a trend has also been reflected in the number of students enrolling in the VTC's Higher Diploma (HD) programmes and participating in the IAP. In the 2019/20 academic year, due to the COVID-19 epidemic, the number of attachment places provided by the companies participating in the IAP was lower than previous years, thus affecting the number of students participating in the IAP in that academic year. The VTC has discussed with the companies concerned to arrange for the provision of more attachment places for HD students participating in the IAP once the epidemic is

abated and under control. In addition, the VTC anticipates that the number of students participating in the IAP will rebound in the next few academic years.

- (2) The Government has regularised the Pilot Training and Support Scheme (the Scheme) since the 2019/20 academic year. Affected by the epidemic, there was a drop in the number of trainees participating in the Scheme in the same academic year. The Government will, together with the VTC, continue to review the effectiveness of the Scheme, taking into account the development of the epidemic and economic situation in the coming few years.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB009**

**(Question Serial No. S024)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Subsequent to Reply Serial No. EDB179 about the operation of kindergartens (KGs) under the impact of the COVID-19 epidemic, would the Government advise this Committee of the following:

- (1) Are there any KGs that have applied to the Education Bureau for a reduction of school fees since the outbreak of the epidemic? If yes, what are the details and application progress?
- (2) What is the current status of resumption of KG classes at various levels? How many KGs have fully resumed classes and what is their percentage out of the total number of KGs?

Asked by: Hon MAK Mei-kuen, Alice

Reply:

- (1) Around 360 and 240 kindergartens (KGs) applied to the Education Bureau (EDB) for a reduction of school fees in the school years of 2019/20 and 2020/21 (as at mid-April 2021) respectively. All applications of the 2019/20 school year were approved, while most of the applications (i.e. 238 applications) of the 2020/21 school year were approved. The processing of the remaining 2 applications is underway and expected to be completed within this month.
- (2) As at mid-April 2021, around 850 KGs have applied to the EDB for whole-school resumption of half-day face-to-face classes, accounting for about 80% of the total number of KGs.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB010**

**(Question Serial No. S025)**

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

With reference to Reply Serial No. EDB184 regarding the implementation of the assistance programme of Free Lunch at Schools, the Administration indicated that the limited resources should be targeted at primary students who are the neediest and at present there is no plan to revise the eligibility criteria for Free Lunch at Schools for extending the programme to secondary students. In this connection, has the Administration assessed the needs of secondary students for Free Lunch at School? What is the assessment method? How does the Administration determine that secondary students are not as needy as primary students?

Asked by: Hon MAK Mei-kuen, Alice

Reply:

The Community Care Fund has launched the programme from the 2011/12 to 2013/14 school years on a pilot basis to provide free lunch at schools for students in receipt of full grant under the Student Financial Assistance Schemes studying in whole-day public sector primary schools and primary schools under the Direct Subsidy Scheme. The funding is disbursed directly by the Education Bureau (EDB) to participating schools, which should then pay lunch expenses to lunch suppliers on behalf of eligible students. When the provision of Free Lunch at Schools was incorporated into the regular assistance programme, the Committees concerned had time and again discussed the matter and reviewed the programme, and agreed that with limited resources available, for better utilisation of public resources, the service should be targeted at the neediest primary students.

The EDB conducts questionnaire surveys among schools every year. Schools agree that the programme arrangement serves the purpose of enabling needy students to have balanced and substantial meals at schools while ensuring all the subsidies are spent on paying the lunch expenses of the student beneficiaries. Currently, secondary schools generally do not pre-order lunch for students collectively. The mode of providing lunch by schools and requesting students to have lunch at schools is not applicable to secondary schools. We will continue to maintain communication with the school sector and other stakeholders to

assess how to provide more appropriate support for needy secondary students on the premise of limited resources available.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB011**

**(Question Serial No. S026)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

With reference to the information provided at Annex C of Reply Serial No. EDB 186, please provide the following information:

- (1) Among the first cohort of graduates who have landed a full-time job, how many of them are engaged in an occupation related to their programme or area of study; and
- (2) According to the current statistics on employment status and income of graduates, the employment outcomes of certain programmes are unsatisfactory. Has the Administration discussed improvements with the institutions concerned? If yes, what are the details. If no, what are the reasons? Will the Administration consider excluding programmes that have been underperforming for an extended period of time from the subsidy scheme?

Asked by: Hon MAK Mei-kuen, Alice

Reply:

- (1) According to a survey conducted by the Education Bureau (EDB) through participating institutions on students who received subsidy and graduated in the 2018/19 academic year from designated programmes selected for the 2015/16 academic year under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), about 70% of the respondents indicated that they were employed in a related industry/position or found their study relevant/useful to their work.
- (2) The EDB, in consultation with policy bureaux and with reference to Hong Kong's social and economic development as well as the needs of various industries, makes suitable adjustments to the selected disciplines, the relevant subsidised programmes and the number of subsidised places under the SSSDP every year, with a view to nurturing talent in support of the industries with keen demand for human resources.

Apart from the supply and enrolment of self-financing programmes, policy bureaux will take into account factors such as the programmes and number of places offered by the institutions, manpower situation of the industries concerned, views of the industries and stakeholders, and availability of similar publicly-funded programmes, in making an overall assessment and introducing adjustments as appropriate. For the 2021/22 academic year, the programmes in some disciplines and the number of subsidised places will be adjusted to tie in with Hong Kong's social and economic development and meet the latest needs of the industries. We will maintain communication with the policy bureaux and institutions to review the selected disciplines and programmes under the SSSDP in a timely manner.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB012**

**(Question Serial No. S031)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

- (1) While the implementation of “Bring Your Own Device” (BYOD) policy was becoming popular in schools in the past 3 years, figures showed that only 30% of primary and secondary schools pursued such an initiative in 2018-19. Has the Education Bureau (EDB) put in place follow-up measures to make more schools adopt the BYOD policy?
- (2) Given that it has been over 5 years since the launch of the current Strategy on Information Technology in Education, will the EDB introduce new measures or strategies to encourage application of information technology (IT) by schools?
- (3) Has the EDB collected teachers’ feedback on the quality of professional development programmes on IT in Education?

Asked by: Hon QUAT Elizabeth

Reply:

- (1) The Education Bureau (EDB) launched the Fourth Strategy on Information Technology in Education 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 students’ e-learning in class. “Bring Your Own Device” (BYOD) refers to students bringing their own mobile computer devices to school for learning on the advice of their schools. It is one of the initiatives for promoting e-learning but not an essential component of e-learning. Schools may provide students mobile computer devices in class for students’ e-learning. Under the principle of school-based management, schools may decide whether it is necessary to implement the BYOD policy or set timetables for taking forward the pertinent measures according to their specific contexts, including teachers’ pedagogical design, students’ learning characteristics and needs, parents’ views and other supporting measures (such as enhancing students’ information literacy). The EDB has put in place various measures to support schools in implementing the BYOD policy. These include developing a dedicated webpage;

offering professional training programmes to school leaders and teachers; providing convenient on-site/remote support services for schools and enabling teachers to form learning communities for sharing and gathering experiences, etc. through the IT in Education Centres of Excellence; and setting up a technical support team to provide schools with technical support and training on procurement, use and management of devices, etc.

- (2) The EDB has been enhancing schools' information technology (IT) environment in terms of hardware, resources and teacher training, thus enabling schools to devise school-based plans for practising e-learning in light of their school contexts and development needs, so as to make good use of IT to enhance learning and teaching effectiveness. We will continuously keep in view the progress and effectiveness of the measures, and consolidate schools' experiences in practising e-learning, so as to make timely adjustments to the IT in education strategies to tie in with the development of students and schools.
- (3) Taking into account the latest developments in e-learning and the feedback from teachers and trainers, we have been constantly evaluating and enhancing professional development programmes to address teachers' current professional development needs in e-learning.

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