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### Replies to initial written 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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<a href="#">EDB205</a>	0570	SHEK Lai-him, Abraham	156	(6) Other Educational Services and Subsidies
<a href="#">EDB206</a>	0571	SHEK Lai-him, Abraham	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education
<a href="#">EDB207</a>	0572	SHEK Lai-him, Abraham	156	(2) Pre-primary Education (3) Primary Education (4) Secondary Education
<a href="#">EDB208</a>	0573	SHEK Lai-him, Abraham	156	(3) Primary Education (4) Secondary Education



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<a href="#">EDB211</a>	0436	TIEN Puk-sun, Michael	156	(1) Director of Bureau's Office
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<b>WFSFAA</b>				
<a href="#">EDB234</a>	3061	CHAN Hak-kan	173	(1) Student Assistance Scheme
<a href="#">EDB235</a>	2799	CHENG Chung-tai	173	(1) Student Assistance Scheme
<a href="#">EDB236</a>	2809	CHENG Chung-tai	173	(1) Student Assistance Scheme
<a href="#">EDB237</a>	2811	CHENG Chung-tai	173	(1) Student Assistance Scheme
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<a href="#">EDB239</a>	2948	CHEUNG Kwok-kwan	173	(1) Student Assistance Scheme
<a href="#">EDB240</a>	1352	LAM Kin-fung, Jeffrey	173	(1) Student Assistance Scheme
<a href="#">EDB241</a>	2620	OR Chong-shing, Wilson	173	(1) Student Assistance Scheme
<a href="#">EDB242</a>	1106	WONG Kwok-kin	173	(1) Student Assistance Scheme
<a href="#">EDB243</a>	1108	WONG Kwok-kin	173	(1) Student Assistance Scheme
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<a href="#">EDB245</a>	0913	CHAN Han-pan	190	(1) University Grants Committee
<a href="#">EDB246</a>	0529	CHENG Chung-tai	190	(1) University Grants Committee
<a href="#">EDB247</a>	2790	CHENG Chung-tai	190	(1) University Grants Committee
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<a href="#">EDB250</a>	2798	CHENG Chung-tai	190	(1) University Grants Committee
<a href="#">EDB251</a>	2840	CHENG Chung-tai	190	(1) University Grants Committee
<a href="#">EDB252</a>	2224	CHEUNG Kwok-kwan	190	(1) University Grants Committee
<a href="#">EDB253</a>	1761	IP LAU Suk-ye, Regina	190	(1) University Grants Committee
<a href="#">EDB254</a>	0246	KWOK Wai-keung	190	(1) University Grants Committee
<a href="#">EDB255</a>	2493	LEUNG Mei-fun, Priscilla	190	(1) University Grants Committee
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<a href="#">EDB258</a>	2547	LEUNG Mei-fun, Priscilla	190	(1) University Grants Committee
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<a href="#">EDB261</a>	0456	SHEK Lai-him, Abraham	190	(1) University Grants Committee
<a href="#">EDB262</a>	0100	TSE Wai-chuen, Tony	190	(1) University Grants Committee
<a href="#">EDB263</a>	0163	TSE Wai-chuen, Tony	190	(1) University Grants Committee
<a href="#">EDB264</a>	1109	WONG Kwok-kin	190	(1) University Grants Committee

**CONTROLLING OFFICER'S REPLY**

**EDB001**

**(Question Serial No. 1374)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Last year's revised estimate is 28.7% lower than the original estimate, and as explained on page 388, this is mainly due to the significant decrease in the other operating expenses due to the COVID-19 epidemic. In this connection, please advise:

- (1) whether the decrease in expenses is due to the suspension of Mainland exchange programmes; and
- (2) whether the increase of 37% in this year's estimate is meant for supporting Mainland exchange programmes upon the re-opening of borders expected in this year.

Asked by: Hon CHAN Chun-ying (LegCo internal reference no.: 10)

Reply:

- (1) Due to the COVID-19 epidemic, all Mainland exchange programmes organised or subsidised by the Education Bureau (EDB) have been suspended or postponed since end-January 2020. In this regard, the expenditure has been revised from the original estimate of \$115 million to \$4.5 million, resulting in the decrease in the expenses under the relevant item.
- (2) Students' health and safety is the EDB's primary concern in considering the resumption of Mainland exchange programmes. The EDB will keep in view closely the development of the epidemic and the arrangement for re-opening of borders, and resume Mainland exchange programmes at an appropriate time, so that students could gain first-hand and multi-perspective experience of our country's developments in different aspects and strengthen their sense of national identity. The estimated expenditure on Mainland exchange programmes for students for 2021-22 is \$115 million, comparable to the estimate before the epidemic.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB002**

**(Question Serial No. 1952)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Regarding efforts to teach local students to protect animals from an early age, please advise this Committee of the following:

- (1) whether the Government has put in place a holistic curriculum for teaching students on animal protection; if yes, the details;
- (2) details of the curriculum contents about animal protection in the kindergarten curriculum;
- (3) details of the curriculum contents about animal protection in General Studies for primary level;
- (4) details of the curriculum contents about animal protection in Science for junior secondary level;
- (5) details of the curriculum contents about animal protection in Liberal Studies for senior secondary level;
- (6) details of the curriculum contents about animal protection in the moral and civic education curricula for primary and secondary levels; and
- (7) whether the Government will incorporate elements about animal protection, such as animal adoption in lieu of pet buying, due diligence of a pet owner and neutering of animals, into its revision of guidelines for the aforesaid curricula; if yes, the details; if no, the reasons.

Asked by: Hon CHAN Hak-kan (LegCo internal reference no.: 63)

Reply:

(1) to (7)

The Education Bureau has all along attached great importance to nurturing students' positive values and attitudes, and strives to promote values education (including life education) in schools, so as to provide students with holistic learning experiences and foster their whole-person development. Learning contents related to life education, such as understanding, cherishing, respecting and exploring life, have already been incorporated into the curricula

from the kindergarten (KG) to secondary levels to cultivate positive values and attitudes, such as care for others and responsibility, among children and students. The topic of animal protection is also covered.

“To respect, appreciate and care for nature” is one of the learning objectives of the learning area “Nature and Living” in the KG curriculum. As for the primary and secondary curricula, students learn to care for animals in General Studies at the primary level; learn about how humans live in harmony with animals and show respect for all living things and the environment in Science at the junior secondary level; acquire an understanding of the significance of co-existence between humans and animals in Ethics and Religious Studies at the senior secondary level; and learn about the principles of animal welfare and related regulations in the Applied Learning course “Animal Care”. The moral and civic education curriculum for the primary and secondary levels also covers the priority values and attitudes, such as care for others, empathy, respect for others and responsibility.

We have adopted two themes, namely “caring for animals is my duty” and “caring for animals”, for the development of learning and teaching resources to support schools in helping students learn about respecting life, caring for animals and being responsible for pet keeping. Schools are also advised to identify themes relevant to students’ development and everyday life, and adopt a variety of approaches, such as morning assemblies, personal growth/life education lessons and life-wide learning activities (including visits and talks), to deepen students’ understanding of the relevant topics and encourage them to actively explore and consider the preciousness of life, thereby developing positive values and attitudes, and learning how to respect life and care for animals.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB003**

**(Question Serial No. 2687)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

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

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 and non-Chinese speaking (NCS) student);
- (2) the number of new students and their age (disaggregated by day student, 5-day boarder, 7-day boarder, orphan and NCS student);
- (3) the number of school leavers and their age (disaggregated by day student, 5-day boarder, 7-day boarder, orphan and NCS student); 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 and NCS student).

Asked by: Hon CHAN Pierre (LegCo internal reference no.: 56)

Reply:

(1) to (4)

For the past 5 school years, 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 (ID schools) are set out at Annex 1; the number of students, number of boarders and number of graduates waiting for adult services are set out at Annex 2; and the number of new students and number of school leavers are set out at Annex 3. The figures shown in Annex 2 and Annex 3 include the number of non-Chinese speaking (NCS) students. The Education Bureau does not keep personal information such as background of students' parents, and is therefore not able to provide the information on orphan as requested.

**Table 1: Average unit cost per school place for each type of ID schools from the 2015/16 to 2019/20 school years**

School type	Average unit cost (\$)				
	2015/16	2016/17	2017/18	2018/19	2019/20
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

**Table 2: Average unit cost per boarding place for each type of ID schools from the 2015/16 to 2019/20 school years**

School type	Average unit cost (\$)				
	2015/16	2016/17	2017/18	2018/19	2019/20
Mild intellectual disability <sup>Note</sup>	N.A.	N.A.	N.A.	N.A.	N.A.
Moderate intellectual disability	243,000	252,000	258,500	273,000	287,000
Severe intellectual disability	306,000	321,000	331,500	350,500	367,500

Note:

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

**Information on students, boarders and graduates  
waiting for adult services (including NCS students) of ID schools  
from the 2015/16 to 2019/20 school years**

Item		School year					
		2015/16	2016/17	2017/18	2018/19	2019/20	
<b>1</b>	<b>No. of students</b> <sup>Note 1</sup> <b>(No. of Non-Chinese Speaking (NCS) students</b> <sup>Note 2</sup> )	5 607 (266)	5 701 (275)	5 845 (311)	5 964 (322)	6 110 (353)	
<b>2</b>	<b>No. of boarders</b> <sup>Note 1</sup> <b>(No. of NCS students</b> <sup>Note 2</sup> )	<b>5-day boarding</b>	296 (5)	297 (5)	294 (6)	290 (8)	290 (8)
		<b>7-day boarding</b>	359 (3)	362 (2)	375 (3)	392 (9)	400 (10)
<b>3</b>	<b>No. of graduates waiting for adult services</b> <sup>Note 3</sup> <b>(No. of NCS students</b> <sup>Note 2</sup> )	66 (4)	83 (4)	125 (3)	58 (2)	51 (3)	

## Notes:

1. Number of students denotes the position as at September of the respective school years.
2. Number of NCS students covers those students whose home language as known to the Education Bureau is not Chinese regardless of their ethnicity.
3.
  - (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.

**Information on new students and  
school leavers (including NCS students) of ID schools  
from the 2015/16 to 2019/20 school years**

Item		Age range (Age)	School year					
			2015/16	2016/17	2017/18	2018/19	2019/20	
1	No. of new students <sup>Note 1</sup> (No. of NCS students <sup>Note 3</sup> )	Day place	6-19	562 (44)	584 (45)	648 (87)	697 (42)	608 (54)
		5-day boarding	6-18	46 (1)	42 (1)	44 (3)	47 (2)	36 (2)
		7-day boarding	6-21	34 (0)	48 (2)	57 (6)	47 (2)	37 (2)
2	No. of school leavers <sup>Note 2</sup> (No. of NCS students <sup>Note 3</sup> )	Day place	6-26	487 (28)	497 (17)	569 (30)	515 (24)	499 (23)
		5-day boarding	6-24	43 (1)	52 (1)	44 (1)	43 (2)	50 (0)
		7-day boarding	8-23	43 (0)	41 (0)	35 (0)	35 (0)	36 (1)

## Notes:

1. The number of new students is counted as follows:
  - (i) Day place:
    - only first admission to ID schools is counted;
    - excluding those students transferred to another ID school after admission.
  - (ii) 5-day and 7-day boarding:
    - students who changed from 7-day boarding after admission to 5-day boarding are counted as new admission to 5-day boarding;
    - students who changed from 5-day boarding after admission to 7-day boarding are counted as new admission to 7-day boarding.
2. The number of school leavers is counted as follows:
  - (i) Day place:
    - excluding those students transferred to another ID school after leaving.
  - (ii) 5-day and 7-day boarding:
    - students who left from 5-day boarding after admission to 7-day boarding are counted as school leavers of 5-day boarding service;
    - students who left from 7-day boarding after admission to 5-day boarding are counted as school leavers of 7-day boarding service.
3. Number of NCS students covers those students whose home language as known to the Education Bureau is not Chinese regardless of their ethnicity.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB004**

**(Question Serial No. 2688)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the “Additional Support Grant for Enhancing the Support for Boarders with Medical Complexity in Aided Special Schools”, please provide the number of students in different types of special schools benefitted in the past 3 school years in the following table:

		2018-2019	2019-2020	2020-2021
Type of special schools	Day student			
	5-day boarder			
	7-day boarder			

Asked by: Hon CHAN Pierre (LegCo internal reference no.: 58)

Reply:

Starting from the 2014/15 school year, an Additional Support Grant for Enhancing the Support for Boarders with Medical Complexity (MC) in Aided Special Schools (Additional Support Grant) has been provided for special schools with a boarding section. The amount of grant is calculated based on the number of eligible boarders. Since there is only 1 special school in certain type, it is not desirable to provide relevant information by type of special schools to avoid labelling effect on the school. In the 2018/19, 2019/20 and 2020/21 school years, the number of boarders eligible for the Additional Support Grant is tabulated as follows:

School year \ Number	2018/19	2019/20	2020/21
5-day boarder	127	132	113
7-day boarder	194	210	217

Starting from the 2017/18 school year, the Education Bureau has extended the Additional Support Grant to cover day students with MC. In the 2018/19, 2019/20 and 2020/21 school years, the number of day students and day student-cum-boarders with MC eligible for the Additional Support Grant is tabulated as follows:

2018/19 school year	2019/20 school year	2020/21 school year
412	451	614

Note:

The Hospital Authority has strengthened collaboration with nurses in special schools and made special assessment arrangements in the 2020/21 school year. The number of day students and day student-cum-boarders eligible for the Additional Support Grant has increased.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB005**

**(Question Serial No. 2689)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please advise this Committee of the following:

- (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 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;
- (5) the number of cases of suspected dyslexia pending assessment by EPs, with a breakdown by primary and secondary schools and grade level;
- (6) the support and accommodation currently provided by schools for students suspected to have special educational needs (SEN);
- (7) the number of students studying in mainstream primary and secondary schools and their percentage share in the total number of students by grade level and by type of SEN; and
- (8) the number of students with SEN studying in primary and secondary schools in the territory by severity (i.e. Tiers 1, 2 and 3) in the past 5 years.

Asked by: Hon CHAN Pierre (LegCo internal reference no.: 59)

Reply:

(1), (3) and (4)

In the past 5 years (from the 2015/16 to 2019/20 school years), the respective number of educational psychologists (EPs) providing the School-based Educational Psychology Service (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 Education Bureau (EDB) or school sponsoring body (SSB) will engage a replacement as soon as possible and there is a chance that the vacancy can be filled within the school year. During the vacant period, 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 depending on the needs of the schools and their students. The average number of visit days to each school is around 20 per school year. For schools with a comparatively large number of students with special educational needs (SEN) and receiving the Enhanced SBEPS, the average number of visit days to each school is around 30 per school year. As schools under Direct Subsidy Scheme and private schools make their own arrangements for educational psychology service, we have not collected information on the number of school visits paid by EPs, number of EPs, the wastage rate and vacancies of these EPs in the past 5 years.

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 not collected information on the number of school visits paid by EPs, 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.

The number of students requiring 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.

(2) and (5)

From the 2015/16 to 2019/20 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, parents requested for deferral of assessment, assessment had to be held up pending the students' medical treatment, etc. We have not maintained information on the number of cases of students suspected of dyslexia pending assessment by EPs. For public sector special schools, since students admitted 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 transitional needs. Hence, no waiting for EP service is involved.

(6)

All public sector primary schools have implemented the Early Identification and Intervention Programme for Primary One (P1) Students with Learning Difficulties for early identification and support for P1 students suspected to be having learning difficulties. Schools will consult EPs on the educational needs of students with learning or emotional and behavioural difficulties. For students showing severe or persistent learning difficulties despite the intervention rendered, schools will refer them to EPs or other professionals for further assessment as appropriate. 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 assessment. Schools may work out appropriate support measures in collaboration with EPs, school-based speech therapists or other relevant professionals or refer the students to other professionals (such as psychiatrists) for further assessment as necessary.

(7)

The respective numbers of students with SEN studying in public sector ordinary primary and secondary schools by grade level and by type of SEN in the past 5 years (from the 2015/16 to 2019/20 school years) are set out at Annex. The percentages of these students are 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%

(8)

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, such as small group learning, after-school remedial programmes and pull-out remedial programmes for students with persistent learning or adaptation difficulties; 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.

In the 2018/19 school year and before, ordinary schools were provided with additional resources under various modes to support students with SEN. They include the Learning Support Grant (LSG), the Integrated Education Programme, the Intensive Remedial Teaching Programme (IRTP) as well as the Mixed Mode of implementing IRTP while receiving the LSG. As schools were provided with additional resources under different modes, some schools were not required to report to the EDB the number of students under each tier of support.

Starting from the 2019/20 school year, the EDB has implemented a series of enhanced measures, including extending the LSG to all public sector ordinary schools. Hence, schools have to report to the EDB the number of their students with SEN requiring tier-2 and tier-3 support and the tier of support these students require. The numbers of students requiring tier-2 and tier-3 support in public sector ordinary primary and secondary schools in the 2019/20 school year are tabulated below:

2019/20 school year	Number of students requiring tier-2 support	Number of students requiring tier-3 support
Primary school	27 959	2 094
Secondary school	21 502	1 552

Please note that the numbers of students set out at Annex were compiled from records of the Special Education Management Information System of the EDB in the beginning of the respective school years. For the figures 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 in the middle of the school year, they were examined and compiled by the EDB. As such, these 2 sets of figures are different.

**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 <sup>(Note 1)</sup>**

<b>Specific Learning Difficulties</b>	<b>P1</b> (Note 2)	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
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

<b>Intellectual Disability</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
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

<b>Autism Spectrum Disorders</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
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

<b>Attention Deficit/ Hyperactivity Disorder</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
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

<b>Physical Disability</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
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

<b>Visual Impairment</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
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

<b>Hearing Impairment</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
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



<b>Speech &amp; Language Impairment</b>	<b>P1</b> (Note 3)	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
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

<b>Mental Illness</b> (Note 4)	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
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.
2. The number of students concerned will increase during the school year with schools' implementation of the Early Identification and Intervention Programme for Primary One Students with Learning Difficulties.
3. The number of students concerned will increase during the school year with assessments conducted by school-based speech therapists.
4. Starting from the 2017/18 school year, the Learning Support Grant covers 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 Education Bureau (EDB). Hence, the figures shown in the table do not include the number of students with MI in or before the 2017/18 school year. In addition, given that some parents or students do not prefer their schools to submit information to the EDB, we assume that the number of students reported by schools may be relatively smaller.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB006**

**(Question Serial No. 2690)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The persistence of the epidemic over the past year has greatly affected the lessons of many students from grass-root families, as reflected by issues involving the availability of learning device, Internet service, printing and scanning equipment, etc. In the form of a table, please list the measures in support of students from grass-root families in the past and future, the expenditures involved and the number of beneficiaries.

Asked by: Hon CHAN Pierre (LegCo internal reference no.: 60)

Reply:

The Government has all along kept in view and implemented different measures to support grass-roots students' e-learning. In respect of computer devices, the Education Bureau (EDB) has, through the Community Care Fund, implemented a 3-year assistance programme starting from the 2018/19 school year to subsidise needy primary and secondary school students to purchase mobile computer devices. This is to relieve the financial burden on students from low-income families under the development of the Bring Your Own Device policy in schools. In view of the COVID-19 epidemic, we have made flexible arrangements and accepted the applications submitted by all public sector primary and secondary schools implementing e-learning for their eligible students. About 34 000 students benefited from the programme in the 2018/19 and 2019/20 school years. In the 2020/21 school year, some 870 schools participated in the programme, and over 100 000 students are expected to benefit from it. For students who encounter difficulties due to the lack of devices for online learning, schools will actively render support to them by, for example, lending them mobile computer devices and helping them apply for relevant subsidies. In case of doubt or

difficulties, students and parents may approach the schools directly to seek assistance as appropriate.

As regards support for Internet access, the Student Finance Office of the Working Family and Student Financial Assistance Agency and the Social Welfare Department have implemented the Subsidy Scheme for Internet Access Charges since the 2010/11 school year to disburse Internet access subsidies to eligible families to facilitate needy students' online learning at home. The rate of the subsidy is adjusted annually with reference to prevailing prices of Internet services in the market. In the 2020/21 school year, the full rate and half rate of the subsidy for each family each year are \$1,600 and \$800 respectively. Over 174 800 families benefited from the Scheme, and as at 31 January 2021, the expenditure involved was about \$236 million. In addition, to strengthen support for needy primary and secondary school students who are unable to acquire appropriate Internet services due to their living environment, the EDB provided schools in need with a one-off top-up grant from December 2020 for them to meet the additional expenses incurred in purchasing portable WiFi routers and/or mobile data cards. In the 2020/21 school year, over 15 400 students benefited from this initiative involving an additional expenditure of about \$14 million.

To further support schools in implementing the blended mode of teaching and learning under the "new normal", it was proposed in the 2020 Policy Address that \$2 billion be set aside in the Quality Education Fund (QEF) to launch a 3-year programme starting from the 2021/22 school year. Among others, public sector primary and secondary schools (including special schools) and schools under the Direct Subsidy Scheme may apply for funding under the programme to purchase mobile computer devices for loan to needy students, and provide portable WiFi routers and mobile data cards for students who are unable to acquire appropriate Internet services because of their living environment, so as to ensure that all students will have equal opportunities in accessing e-learning. We will draw reference from the experience of the Community Care Fund Assistance Programme – Provision of Subsidy to Needy Primary and Secondary Students for Purchasing Mobile Computer Devices to Facilitate the Practice of e-Learning, as well as market prices in determining the rate of subsidy. A portion of the funding will be used for developing resources and ancillary facilities for e-learning. Implementation details of the programme are yet to be finalised. We will maintain communication with the education sector and implement the programme as soon as possible upon consultation with the QEF Steering Committee.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB007**

**(Question Serial No. 2691)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please set out the number of students with special educational needs that were provided with special examination arrangements in the Hong Kong Diploma of Secondary Education Examination, its percentage in the total number of candidates, and the total number of candidates in each of the past 3 years.

Asked by: Hon CHAN Pierre (LegCo internal reference no.: 61)

Reply:

The number of students with special educational needs that were provided with special examination arrangements in the Hong Kong Diploma of Secondary Education Examination, its percentage in the total number of candidates, and the total number of candidates in each of the school years from 2017/18 to 2019/20 are set out below:

<b>Year of examination</b>	<b>No. of students provided with special examination arrangements (A)</b>	<b>Total no. of candidates (B)</b>	<b>(A) as a percentage of (B)</b>
2018	2 666	59 000	4.5%
2019	3 084	56 159	5.5%
2020	3 156	52 416	6.0%

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB008**

**(Question Serial No. 2692)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education, (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Regarding the provision of short-term residential respite service for students as mentioned in the Policy Address this year, please advise this Committee of the current progress, the implementation details known and the implementation issues identified.

Asked by: Hon CHAN Pierre (LegCo internal reference no.: 62)

Reply:

As the Chief Executive announced in the 2020 Policy Address, the Government will explore the feasibility of providing residential respite service in boarding sections of special schools with vacant boarding places for their own needy graduates during long holidays as one of the measures to relieve the stress of carers. The Education Bureau is engaging the sector in discussions and in the light of the circumstances, will consult the government departments concerned so as to follow up on the issue.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB009**

**(Question Serial No. 2693)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Please advise this Committee of the following:

- (1) whether the provision of the Top-up Grant for Supporting Online Learning of Financially Needy Students will be extended; and
- (2) how students and their families received support from school social workers when classes were suspended due to the epidemic.

Asked by: Hon CHAN Pierre (LegCo internal reference no.: 64)

Reply:

(1) To further support schools in implementing the blended mode of teaching and learning under the “new normal”, it was proposed in the 2020 Policy Address that \$2 billion be set aside in the Quality Education Fund to launch a 3-year programme starting from the 2021/22 school year. Among others, public sector primary and secondary schools (including special schools) and schools under the Direct Subsidy Scheme may apply for funding under the programme to purchase mobile computer devices for loan to needy students, and provide portable WiFi routers and mobile data cards for students who are unable to acquire appropriate Internet services because of their living environment, so as to ensure that all students will have equal opportunities in accessing e-learning.

(2) Since the outbreak of the COVID-19 epidemic, the Education Bureau (EDB) has been maintaining close liaison with the school sector, and helping parents adapt to the new arrangements under the epidemic to ease their burden as far as possible. For example, during the class suspension or before the full resumption of classes, schools are required to remain open for students who have no one at home to take care of them. In case of doubt or difficulties, students and parents may approach the schools directly to seek assistance as appropriate. During the epidemic, school social workers (SSWs) maintain contact with students through telephone and electronic communication to keep in view their performance and help them overcome problems about academic, social and/or emotional development, including pressure faced under the epidemic. If needs arise or in case of emergency, SSWs will offer timely guidance to needy students through interviews or visits. Moreover, SSWs always maintain close contact with school personnel and parents to find out whether students have been affected. Should students experience severe emotional disturbance, SSWs will refer them to professionals for follow-up. The EDB has specifically reminded schools that, under the principle of child protection, SSWs should constantly pay attention to needy students (such as students having prolonged absence from schools, families lacking support, or suspected child maltreatment or child being reported maltreated, etc.), and handle high-risk cases in accordance with the established procedures. We also encourage home-school cooperation in helping students overcome problems about academic, social and/or emotional development, and guiding them to cope with stress brought about by the epidemic.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB010**

**(Question Serial No. 2712)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Financial Secretary announced in the 2019-20 Budget that the Government would reserve \$500 million for rationalising the salaries of school heads and deputy heads and improving the manpower at the middle management level in primary schools. The Education Bureau (EDB) also stated in its 2020-21 estimate of expenditure that it will “seek to improve the manpower at the middle management level and rationalise the salaries for school heads and deputy heads in public sector primary schools”. In this connection, please provide the following information:

- (1) Why was the phrase “rationalise the salaries for school heads and deputy heads in public sector primary schools” removed from this year’s estimate of expenditure? What are the posts involved and the recurrent expenditure involved per annum?
- (2) Is there a plan to improve the manpower at the middle management level in public sector primary schools and special schools with a primary section before the end of this school year? If yes, please provide the relevant schedule, the number of posts involved and the recurrent expenditure per annum. If no, how is the EDB going to solve the chaos in management and personnel disputes arising from different duties and responsibilities for teachers of the same rank after the implementation of the all-graduate teaching force policy?

Asked by: Hon CHAN Pierre (LegCo internal reference no.: 92)

Reply:

(1) and (2)

The Education Bureau (EDB) is actively taking forward the recommendations of the Task Force on Professional Development of Teachers, among which the all-graduate teaching force policy was already implemented in the 2019/20 school year. The EDB has been actively



following up and communicating with the education sector on the recommendations to rationalise the salaries for school heads and deputy heads and to improve the manpower at the middle management level in public sector primary schools. In this connection, the EDB has consulted the Panel on Education and gained the support of the Establishment Subcommittee of the Legislative Council (LegCo). In view of the impact of the epidemic on the overall economy as well as the Government's financial position over the past year, it is imperative for the Government and LegCo to carefully consider the priority of various initiatives in response to society's needs as a whole. The EDB will continue to enlist the support of various stakeholders, and seek funding approval from the Finance Committee of the LegCo in a timely manner in accordance with the established procedures for the recommendations to be implemented as soon as possible.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB011**

**(Question Serial No. 2713)**

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:

Regarding demographic changes in student population, small class teaching (SCT), addition of classes, reduction in classes and the arrangement for allocating more students per Primary One (P1) class:

- (a) Please give a breakdown of the following for the school years from 2016/17 to 2021/22 (estimated) by school net in each district and the territory:
- (1) the number of primary schools implementing SCT with a class size of 25 and its percentage share in the total number of primary schools in the respective districts; the total number of primary schools, school places and students in the respective districts; and the total number of schools, schools implementing SCT, P1 places and P1 students in each school net;
  - (2) the number of schools implementing SCT that have been/will be allocated more students per P1 class, their respective class sizes upon such allocation, their percentage share in the total number of primary schools in the respective districts, the number of students involved in such allocation, and the total number of students involved in the respective districts;
  - (3) the number of schools not implementing SCT in each district and the territory, the percentage share in the total number of primary schools in the respective districts, and the total number of schools offering P1 classes in the respective districts;
  - (4) the respective number of school-age students attending P1 and Secondary One (S1) classes in each school net and the territory;
  - (5) class addition and reduction by class level in each school net and the territory;
- (b) What is the number of schools implementing SCT that have been allocated more students per P1 class from the 2016/17 to 2020/21 school years? What are the additional total

expenditure involved and itemised expenses? What are the estimated corresponding figures for the 2021/22 school year?

- (c) For the accommodation of additional P1 classes, what is the number of schools and classes that have made use of existing vacant classrooms, classrooms converted from special rooms/activity rooms, and newly constructed classrooms?
- (d) What is the total expenditure for the provision of Additional Supplementary Learning Grant (ASLG) for schools allocated more students per P1 class so far? Will the Education Bureau review the computation of the ASLG such that, for example, the amount of grant is determined on a per additional student basis? If there is no plan for such a review, what are the reasons?
- (e) Please provide the P1 and S1 school-age population in each school net, each district and the territory for the school years from 2021/22 to 2030/31;
- (f) Does the Education Bureau have plans to implement measures similar to the “targeted relief measures” implemented in secondary schools in view of the fluctuation in primary school-age population? If yes, what are the timetable and estimated total expenditure involved? If no, what are the reasons?
- (g) Does the Administration have plans to strengthen its support for SCT in primary schools and extend SCT to junior secondary level when the primary and secondary school-age population declines? If yes, what are the timetable and estimated total expenditure involved? If no, what are the reasons?
- (h) Does the Administration have plans to explore and devise 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 total expenditure involved? If no, what are the reasons?

Asked by: Hon CHAN Pierre (LegCo internal reference no.: 93)

Reply:

(a)(1) and (3)

The number of public sector primary schools in each district and the territory, 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 its percentage share, the number of schools maintaining 30 students per P1 class under the POA and its 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 2016/17 to 2020/21 school years are tabulated at [Annex A](#). 11 public sector primary schools in North District, Southern District, Wong Tai Sin and Islands will start implementing SCT from P1 in the 2021/22 school year. As school places and student information for the 2021/22 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 (“temporarily allocating more students”) to increase the supply of school places flexibly. The number of schools implementing SCT that have adopted the arrangement of temporarily allocating more students, their class sizes upon such allocation, their percentage share in the total number of primary schools in the respective districts, the number of students involved from the 2016/17 to 2020/21 school years, as well as the relevant figures estimated for the 2021/22 school year are tabulated at Annex B.

(a)(4)

The respective number of P1 and Secondary One (S1) students by district from the 2016/17 to 2020/21 school years is tabulated at Annex C. The relevant figures for the 2021/22 school year are not yet available.

(a)(5)

The annual changes in the number of classes at each class level in public sector primary and secondary schools in each district and the territory from the 2016/17 to 2020/21 school years are set out at Annex D and Annex E respectively. As the number of approved classes in public sector schools can only be confirmed after the student headcount at the beginning of the school year, relevant figure for the 2021/22 school year is not yet available.

(c)

Regarding school nets where the arrangement of temporarily allocating more students was adopted from the 2016/17 to 2019/20 school years, 4 schools changed the use of their other rooms for operation of 4 additional P1 classes in the 2016/17 school year. 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, the EDB has no plan to convert/construct temporary classrooms from the 2019/20 to 2021/22 school years.

(d)

Under the prevailing arrangements, schools implementing SCT temporarily allocated with more students are provided with additional support. These support measures include providing eligible schools with additional grants and a time-limited additional Assistant Primary School Master/Mistress (APSM) post for a period of 6 years. The arrangement of providing an additional teaching post 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.

The breakdown of the expenditure from the 2016/17 to 2021/22 school year is tabulated at Annex F. At present, we have no plan to review or revise the eligibility criteria of the grant.

(e)

The projected mid-year school-age population aged 6 and 12 who are residing in Hong Kong from 2021 to 2030 is tabulated at [Annex G](#). Those age groups are considered appropriate for P1 and S1 education respectively from the 2021/22 to 2030/31 school years. The projection is made with reference to the “Hong Kong Population Projections 2020-2069” released by the Census and Statistics Department in September 2020 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 mid-2029 and mid-2030 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. To address the projected increase in the demand for S1 places, the 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 Secondary School Places Allocation (SSPA), progressively reverting the allocation class size to 34 students according to the number of places previously reduced upon the rebound of the S1 student population (“place reinstating”), as pledged by the sector, 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 the 2019/20 school year, we implemented “place reinstating” arrangement with one school place reinstated in S1 classes across the board in all relevant schools in the territory. On the consensus previously reached with the sector, we will continue to review the projected demand for school places in the next few years 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, the demand for P1 places was at its peak in the 2018/19 school year and previous years. To cope with the transient increase in demand for P1 places, the EDB has, on the consensus reached with the sector, adopted flexible arrangements to increase the provision of P1 places (e.g. temporarily allocating more students and operating time-limited schools) flexibly. Following the drop of P1 school-age population, the flexible measures in place have been adjusted in light of the demand as planned to alleviate the impact of a declining P1 student population on schools. However, individual schools may be affected by the diminishing demand for school places in their respective district. The 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) From the 2019/20 to 2024/25 school years, 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 is adjusted downward from the 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 at the beginning of the school year. 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 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 ensuring sustainable development of the school sector as a whole and 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 the 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, the 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. With the decline of P1 school-age population, the EDB shares the view of the school sector that this will create favourable conditions for more schools to implement SCT. The EDB will, where circumstances permit and there are sufficient resources, closely liaise with relevant schools and school sponsoring bodies for the orderly implementation of SCT.

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 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 each district from the 2016/17 to 2020/21 school years**

District [school-netting under Primary One Admission (POA) System]	2016/17 school year							2017/18 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	1 476	8 010	8 028	16	10 [62.5]	6 [37.5]	1 435	1 481	8 210	8 258
Wan Chai [School Net 12]	17	11 [64.7]	6 [35.3]	1 410	1 403	8 260	8 222	17	11 [64.7]	6 [35.3]	1 485	1 486	8 435	8 403
Eastern [School Nets 14 & 16]	25	15 [60.0]	10 [40.0]	2 845	2 821	16 170	16 110	25	15 [60.0]	10 [40.0]	2 870	2 923	16 570	16 612
Southern [School Net 18]	11	9 [81.8]	2 [18.2]	920	862	5 470	5 177	11	9 [81.8]	2 [18.2]	970	927	5 545	5 198
Yau Tsim Mong [School Nets 31 & 32]	19	11 [57.9]	8 [42.1]	2 175	2 217	12 510	12 774	19	11 [57.9]	8 [42.1]	2 200	2 240	12 775	13 087
Sham Shui Po [School Net 40]	21	12 [57.1]	9 [42.9]	2 310	2 398	13 830	14 309	21	12 [57.1]	9 [42.9]	2 772	2 609	14 427	14 888
Kowloon City [School Nets 34, 35 & 41]	34	23 [67.6]	11 [32.4]	3 255	3 395	19 485	20 154	34	23 [67.6]	11 [32.4]	3 419	3 538	19 829	20 545
Wong Tai Sin [School Nets 43 & 45]	24	22 [91.7]	2 [8.3]	2 645	2 535	14 445	14 474	24	22 [91.7]	2 [8.3]	2 720	2 680	14 970	15 094
Kwun Tong [School Nets 46 & 48]	34	27 [79.4]	7 [20.6]	3 695	3 736	23 230	23 757	34	27 [79.4]	7 [20.6]	4 170	4 263	23 935	24 701
Sai Kung [School Net 95]	22	22 [100]	0 [0]	2 275	2 172	12 650	12 181	22	22 [100]	0 [0]	2 450	2 374	13 225	12 759
Sha Tin [School Nets 88, 89 & 91]	38	28 [73.7]	10 [26.3]	4 340	4 506	24 620	25 435	38	28 [73.7]	10 [26.3]	5 093	5 129	26 243	27 278
Tai Po [School Net 84]	18	16 [88.9]	2 [11.1]	2 464	2 606	13 044	13 617	18	16 [88.9]	2 [11.1]	2 574	2 641	13 873	14 495
North [School Nets 80, 81 & 83]	28	18 [64.3]	10 [35.7]	3 283	3 434	19 123	19 596	28	18 [64.3]	10 [35.7]	3 451	3 600	19 696	20 202
Yuen Long [School Nets 72, 73 & 74]	46	40 [87.0]	6 [13]	5 352	5 488	29 254	29 993	46	40 [87.0]	6 [13]	5 518	5 621	30 773	31 369
Tuen Mun [School Nets 70 & 71]	34	30 [88.2]	4 [11.8]	3 870	4 026	21 930	22 220	34	30 [88.2]	4 [11.8]	4 115	4 200	22 955	23 125
Tsuen Wan [School Net 62]	18	10 [55.6]	8 [44.4]	2 180	2 218	12 580	13 003	18	10 [55.6]	8 [44.4]	2 385	2 409	12 960	13 330
Kwai Tsing [School Nets 64, 65 & 66]	33	22 [66.7]	11 [33.3]	3 205	3 160	18 325	18 160	33	22 [66.7]	11 [33.3]	3 380	3 371	18 780	18 742
Islands [School Nets 96, 97, 98 & 99]	16	15 [93.8]	1 [6.2]	1 030	926	5 455	4 995	16	15 [93.8]	1 [6.2]	1 130	999	5 680	5 144
Total in Hong Kong	454	341 [75.1]	113 [24.9]	48 689	49 379	278 391	282 205	454	341 [75.1]	113 [24.9]	52 137	52 491	288 881	293 230

## Annex A (Cont'd)

District [school-netting under Primary One Admission (POA) System]	2018/19 school year							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	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]	1 530	1 535	8 080	8 073	16	10 [62.5]	6 [37.5]	1 385	1 388	8 530	8 442
Wan Chai [School Net 12]	17	11 [64.7]	6 [35.3]	1 497	1 468	8 644	8 535	15	11 [73.3]	4 [26.7]	1 410	1 394	8 850	8 529
Eastern [School Nets 14 & 16]	24	15 [62.5]	9 [37.5]	3 132	3 088	17 082	17 105	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]	995	926	5 670	5 252	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]	2 485	2 423	13 285	13 412	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]	2 752	2 612	15 038	15 196	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]	3 624	3 662	19 953	20 558	34	23 [67.6]	11 [32.4]	3 340	3 373	20 363	20 812
Wong Tai Sin [School Nets 43 & 45]	24	22 [91.7]	2 [8.3]	2 570	2 550	15 220	15 292	24	23 [95.8]	1 [4.2]	2 425	2 244	16 095	15 102
Kwun Tong [School Nets 46 & 48]	34	27 [79.4]	7 [20.6]	4 475	4 480	24 746	25 518	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]	2 500	2 473	13 750	13 288	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]	5 394	5 269	27 782	28 510	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]	2 670	2 730	14 589	14 990	19	16 [84.2]	3 [15.8]	2 170	2 178	13 795	14 847
North [School Nets 80, 81 & 83]	28	18 [64.3]	10 [35.7]	3 436	3 507	19 941	20 392	28	19 [67.9]	9 [32.1]	2 820	2 833	19 363	19 701
Yuen Long [School Nets 72, 73 & 74]	46	40 [87.0]	6 [13.0]	5 518	5 565	31 838	32 206	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]	4 153	4 206	23 688	24 107	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]	2 390	2 459	13 345	13 708	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]	3 380	3 374	19 155	19 158	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]	1 225	1 136	6 100	5 676	16	15 [93.8]	1 [6.2]	1 230	1 171	8 320	6 739
Total in Hong Kong	455	341 [74.9]	114 [25.1]	53 726	53 463	297 906	300 976	451	343 [76.1]	108 [23.9]	48 473	47 235	301 125	301 073



District [school-netting under Primary One Admission (POA) System]	2020/21 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	1 346	8 555	8 216
Wan Chai [School Net 12]	15	11 [73.3]	4 [26.7]	1 360	1 342	8 560	8 281
Eastern [School Nets 14 & 16]	25	15 [60]	10 [40.0]	2 799	2 576	17 205	16 358
Southern [School Net 18]	11	9 [81.8]	2 [18.2]	945	821	5 720	5 023
Yau Tsim Mong [School Nets 31 & 32]	19	11 [57.9]	8 [42.1]	2 157	2 107	13 277	13 007
Sham Shui Po [School Net 40]	21	12 [57.1]	9 [42.9]	2 662	2 580	15 645	15 675
Kowloon City [School Nets 34, 35 & 41]	34	23 [67.6]	11 [32.4]	3 280	3 218	20 198	20 139
Wong Tai Sin [School Nets 43 & 45]	24	23 [95.8]	1 [4.2]	2 450	2 269	15 380	14 885
Kwun Tong [School Nets 46 & 48]	32	27 [84.4]	5 [15.6]	4 136	3 938	24 759	24 832
Sai Kung [School Net 95]	22	22 [100.0]	0 [0.0]	2 475	2 275	14 300	13 153
Sha Tin [School Nets 88, 89 & 91]	39	28 [71.8]	11 [28.2]	4 844	4 614	29 076	28 638
Tai Po [School Net 84]	19	16 [84.2]	3 [15.8]	2 165	2 130	14 415	14 181
North [School Nets 80, 81 & 83]	28	21 [75.0]	7 [25.0]	2 725	2 622	18 820	18 696
Yuen Long [School Nets 72, 73 & 74]	45	40 [88.9]	5 [11.1]	4 933	4 742	31 431	30 319
Tuen Mun [School Nets 70 & 71]	34	30 [88.2]	4 [11.8]	3 720	3 587	23 311	23 028
Tsuen Wan [School Net 62]	18	10 [55.6]	8 [44.4]	2 179	2 194	13 539	13 473
Kwai Tsing [School Nets 64, 65 & 66]	33	22 [66.7]	11 [33.3]	3 105	2 969	19 155	18 544
Islands [School Nets 96, 97, 98 & 99]	16	15 [93.8]	1 [6.2]	1 205	1 101	7 175	6 875
Total in Hong Kong	451	345 [76.5]	106 [23.5]	48 525	46 431	300 521	293 323

Notes: 1. Figures refer to schools participating in POA in 2016, 2017, 2018, 2019 and 2020.

2. Figures on total number of Primary 1 students in the 2016/17, 2017/18, 2018/19, 2019/20 and 2020/21 school years refer to enrolment in public sector schools by administrative district, instead of POA school net. Figures generally refer to the position as at mid-September of the respective school years, except as at mid-October for the 2020/21 school year.

**Districts in which schools implementing small class teaching (SCT) under Primary One Admission (POA) that have adopted/will adopt the arrangement of temporarily allocating more students are located, number of such schools, class sizes upon such allocation and number of students allocated**

**2016/17 school year**

District in which the school is located	North (school nets 80 and 81 only)	Yuen Long (school nets 73 and 74 only)	Tai Po
No. of schools implementing SCT that have been temporarily allocated more students (percentage share in the total no. of schools in the district) (Note 1)	16 (57%)	16 (76%)	16 (89%)
Class size upon such allocation	28	30 for school net 73 31 for school net 74	32
No. of students allocated	189	314	476

**2017/18 school year**

District in which the school is located	North (school nets 80 and 81 only)	Yuen Long (school nets 73 and 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 implementing SCT that have been temporarily allocated more students (percentage share in the total no. of schools in the district) (Note 1)	16 (57%)	16 (76%)	16 (89%)	10 (63%)	14 (93%)	12 (57%)	10 (56%)	5 (71%)
Class size upon such 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

**2018/19 school year**

District in which the school is located	North (school nets 80 and 81 only)	Yuen Long (school nets 73 and 74 only)	Tai Po	Sha Tin	Tuen Mun	Sham Shui Po	Tsuen Wan	Kowloon City (school nets 34 and 35 only)	Kwun Tong (school net 48 only)	Central and Western	Eastern (school net 14 only)	Yau Tsim Mong
No. of schools implementing SCT that have been temporarily allocated more students (percentage share in the total no. of schools in the district) (Note 1)	16 (57%)	16 (76%)	16 (84%)	28 (72%)	30 (88%)	12 (57%)	10 (56%)	18 (75%)	18 (78%)	10 (63%)	5 (45%)	10 (53%)
Class size upon such 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**

District in which the school is located	Yuen Long (school nets 73 and 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 implementing SCT that have been temporarily allocated more students (percentage share in the total no. of schools in the district) (Note 1)	16 (76%)	28 (72%)	12 (57%)	10 (56%)	5 (71%)	27 (84%)	5 (45%)	5 (63%)
Class size upon such 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**

District in which the school is located	Yuen Long (school nets 73 and 74 only)	Sha Tin	Sham Shui Po	Tsuen Wan	Kwun Tong	Eastern (school net 14 only)	Yau Tsim Mong (school net 32 only)
No. of schools implementing SCT that have been temporarily allocated more students (percentage share in the total no. of schools in the district) (Note 1)	16 (76%)	28 (72%)	12 (57%)	10 (56%)	27 (84%)	5 (45%)	5 (63%)
Class size upon such 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
No. of students allocated	232	431	171	111	378	60	63

**2021/22 school year** (Note 2)

District in which the school is located	Yuen Long (school nets 73 and 74 only)	Sha Tin (school net 91 only)	Sham Shui Po	Kwun Tong (school net 46 only)
No. of schools implementing SCT that will be temporarily allocated more students (percentage share in the total no. of schools in the district) (Note 1)	16 (76%)	10 (59%)	12 (57%)	8 (100%)
Class size upon such allocation	28	29	29	28
No. of students allocated (Note 3)	NA	NA	NA	NA

- Notes: 1. Total number of schools refers to the number of schools participating in POA in the respective school years.
2. Estimated based on the number of POA applicants as at late January 2021.
3. As POA 2021 is still underway, the number of students allocated is not yet available. The estimated number of additional P1 places is:
- 171 for Yuen Long (school nets 73 and 74 only)
  - 168 for Sha Tin (school net 91 only)
  - 192 for Sham Shui Po
  - 105 for Kwun Tong (school net 46 only)

**Number of Primary One (P1) and Secondary One (S1) students by district  
from the 2016/17 to 2020/21 school years**

District	2016/17 school year		2017/18 school year		2018/19 school year		2019/20 school year		2020/21 school year	
	No. of P1 students	No. of S1 students	No. of P1 students	No. of S1 students	No. of P1 students	No. of S1 students	No. of P1 students	No. of S1 students	No. of P1 students	No. of S1 students
Central & Western	2 138	1 737	2 162	1 717	2 180	1 589	2 033	1 967	2 006	1 957
Wan Chai	2 335	2 107	2 504	2 167	2 502	2 148	2 369	2 248	2 279	2 110
Eastern	3 908	3 497	4 044	3 531	4 163	3 581	3 758	3 898	3 613	3 821
Southern	2 676	2 593	2 850	2 692	2 851	2 767	2 763	2 929	2 749	2 867
Yau Tsim Mong	2 610	2 077	2 652	2 058	2 993	2 093	2 744	2 205	2 674	2 182
Sham Shui Po	3 601	3 633	4 119	3 780	4 125	3 860	4 005	3 884	4 052	3 744
Kowloon City	5 793	4 906	6 134	5 060	6 284	5 191	5 899	5 557	5 714	5 401
Wong Tai Sin	3 031	2 853	3 145	2 916	3 020	3 038	2 672	2 994	2 692	2 851
Kwun Tong	4 154	4 221	4 676	4 233	4 863	4 321	4 370	4 483	4 224	4 525
Sai Kung	2 825	2 927	3 062	2 993	3 371	3 371	3 138	3 488	3 173	3 413
Sha Tin	5 269	5 345	5 900	5 546	6 041	5 863	5 443	6 048	5 385	6 218
Tai Po	2 978	2 077	3 046	2 273	3 191	2 450	2 648	2 632	2 578	2 668
North	3 434	2 576	3 600	2 594	3 507	3 019	2 833	3 334	2 622	3 223
Yuen Long	5 875	4 440	6 014	4 644	5 937	4 878	5 145	5 230	5 126	5 455
Tuen Mun	4 259	3 459	4 434	3 631	4 439	3 904	3 917	4 220	3 830	4 183
Tsuen Wan	2 224	1 552	2 420	1 563	2 471	1 539	2 239	1 635	2 206	1 545
Kwai Tsing	3 446	3 471	3 456	3 438	3 464	3 504	2 960	3 678	3 055	3 692
Islands	1 305	1 008	1 383	1 009	1 512	1 024	1 529	1 124	1 449	1 090
<b>Total</b>	<b>61 861</b>	<b>54 479</b>	<b>65 601</b>	<b>55 845</b>	<b>66 914</b>	<b>58 140</b>	<b>60 465</b>	<b>61 554</b>	<b>59 427</b>	<b>60 945</b>

- Notes:
1. Figures generally refer to the position as at mid-September of the respective school years, except as at mid-October for the 2020/21 school year.
  2. Figures include public sector, Direct Subsidy Scheme, private and international ordinary 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 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.

**Changes in the number of classes at each class level in public sector primary schools in each district  
from the 2016/17 to 2020/21 school years when comparing to that of the preceding year**

District	2016/17 school year						2017/18 school year						2018/19 school year						2019/20 school year						2020/21 school year					
	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	2	1	-1	7	-1	1	0	2	1	-1	7	-1	-2	0	2	1	-1	7	0	-2	0	2	1	-1	0	0	-2	0	2	1
Eastern	-1	-6	-4	2	3	-6	1	3	-1	1	5	6	1	1	3	-1	1	5	-1	5	5	7	3	5	-1	-5	0	0	3	-1
Islands	3	5	-1	-1	-1	-1	4	3	5	-1	-1	-1	4	6	4	6	1	0	0	8	8	5	6	0	-1	-7	4	6	3	6
Kowloon City	5	8	16	13	13	10	0	-4	-4	5	3	6	0	0	-4	-4	5	3	-1	0	0	-4	-5	4	2	-1	0	1	-3	-4
Kwai Tsing	3	4	0	1	4	1	7	3	4	0	1	4	0	7	3	4	0	1	-15	0	6	3	4	0	4	-15	1	5	3	4
Kwun Tong	-2	4	-7	7	3	3	17	-1	6	-8	7	5	-3	15	-1	6	-8	5	-11	-3	13	-1	5	-8	1	-11	-4	11	-3	5
North	-4	-1	8	-3	5	4	6	-3	0	8	-3	5	4	5	-4	0	8	-3	-15	4	5	-4	0	8	-2	-15	3	5	-4	0
Sai Kung	2	-1	7	5	3	2	7	2	-1	7	5	3	2	6	2	-1	7	5	-4	3	6	2	-1	7	3	-4	3	6	2	-1
Sha Tin	2	-1	11	12	9	8	12	4	0	11	11	9	-6	7	2	0	11	11	-8	-4	8	3	1	10	5	-8	-5	6	0	2
Sham Shui Po	-1	-2	3	6	5	-1	0	-1	-3	2	5	5	2	0	0	-2	4	5	2	2	1	2	-1	4	4	2	0	-2	-1	-1
Southern	-1	1	0	2	-1	2	2	-1	1	0	2	-1	1	2	-1	1	0	2	-2	1	2	-1	1	0	0	-2	1	2	-1	1
Tai Po	1	-2	-8	4	12	4	1	1	-2	-7	5	12	11	1	2	-1	-6	5	-5	11	0	1	-1	-6	0	-5	11	0	0	-1
Tsuen Wan	3	1	0	3	0	2	1	3	1	0	3	0	0	1	3	1	0	3	-5	0	1	2	1	0	0	-5	0	1	1	1
Tuen Mun	-3	-3	12	15	13	7	2	-3	-5	12	15	13	-6	2	-1	-8	12	15	-3	-6	2	2	-8	12	1	-3	-7	1	2	-8
Wan Chai	3	5	4	8	2	3	3	-1	1	0	5	-1	0	3	-1	1	0	5	-7	-4	-1	-5	-3	-4	-2	-3	0	2	-1	1
Wong Tai Sin	-8	-4	-7	-8	-3	-5	3	3	8	2	1	4	-6	3	3	8	1	1	-5	-6	3	3	8	1	1	-5	-6	3	3	8
Yau Tsim Mong	2	-3	4	5	4	3	1	2	-3	4	5	4	-1	1	2	-3	4	5	-4	-1	1	2	-3	4	1	-4	-1	1	2	-3
Yuen Long	-1	-6	15	15	15	5	0	1	-6	15	16	14	1	0	1	-6	11	16	-15	0	0	1	-4	11	2	-15	0	0	1	-4
Total	5	0	52	93	85	42	67	13	2	50	92	86	2	60	15	2	50	91	-99	8	60	20	4	47	18	-106	-2	48	9	6

Note: In general, the number of approved P1 classes will change in light of the increase or decrease in the school-age population in that school year and the position will be extended progressively to P6 together with that cohort of students. Besides, due to the uneven distribution of student population and schools in individual districts, even when the overall school-age population has increased/decreased, the number of classes in schools in individual districts may reduce/increase.



**Changes in the number of classes at each class level in public sector secondary schools in each district  
from the 2016/17 to 2020/21 school years when comparing to that of the preceding year**

District	2016/17 school year						2017/18 school year						2018/19 school year						2019/20 school year						2020/21 school year					
	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	-1	0	-1	0	0	-2	0	-1	0	-1	0	0	1	0	-1	0	-1	0	0	1	0	-1	0	-1	0	0	1	0	-1	0
Eastern	2	-3	0	-5	3	-8	-3	2	-3	0	-5	3	3	-3	2	-3	0	-5	-2	3	-3	1	-3	0	2	-2	3	-2	1	-3
Islands	0	-1	0	0	-1	-4	0	0	-1	0	0	-1	-1	0	0	-1	0	0	0	-1	0	0	-1	0	-1	0	-1	-1	0	-1
Kowloon City	-1	0	0	0	0	-13	1	-1	0	0	0	0	0	1	-1	0	0	0	0	0	1	-1	0	0	0	0	0	1	-1	0
Kwai Tsing	0	0	-2	0	0	-17	-1	0	0	-2	0	0	1	-1	0	0	-2	0	0	1	-1	0	0	-2	1	0	1	-1	0	0
Kwun Tong	0	0	0	-1	0	-15	0	0	0	0	-1	0	0	0	0	0	0	-1	0	0	0	0	0	0	3	0	0	0	0	0
North	1	-1	1	-1	1	-14	-1	1	-1	1	-1	1	17	-1	1	-1	1	-1	2	17	-1	1	-1	1	0	2	17	-1	1	-1
Sai Kung	0	0	-1	-3	0	-12	0	0	0	-1	-3	0	1	0	0	0	-1	-3	0	1	0	0	0	-1	0	0	1	0	0	0
Sha Tin	1	-2	-1	0	0	-16	0	1	-2	-1	0	0	0	0	1	-2	-1	0	5	0	0	1	-2	-1	8	5	0	0	1	-2
Sham Shui Po	0	-1	0	0	0	-9	0	0	-1	0	0	0	0	0	0	-1	0	0	0	0	0	0	-1	0	0	0	0	0	0	-1
Southern	-1	0	-3	-2	0	-2	1	-1	0	-3	-2	0	0	1	-1	0	-3	-2	1	0	1	-1	0	-3	-1	1	0	1	-1	0
Tai Po	0	-1	0	1	0	-8	1	0	-1	0	1	0	3	1	0	-1	0	1	4	3	1	0	-1	0	0	4	3	1	0	-1
Tsuen Wan	-1	0	0	0	0	-9	0	-1	0	0	0	0	0	0	-1	0	0	0	0	0	0	-1	0	0	0	0	0	0	-1	0
Tuen Mun	-5	-1	-5	-1	0	-18	3	-5	-1	-5	-1	0	3	3	-5	-1	-5	-1	3	3	3	-5	-1	-5	0	3	3	3	-5	-1
Wan Chai	0	0	0	-1	0	-2	0	0	0	0	-1	0	0	0	0	0	0	-1	1	0	0	0	0	0	0	1	0	0	0	0
Wong Tai Sin	0	-2	-1	-1	1	-6	-1	0	-2	-1	-1	1	2	-1	0	-2	-1	-1	-1	2	-1	0	-2	-1	1	-1	2	-1	0	-2
Yau Tsim Mong	-1	-3	1	-2	0	-5	0	-1	-3	1	-2	0	0	0	-1	-3	1	-2	-1	0	0	-1	-3	1	1	-1	0	0	-1	-3
Yuen Long	-2	-2	0	0	-1	-25	1	-2	-2	0	0	-1	0	1	-2	-2	0	0	4	0	1	-2	-2	0	13	4	0	1	-2	-2
Total	-8	-17	-12	-16	3	-185	1	-8	-17	-12	-16	3	30	1	-8	-17	-12	-16	16	30	1	-9	-17	-12	27	16	30	1	-9	-17

- Notes: 1. Arts and Technology Education Centre, Field Studies Centre and Nature Education cum Astronomical Centre are not included in the above table as they only provide support services to secondary schools for curriculum enrichment.
2. In general, the number of approved S1 classes will change in light of the increase or decrease in the school-age population in that school year and the position will be extended progressively to S6 together with that cohort of students. Besides, due to the uneven distribution of student population and schools in individual districts, even when the overall school-age population has increased/decreased, the number of classes in schools in individual districts may reduce/increase.
3. There was a substantial decrease in the total number of S6 classes in the 2016/17 school year. This was mainly due to the reduction of classes in many secondary schools participating in the Voluntary Optimisation of Class Structure Scheme.

**Expenditure for schools implementing small class teaching (SCT)  
that have been/will be temporarily allocated more students per Primary One (P1) class from the 2016/17 to 2021/22 school years**

Breakdown of additional expenditure	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 (Note 1) (\$ million)	2021/22 school year (Estimate) (Notes 1 & 2) (\$ million)
Provision of Additional Supplementary Learning Grant for the cohort of students concerned for a period of 6 years (Note 3)	19.0	39.2	75.1	88.7	92.6	95.0
Provision of additional funding for each additional student beyond the 30 <sup>th</sup> in each P1 class for the cohort of students concerned for a period of 6 years (Note 4)	13.1	33.5	48.5	43.7	38.3	38.3
Provision of time-limited additional Assistant Primary School Master/Mistress (APSM) posts for the cohort of students concerned for a period of 6 years (Note 5)	44.1	62.6	113.2	122.6	86.2	80.6
Total:	76.2	135.3	236.8	255.0	217.1	213.9

- Notes: 1. The number of schools implementing SCT that have been temporarily allocated more students per P1 class to meet the projected transient increase in demand from the 2016/17 to 2020/21 school years and the estimated number of schools for the 2021/22 school year are at [Annex B](#).
2. Figure for the 2021/22 school year is an estimation one based on the number of POA applicants as at late January 2021.
3. According to the result of the headcount in mid-September, when the average number of students per P1 classes of the school reaches 28 or above, the EDB will provide Additional Supplementary Learning Grant for the additional school places of the 26<sup>th</sup> to 30<sup>th</sup> students, capped at the number of students temporarily allocated, for the cohort of students concerned for a period of 6 years until the cohort of P1 students has completed the primary education.
4. When the number of students allocated to each P1 class exceeds 30, the EDB will provide the schools concerned with additional funding for the additional school places of the 31<sup>st</sup> student or those beyond in each P1 class according to the result of the headcount in mid-September, which will also last for a period of 6 years.
5. When schools implementing SCT have been temporarily allocated 30 students or more to each P1 class, the EDB will provide 1 time-limited additional APSM post to eligible schools for the cohort of students concerned for a period of 6 years. This arrangement 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. The additional cost for provision of the time-limited additional APSM posts is calculated based on the prevailing mid-point salary of the APSM post.

**Projected mid-year school-age population aged 6 residing in Hong Kong by district  
from 2021 to 2030**

District	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Central & Western	1 500	1 200	1 800	1 800	1 700	1 600	1 600	1 700	-	-
Wan Chai	900	1 000	1 300	1 300	1 300	1 200	1 200	1 300	-	-
Eastern	4 600	3 800	4 100	3 800	3 600	3 300	3 200	3 200	-	-
Southern	2 100	2 000	1 600	1 500	1 500	1 400	1 500	1 800	-	-
Yau Tsim Mong	2 200	2 100	3 100	3 000	2 800	2 600	2 600	2 700	-	-
Sham Shui Po	4 200	4 400	4 200	3 900	3 500	3 200	3 100	3 200	-	-
Kowloon City	3 400	3 100	3 200	3 100	3 100	2 900	3 000	3 200	-	-
Wong Tai Sin	3 000	3 000	2 500	2 200	2 200	2 000	2 000	2 100	-	-
Kwun Tong	5 600	5 800	4 300	3 700	3 700	3 500	3 400	3 600	-	-
Sai Kung	4 000	3 900	3 600	3 400	3 400	3 100	3 200	3 600	-	-
Sha Tin	5 700	5 300	4 800	4 300	4 200	3 800	3 600	3 900	-	-
Tai Po	2 300	2 200	2 700	2 800	2 600	2 600	2 700	2 700	-	-
North	2 700	3 000	3 300	3 000	3 000	2 800	2 800	3 300	-	-
Yuen Long	5 400	5 300	5 000	4 600	4 700	4 600	4 600	5 000	-	-
Tuen Mun	3 900	4 000	4 300	4 000	4 000	3 700	3 700	3 800	-	-
Tsuen Wan	2 600	2 400	2 600	2 500	2 300	2 200	2 200	2 300	-	-
Kwai Tsing	4 000	4 400	3 100	2 800	2 800	2 500	2 400	2 400	-	-
Islands	1 800	1 800	1 700	1 600	1 500	1 700	1 700	1 800	-	-
<b>All districts</b>	<b>60 000</b>	<b>58 500</b>	<b>57 300</b>	<b>53 300</b>	<b>52 000</b>	<b>48 700</b>	<b>48 500</b>	<b>51 700</b>	<b>50 000</b>	<b>48 500</b>

Notes : 1. The projected figures on school-age population residing in Hong Kong are compiled with reference to the 2019-based Population Projections released by the Census and Statistics Department in September 2020 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. Children aged 6 are considered appropriate for primary education (i.e. Primary 1).
3. 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).
4. Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.
5. Mid-year projected figures by district for 2029 and 2030 are not available.

**Projected mid-year school-age population aged 12 residing in Hong Kong by district  
from 2021 to 2030**

District	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Central & Western	1 700	1 600	1 700	1 600	1 400	1 400	1 400	1 100	-	-
Wan Chai	1 400	1 300	1 500	1 300	1 000	1 000	900	1 000	-	-
Eastern	4 600	4 200	5 200	5 000	4 100	3 700	4 400	3 600	-	-
Southern	2 100	2 200	2 600	2 500	2 200	2 200	2 300	2 200	-	-
Yau Tsim Mong	2 600	2 600	2 500	2 800	2 400	2 200	2 100	1 900	-	-
Sham Shui Po	4 000	4 100	4 800	4 700	3 900	4 200	4 400	4 400	-	-
Kowloon City	3 600	3 400	3 900	4 200	3 200	2 900	3 400	3 100	-	-
Wong Tai Sin	3 300	3 500	3 700	3 600	3 200	2 700	3 100	3 100	-	-
Kwun Tong	6 600	6 200	6 800	6 300	6 400	5 700	6 100	6 200	-	-
Sai Kung	3 900	3 900	4 500	4 600	3 700	3 900	4 100	4 100	-	-
Sha Tin	6 200	6 300	7 200	6 500	5 400	5 200	5 700	5 200	-	-
Tai Po	2 700	2 900	2 900	2 900	2 600	2 500	2 500	2 400	-	-
North	2 800	3 200	3 500	3 300	3 100	2 900	3 300	3 500	-	-
Yuen Long	5 800	5 500	6 500	6 200	5 200	5 100	5 700	5 700	-	-
Tuen Mun	4 300	4 300	5 100	4 700	4 500	4 000	4 500	4 300	-	-
Tsuen Wan	2 800	2 200	2 900	2 500	2 300	2 400	2 600	2 300	-	-
Kwai Tsing	4 400	4 000	4 700	4 600	3 800	3 800	4 200	4 600	-	-
Islands	1 500	1 700	1 700	2 000	1 600	2 000	2 100	2 000	-	-
<b>All districts</b>	<b>64 300</b>	<b>63 100</b>	<b>71 600</b>	<b>69 500</b>	<b>60 000</b>	<b>57 800</b>	<b>62 700</b>	<b>61 000</b>	<b>60 100</b>	<b>55 900</b>

Notes : 1. The projected figures on school-age population residing in Hong Kong are compiled with reference to the 2019-based Population Projections released by the Census and Statistics Department in September 2020 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. Children aged 12 are considered appropriate for secondary education (i.e. Secondary 1).
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 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).
4. Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.
5. Mid-year projected figures by district for 2029 and 2030 are not available.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB012**

**(Question Serial No. 2714)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

Please provide the following information by type of special schools:

- (a) the number of classes at each grade level and total number of classes, the number of students at each grade 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 school years and the coming school year;
- (b) the establishment and salary scale of all specialists (such as speech therapists) and non-specialists for the past 5 school years and the coming 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 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 with approval 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 granted approval to extend their years of study to the approved number of additional school places of the respective school types for the past 5 school years.

Asked by: Hon CHAN Pierre (LegCo internal reference no.: 94)

Reply:

- (a) The 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 each type of special schools for the school years from 2015/16 to 2020/21 are set out at Annex 1.

It is a common practice for special schools to adopt flexible grouping across grade levels and devise individualised education programmes to cater for the special educational needs of students. Presenting the number of classes by grade level is therefore not reflecting the actual operation in special schools.

- (b) For the school years from 2015/16 to 2020/21, the specialist and non-specialist staff establishment in each type of special schools is set out at Annex 2 and the salary scales of specialist and non-specialist staff are set out at Annex 3.
- (c) In general, special schools will help their students plan and apply for post-school placement according to 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 pursued further studies or received vocational training after completing secondary education, as collected from special schools, for the school years from 2015/16 to 2019/20 is set out at Annex 4 with a breakdown by type of special schools.

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 pursuit of further studies and vocational training by special school leavers. Starting from the 2018/19 school year, special schools have submitted information to the EDB according to the adjusted pathway classification. Therefore, in Annex 4, the pathway classification for the 2018/19 and 2019/20 school years is different from the one adopted for the school years from 2015/16 to 2017/18.

- (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 directly made 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 Annex 5.

**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 each type of special schools from the 2015/16 to 2020/21 school years**

School type	2015/16 school year						
	No. of approved classes	No. of students (as at September 2015)	Teaching staff establishment <small>Note 2</small>	Average unit cost per school place (HK\$)	Average unit cost per boarding place (HK\$)	Class-to-teacher ratio	Teacher-to-student 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 <sup>Note 3</sup>	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 <sup>Note 4</sup>	1:1.9	1:3.8
Hospital School	33	369	60.1	178,000	NA <sup>Note 5</sup>	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.
- Teaching staff establishment excludes school heads and teachers employed under the following programmes: Resource Support Programme of the school for children with visual impairment, Enhanced Support Service of the school for children with hearing impairment and Home-bound Teaching Programme of the Hospital School.
- 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.
- The Hospital School provides educational services to hospitalised students and does not need to provide boarding service.

**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 each type of special schools from the 2015/16 to 2020/21 school years**

School type	2016/17 school year						
	No. of approved classes	No. of students (as at September 2016)	Teaching staff establishment <small>Note 2</small>	Average unit cost per school place (HK\$)	Average unit cost per boarding place (HK\$)	Class-to-teacher ratio	Teacher-to-student 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 <sup>Note 3</sup>	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 <sup>Note 4</sup>	1:1.9	1:3.5
Hospital School	33	333	60.1	186,000	NA <sup>Note 5</sup>	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. Teaching staff establishment excludes school heads and teachers employed under the following programmes: Resource Support Programme of the school for children with visual impairment, Enhanced Support Service of the school for children with hearing impairment and Home-bound Teaching Programme of the Hospital School.
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. The Hospital School provides educational services to hospitalised students and does not need to provide boarding service.



**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 each type of special schools from the 2015/16 to 2020/21 school years**

School type	2017/18 school year						
	No. of approved classes	No. of students (as at September 2017)	Teaching staff establishment Note 2	Average unit cost per school place (HK\$)	Average unit cost per boarding place (HK\$)	Class-to-teacher ratio	Teacher-to-student 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 <sup>Note 3</sup>	1:2.9	1:2.4
Physical Disability	102	877	224.4	334,000	302,500	1:2.2	1:3.9
Mild Intellectual Disability Note 1	218	3 154	576.8	195,500	NA <sup>Note 4</sup>	1:2.6	1:5.5
Moderate Intellectual Disability Note 1	210	1 992	534.5	285,500	258,500	1:2.5	1:3.7
Severe Intellectual Disability Note 1	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 <sup>Note 5</sup>	1:2.2	1:3.1
Hospital School	33	314	64.4	198,500	NA <sup>Note 6</sup>	1:2.0	1:4.9

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. 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, and the figures for this school are also categorised according to the respective class types.
2. Teaching staff establishment excludes teachers employed under the following programmes: Resource Support Programme of the school for children with visual impairment, Enhanced Support Service of the school for children with hearing impairment and Home-bound Teaching Programme of the Hospital School.
3. 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.
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. The Hospital School provides educational services to hospitalised students and does not need to provide boarding service.

**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 each type of special schools from the 2015/16 to 2020/21 school years**

School type	2018/19 school year						
	No. of approved classes	No. of students (as at September 2018)	Teaching staff establishment <small>Note 2</small>	Average unit cost per school place (HK\$)	Average unit cost per boarding place (HK\$)	Class-to-teacher ratio	Teacher-to-student 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 <sup>Note 3</sup>	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 1</small>	223	3 218	598	211,500	NA <sup>Note 4</sup>	1:2.7	1:5.4
Moderate Intellectual Disability <small>Note 1</small>	215	2 040	552.7	304,500	273,000	1:2.6	1:3.7
Severe Intellectual Disability <small>Note 1</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 <sup>Note 5</sup>	1:2.2	1:3.2
Hospital School	33	280	64.4	211,000	NA <sup>Note 6</sup>	1:2.0	1:4.3

Notes:

- 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, and the figures for this school are also categorised according to the respective class types.
- Teaching staff establishment excludes teachers employed under the following programmes: Resource Support Programme of the school for children with visual impairment, Enhanced Support Service of the school for children with hearing impairment and Home-bound Teaching Programme of the Hospital School.
- The boarding section of 1 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.

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. The Hospital School provides educational services to hospitalised students and does not need to provide boarding service.

**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 each type of special schools from the 2015/16 to 2020/21 school years**

School type	2019/20 school year						
	No. of approved classes	No. of students (as at September 2019)	Teaching staff establishment Note 2	Average unit cost per school place (HK\$)	Average unit cost per boarding place (HK\$)	Class-to-teacher ratio	Teacher-to-student 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 Note 1	227	3 295	623.3	242,000	NA <sup>Note 3</sup>	1:2.7	1:5.3
Moderate Intellectual Disability Note 1	220	2 103	576.5	339,000	287,000	1:2.6	1:3.6
Severe Intellectual Disability Note 1	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 <sup>Note 4</sup>	1:2.2	1:3.2
Hospital School	33	351	65.9	242,500	NA <sup>Note 5</sup>	1:2.0	1:5.3

Notes:

- 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, and the figures for this school are also categorised according to the respective class types.
- Teaching staff establishment excludes teachers employed under the following programmes: Resource Support Programme of the school for children with visual impairment, Enhanced Support Service of the school for children with hearing impairment, Home-bound Teaching Programme of the Hospital School and the Pilot Special Unit Scheme in schools for social development.
- 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.
- The Hospital School provides educational services to hospitalised students and does not need to provide boarding service.

**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 each type of special schools from the 2015/16 to 2020/21 school years**

School type	2020/21 school year						
	No. of approved classes	No. of students (as at September 2020)	Teaching staff establishment <small>Note 2</small>	Average unit cost per school place (HK\$)	Average unit cost per boarding place (HK\$)	Class-to-teacher ratio	Teacher-to-student ratio
Visual Impairment	18	125	51.6	477,000	211,000	1:2.9	1:2.4
Hearing Impairment	11	63	27.2	446,000	443,500	1:2.5	1:2.3
Physical Disability	103	880	234.1	403,500	395,500	1:2.3	1:3.8
Mild Intellectual Disability <small>Note 1</small>	233	3 314	645.7	251,000	NA <sup>Note 3</sup>	1:2.8	1:5.1
Moderate Intellectual Disability <small>Note 1</small>	232	2 188	607.4	349,000	338,000	1:2.6	1:3.6
Severe Intellectual Disability <small>Note 1</small>	105	708	229.9	455,000	440,500	1:2.2	1:3.1
School for Social Development	96	572	211.1	255,000	NA <sup>Note 4</sup>	1:2.2	1:2.7
Hospital School	34	373	67.7	241,000	NA <sup>Note 5</sup>	1:2.0	1:5.5

Notes:

1. Figures for the 5 schools for children with mild and moderate intellectual disability and 1 school for children with mild, moderate and severe 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, and the figures for this school are also categorised according to the respective class types.
2. Teaching staff establishment excludes teachers employed under the following programmes: Resource Support Programme of the school for children with visual impairment, Enhanced Support Service of the school for children with hearing impairment, Home-bound Teaching Programme of the Hospital School and the Pilot Special Unit Scheme in schools for social development.
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. The Hospital School provides educational services to hospitalised students and does not need to provide boarding service.

## Specialist and non-specialist staff establishment in each type of special schools from the 2015/16 to 2020/21 school years

School type	2015/16 school year		2016/17 school year		2017/18 school year		2018/19 school year		2019/20 school year		2020/21 school year	
	No. of specialist staff Note 1	No. of non- specialist staff Note 2	No. of specialist staff Note 1	No. of non- specialist staff Note 2	No. of specialist staff Note 1	No. of non- specialist staff Note 2	No. of specialist staff Note 1	No. of non- specialist staff Note 2	No. of specialist staff Note 1	No. of non- specialist staff Note 2	No. of specialist staff Note 1	No. of non- specialist staff Note 2
Visual Impairment	13.5	29	13	29	18	29	20.5	29	20.5	29	22	31
Hearing Impairment	5.5	26	5.5	26	7.5	26	9.5	19	9.5	19	9.5	19
Physical Disability	149.5	292	149.5	290	151.5	293	162.5	296	162.5	297	162.5	296
Mild Intellectual Disability Note 3	106	226.5	112	231.5	146.5	235.5	171.5	243.5	172.5	254.5	177.2	266.5
Moderate Intellectual Disability Note 3, 4	103.5	274.5	98.5	281	140.5	286	164	294	166	307.5	173.3	326.5
Severe Intellectual Disability Note 3, 4	115	284	113.5	282	114.5	284	127.5	283	127.5	290	131	295.5
School for Social Development	17	80	17	80	25	88	26.5	89	27.5	101	29	105
Hospital School	NA <sup>Note 5</sup>	28	NA <sup>Note 5</sup>	28	NA <sup>Note 5</sup>	28	NA <sup>Note 5</sup>	28	NA <sup>Note 5</sup>	28	NA <sup>Note 5</sup>	29



Notes:

1. Specialist staff establishment includes occupational therapist, physiotherapist, speech therapist, occupational therapy assistant, registered nurse, educational psychologist, school social worker and braillist.
2. Non-specialist staff establishment includes teacher assistant, laboratory technician, school executive officer, workshop attendant, artisan, driver, clerical staff and janitor staff.
3. Figures for schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools (7 schools in the 2015/16 school year and 5 schools starting from the 2016/17 school year). Starting from the 2020/21 school year, figures for 1 school for children with mild, moderate and severe intellectual disability are categorised according to the respective sections of the school.
4. 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, and the figures for this school are categorised according to the respective class types.
5. Specialist services for the Hospital School are provided by hospitals.

### Salary scale of special school staff from the 2015/16 to 2020/21 school years

Post		Salary scale
<b>Specialist Staff</b>		
Educational Psychologist II		Master Pay Scale Points 23 to 33
Educational Psychologist I		Master Pay Scale Points 34 to 44
Occupational Therapy Assistant		Master Pay Scale Points 7 to 15
Occupational Therapist II		Master Pay Scale Points 14 to 24
Occupational Therapist I		Master Pay Scale Points 25 to 34
Senior Occupational Therapist		Master Pay Scale Points 34 to 39
Physiotherapist II		Master Pay Scale Points 14 to 24
Physiotherapist I		Master Pay Scale Points 25 to 34
Senior Physiotherapist		Master Pay Scale Points 34 to 39
Speech Therapist		Master Pay Scale Points 16 to 33
Special School Social Worker	Assistant Social Work Officer	Master Pay Scale Points 16 to 33
	Senior Social Work Assistant	Master Pay Scale Points 23 to 29
Registered Nurse		Master Pay Scale Points 15 to 25
Brailist		Master Pay Scale Points 6 to 15
<b>Non-specialist Staff</b>		
Laboratory Technician III		Training Pay Scale Points 4 to 6
Laboratory Technician II		Master Pay Scale Points 8 to 21
Laboratory Technician I		Master Pay Scale Points 22 to 28
School Executive Officer		Master Pay Scale Points 15 to 27
Workshop Attendant		Model Scale 1 Pay Scale Points 3 to 13
Artisan		Master Pay Scale Points 5 to 8
Motor Driver		Master Pay Scale Points 5 to 8
Special Driver		Master Pay Scale Points 8 to 10
Teacher Assistant		Model Scale 1 Pay Scale Points 0 to 8
Clerical Assistant		Master Pay Scale Points 1 to 10#
Assistant Clerical Officer		Master Pay Scale Points 3 to 15#
Janitor Staff		Model Scale 1 Pay Scale Points 0 to 8#

# 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 posts listed in the above table is for schools' calculation of grant/reference.

**Number of students in special schools  
who pursued further studies or received vocational training  
after completing secondary education from the 2015/16 to 2019/20 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
	Diploma Yi Jin	0	3	4	0	0	0	0	7
	Youth College	0	1	2	0	0	0	0	3
	Construction Industry Training Centre/ Clothing Industry Training Centre	0	0	1	0	1	0	0	2
Vocational Training	Shine Skills Centre	0	19	0	0	101	11	0	131
	Integrated Vocational Training Centre	1	1	0	0	43	1	0	46
	Integrated Vocational Training Centre – Residential Service	0	0	0	0	2	0	0	2
	On the Job Training Programme for Young People with Disabilities/ Sunnyway – On the Job Training Programme for Young People with Disabilities/ “Enhancing Employment of People with Disabilities through Small Enterprise” Project	0	2	0	0	4	0	0	6
Total		3	47	15	0	151	12	0	228

HI: Hearing Impairment

PD: Physical Disability

SSD: Schools for Social Development

VI cum ID: Visual Impairment cum Intellectual Disability

MiID: Mild Intellectual Disability

MoID: Moderate Intellectual Disability

SID: Severe Intellectual Disability

Notes:

1. The above figures are based on information collected from special schools as at September of the following school year. Students waitlisted for vocational training in the respective school years are not included.
2. Figures for the 7 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
3. Figures for the Hospital School are not included in view of the transitional nature of its education programmes. As the school for children with visual impairment only provides education up to Secondary 3, its school leavers will continue their secondary education in ordinary schools.

**Number of students in special schools  
who pursued further studies or received vocational training  
after completing secondary education from the 2015/16 to 2019/20 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
	Diploma Yi Jin	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:

- 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.
- 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 pursued further studies or received vocational training  
after completing secondary education from the 2015/16 to 2019/20 school years**

2017/18 school year		School type							
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	Total
Further Studies	Local/Overseas tertiary institution	0	4	7	0	0	0	0	11
	The Hong Kong Institute of Vocational Education	1	6	0	0	0	0	0	7
	Diploma Yi Jin	3	0	0	0	1	0	0	4
	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:

- 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.
- Figures for the 5 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
- 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 pursued further studies or received vocational training  
after completing secondary education from the 2015/16 to 2019/20 school years**

2018/19 school year		School type							Total
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	
Further Studies	Diploma Yi Jin	0	5	0	0	0	0	0	5
	Local tertiary institution	0	3	1	0	0	0	0	4
	Mainland/Overseas further studies	0	0	1	0	1	0	0	2
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 pursuit of further studies and vocational training by 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 school years from 2015/16 to 2017/18.
- 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.
- Figures for the 5 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
- Figures for the Hospital School are not included in view of the transitional nature of its education programmes.



**Number of students in special schools  
who pursued further studies or received vocational training  
after completing secondary education from the 2015/16 to 2019/20 school years**

2019/20 school year		School type							Total
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	
Further Studies	Diploma Yi Jin	0	2	0	0	0	0	0	2
	Local tertiary institution	0	6	2	0	0	0	0	8
	Mainland/Overseas further studies	0	0	5	0	0	0	0	5
Vocational Training	Shine Skills Centre	4	17	0	0	111	4	0	136
	The Hong Kong Institute of Vocational Education	0	7	1	0	0	0	0	8
	Youth College	2	1	4	0	0	0	0	7
	Other vocational training programmes	0	1	6	0	0	0	0	7
	Construction Industry/ Clothing Industry Training	0	0	1	0	0	0	0	1
Total		6	34	19	0	111	4	0	174

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 pursuit of further studies and vocational training by 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 2019/20 school year above are different from those in the school years from 2015/16 to 2017/18.
- 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.
- Figures for the 5 schools for children with mild and moderate intellectual disability are categorised according to the respective sections of the schools.
- Figures for 1 school for children with mild, moderate and severe intellectual disability are categorised according to the respective sections of the school.
- 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 school year			2016/17 school year			2017/18 school year			2018/19 school year			2019/20 school year		
		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 <sup>Note</sup>	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

VI cum ID: Visual Impairment cum Intellectual Disability

OC: Ordinary Curriculum

MoID: Moderate Intellectual Disability

PD: Physical Disability

IDC: Intellectual Disability Curriculum

SID: Severe Intellectual Disability

HI: Hearing Impairment

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB013**

**(Question Serial No. 2715)**

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:

Please provide the following information by types of primary and secondary schools:

The number of operating classes, number of students, number of teachers, unit cost of school places, class-to-teacher ratio, and teacher-to-student ratio in the territory in the past 5 school years and for the coming school year.

Asked by: Hon CHAN Pierre (LegCo internal reference no.: 95)

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 2016/17 to 2020/21 school years are set out at Annex 1. In respect of the 2021/22 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 Annex 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 2021/22 school year and the figures of the school years from 2016/17 to 2020/21 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 2016/17 to 2020/21 school years**

Level	Sector	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	Sector	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	Sector	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	Sector	2019/20 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	859	23 043	1 690	82,873	1:2.0	1:13.6
	Aided	10 184	278 030	20 950	70,863	1:2.1	1:13.3
	DSS	532	15 935	1 300	67,729	1:2.5	1:12.2
Secondary School	Government	705	20 551	1 620	92,049	1:2.3	1:12.7
	Aided	8 615	234 319	20 860	93,825	1:2.4	1:11.2
	Caput	40	1 256	90	89,176	1:2.3	1:13.5
	DSS	1 595	46 049	4 180	78,062	1:2.6	1:11.0

Level	Sector	2020/21 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	851	22 393	1 690	85,900	1:2.0	1:13.3
	Aided	10 164	270 930	21 050	73,900	1:2.1	1:12.9
	DSS	534	15 918	1 320	71,530	1:2.5	1:12.0
Secondary School	Government	705	20 467	1 630	92,660	1:2.3	1:12.6
	Aided	8 669	235 991	21 110	95,870	1:2.4	1:11.2
	Caput	40	1 215	100	87,560	1:2.4	1:12.5
	DSS	1 594	45 586	4 210	80,570	1:2.6	1:10.8

Notes:

- (1) Figures generally refer to the position as at mid-September of the respective school years, except as at mid-October for the 2020/21 school year.
- (2) Figures do not include special schools.
- (3) The number of teachers is rounded to the nearest 10.
- (4) The unit cost is calculated on a financial year basis.

**The projected number of approved classes, number of students, number of teachers,  
unit cost and teacher-to-student ratio in public sector and DSS schools<sup>(1)</sup>  
for the 2021/22 school year**

Level	Sector	2021/22 School Year (Estimate)				
		No. of Approved Classes <sup>(2)</sup>	No. of Students	No. of Teachers	Unit Cost <sup>(3)</sup> (\$)	Teacher-to-student Ratio
Primary School	Government	11 018	293 100	22 800	89,290	1:12.9
	Aided				75,900	
	DSS	-	-	-	72,280	-
Secondary School	Government	9 189	264 500	22 900	94,730	1:11.5
	Aided				97,240	
	Caput				91,250	
	DSS	-	-	-	81,220	-

## 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 in 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**

**EDB014**

**(Question Serial No. 2716)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the following information:

- (a) the respective number of students in kindergartens, primary and secondary schools by funding mode and school type in each of the 18 districts, as well as the grand total in the past 5 school years;
- (b) the respective number of cross-boundary students in kindergartens, primary and secondary schools by funding mode and school type in each of the 18 districts, as well as the grand total in the past 5 school years;
- (c) the respective number of newly admitted students from the Mainland in kindergartens, primary and secondary schools by funding mode and school type in each of the 18 districts, as well as the grand total in the past 5 school years;
- (d) the respective number of ethnic minority students in kindergartens, primary and secondary schools by funding mode and school type in each of the 18 districts, as well as the grand total in the past 5 school years;
- (e) the respective number of students with special educational needs in kindergartens, primary and secondary schools by funding mode and school type in each of the 18 districts, as well as the grand total in the past 5 school years; and
- (f) the policies put in place by the Administration to support the student groups mentioned in (b) to (e) above, and the amount of public funds involved in each of the 18 districts in the past 5 school years, with a breakdown by funding mode and school type.

Asked by: Hon CHAN Pierre (LegCo internal reference no.: 96)

Reply:

- (a) The total numbers of students in kindergartens, primary schools and secondary schools by district and sector from the 2016/17 to 2020/21 school years are tabulated at **Annex 1**. As the situation of different districts varies, some districts may have only one or a few schools of a particular sector. To avoid direct comparison of the enrolment situation of different schools, schools are only classified into “Public sector and Direct Subsidy Scheme (DSS) schools” and “Private schools (including international schools and Private Independent Schools (PIS))”.
- (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 2016/17 to 2019/20 school years are tabulated at **Annex 2(a)**. In the 2020/21 school year, due to the development of the COVID-19 epidemic and the restrictions imposed by the anti-epidemic measures in Hong Kong and the Mainland, some CBS are temporarily staying in Hong Kong to attend face-to-face classes in schools, while some CBS are unable to come to Hong Kong for school. As such, it is not possible for the Education Bureau (EDB) to gather accurate data on the number of CBS travelling daily across the boundary in the school year. In October 2020, the EDB collected information via schools on the number of students residing in the Mainland at that time. The numbers of students in kindergartens (including kindergarten-cum-child care centres), primary and secondary schools residing in the Mainland by district and sector are tabulated at **Annex 2(b)**.
- (c) The numbers of newly admitted students from the Mainland in primary and secondary schools by district from the 2016/17 to 2020/21 school years are tabulated at **Annex 3**. Please note that the EDB does not collect information on the newly admitted students from the Mainland in international schools and kindergartens. A breakdown of the number in other sectors is not available to avoid showing the enrolment situation of individual schools.
- (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 DSS primary and secondary schools by district from the 2016/17 to 2020/21 school years are tabulated at **Annex 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, and PIS and international schools from the 2016/17 to 2020/21 school years are tabulated at **Annex 5** respectively.



- (f) The measures put in place by the EDB to support the student groups mentioned in (b) to (e) are summarised as follows:

#### 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 2016/17 to 2020/21 school years is tabulated at **Annex 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 from the 2016/17 to 2020/21 school years are tabulated at **Annex 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 and 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 and the IE Programme, upgrading the post of Special Educational Needs Coordinator to a promotion rank and providing regular teaching posts titled Special Educational Needs Support Teacher in public sector ordinary schools with a comparatively large number of students with SEN, and providing the “Grant for Supporting NCS Students with Special Educational Needs” 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 and creating school-based speech therapist posts in public sector ordinary schools by phases to implement the Enhanced School-based Speech Therapy Service. 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

2016/17 to 2020/21 school years. The revised estimated expenditure for the 2020/21 school year is around \$3.4 billion.

At present, recurrent subvention is provided to the English Schools Foundation (ESF) for its support for students with SEN in the ESF's mainstream schools and special school. From the 2016/17 to 2020/21 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 2016/17 to 2020/21 School Years**

District	2016/17			2017/18			2018/19			2019/20			2020/21		
	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	5 434	745	6 179	5 392	900	6 292	5 324	939	6 263	5 231	972	6 203	5 102	860	5 962
Wan Chai	6 329	796	7 125	6 379	753	7 132	6 308	742	7 050	6 303	747	7 050	6 126	639	6 765
Eastern	9 802	2 058	11 860	9 580	2 051	11 631	8 980	2 055	11 035	8 672	2 254	10 926	8 040	2 030	10 070
Southern	3 350	1 298	4 648	3 473	1 280	4 753	3 541	1 111	4 652	3 400	971	4 371	3 343	768	4 111
Yau Tsim Mong	4 777	1 722	6 499	4 761	1 904	6 665	4 587	1 967	6 554	4 303	2 026	6 329	3 944	1 814	5 758
Sham Shui Po	9 400	333	9 733	9 399	341	9 740	9 124	433	9 557	9 363	550	9 913	9 249	769	10 018
Kowloon City	13 321	9 733	23 054	13 398	9 396	22 794	13 120	9 038	22 158	13 229	9 150	22 379	12 927	7 781	20 708
Wong Tai Sin	7 515	93	7 608	7 276	98	7 374	6 954	88	7 042	6 872	76	6 948	6 487	0	6 487
Kwun Tong	12 093	271	12 364	12 091	253	12 344	11 863	320	12 183	11 891	296	12 187	11 401	189	11 590
Sai Kung	7 183	1 972	9 155	7 368	1 828	9 196	7 228	1 709	8 937	7 112	1 930	9 042	6 818	1 787	8 605
Sha Tin	11 974	2 739	14 713	12 416	2 635	15 051	11 818	2 460	14 278	11 791	2 376	14 167	11 360	1 995	13 355
Tai Po	5 568	1 214	6 782	5 524	1 214	6 738	5 441	1 088	6 529	5 511	1 038	6 549	5 413	790	6 203
North	11 450	733	12 183	10 057	603	10 660	8 667	471	9 138	8 397	470	8 867	7 854	342	8 196
Yuen Long	15 898	1 317	17 215	15 432	1 310	16 742	14 675	1 380	16 055	15 004	1 344	16 348	14 727	1 198	15 925
Tuen Mun	12 264	953	13 217	11 528	941	12 469	11 032	934	11 966	10 897	887	11 784	10 518	732	11 250
Tsuen Wan	6 218	1 004	7 222	6 268	1 005	7 273	6 145	1 002	7 147	6 048	964	7 012	5 640	842	6 482
Kwai Tsing	10 061	502	10 563	9 974	501	10 475	9 569	485	10 054	9 438	503	9 941	8 954	496	9 450
Islands	3 143	769	3 912	3 148	670	3 818	3 161	643	3 804	3 667	614	4 281	3 553	447	4 000
All Districts	155 780	28 252	184 032	153 464	27 683	181 147	147 537	26 865	174 402	147 129	27 168	174 297	141 456	23 479	164 935

## Notes:

- (1) Figures generally refer to the position as at mid-September of the respective school years, except as at mid-October for the 2020/21 school year.
- (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 premises.

### Number of Students in Primary Schools by District and Sector from the 2016/17 to 2020/21 School Years

District	2016/17			2017/18			2018/19			2019/20			2020/21		
	Public Sector & DSS Schools	Private Schools#	Total	Public Sector & DSS Schools	Private Schools#	Total	Public Sector & DSS Schools	Private Schools#	Total	Public Sector & DSS Schools	Private Schools#	Total	Public Sector & DSS Schools	Private Schools#	Total
Central & Western	8 028	3 933	11 961	8 258	3 849	12 107	8 537	3 583	12 120	8 442	3 898	12 340	8 216	3 739	11 955
Wan Chai	8 222	5 096	13 318	8 403	5 178	13 581	8 535	5 333	13 868	8 529	5 382	13 911	8 281	5 185	13 466
Eastern	17 391	4 333	21 724	17 915	4 480	22 395	18 399	4 393	22 792	18 167	4 419	22 586	17 604	4 134	21 738
Southern	6 589	7 452	14 041	6 617	7 845	14 462	6 691	8 137	14 828	6 593	8 307	14 900	6 494	8 339	14 833
Yau Tsim Mong	13 995	871	14 866	14 321	882	15 203	14 664	1 195	15 859	14 600	1 418	16 018	14 316	1 497	15 813
Sham Shui Po	15 971	5 010	20 981	16 552	5 990	22 542	16 886	6 118	23 004	17 336	5 992	23 328	17 337	5 908	23 245
Kowloon City	22 037	11 899	33 936	22 428	12 109	34 537	22 696	12 080	34 776	22 556	12 245	34 801	21 882	11 943	33 825
Wong Tai Sin	14 474	2 713	17 187	15 094	2 725	17 819	15 292	2 696	17 988	15 102	2 614	17 716	14 885	2 525	17 410
Kwun Tong	24 519	1 592	26 111	25 476	1 632	27 108	26 289	1 686	27 975	26 197	1 740	27 937	25 610	1 590	27 200
Sai Kung	15 001	1 121	16 122	15 655	1 179	16 834	16 203	1 915	18 118	16 249	2 091	18 340	16 074	2 191	18 265
Sha Tin	27 265	2 616	29 881	29 161	2 621	31 782	30 441	2 620	33 061	30 921	2 669	33 590	30 585	2 631	33 216
Tai Po	13 617	1 297	14 914	14 495	1 497	15 992	14 990	1 954	16 944	14 847	2 284	17 131	14 181	2 258	16 439
North	19 596	0	19 596	20 202	0	20 202	20 392	0	20 392	19 701	0	19 701	18 696	0	18 696
Yuen Long	31 429	353	31 782	32 818	462	33 280	33 678	510	34 188	33 380	564	33 944	31 834	564	32 398
Tuen Mun	22 987	582	23 569	23 899	611	24 510	24 888	646	25 534	24 680	634	25 314	23 811	679	24 490
Tsuen Wan	13 003	82	13 085	13 330	91	13 421	13 708	76	13 784	13 631	63	13 694	13 473	57	13 530
Kwai Tsing	18 689	442	19 131	19 279	0	19 279	19 685	0	19 685	19 338	0	19 338	19 087	0	19 087
Islands	4 995	1 808	6 803	5 144	1 851	6 995	5 676	1 873	7 549	6 739	1 900	8 639	6 875	1 776	8 651
All Districts	297 808	51 200	349 008	309 047	53 002	362 049	317 650	54 815	372 465	317 008	56 220	373 228	309 241	55 016	364 257

Notes: # Include international and Private Independent Schools

- (1) Figures generally refer to the position as at mid-September of the respective school years, except as at mid-October for the 2020/21 school year.
- (2) Figures include 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 Students in Secondary Day Schools by District and Sector from the 2016/17 to 2020/21 School Years

District	2016/17			2017/18			2018/19			2019/20			2020/21		
	Public Sector & DSS Schools	Private Schools#	Total	Public Sector & DSS Schools	Private Schools#	Total	Public Sector & DSS Schools	Private Schools#	Total	Public Sector & DSS Schools	Private Schools#	Total	Public Sector & DSS Schools	Private Schools#	Total
Central & Western	8 323	1 735	10 058	8 140	1 714	9 854	8 044	609	8 653	8 912	1 759	10 671	8 785	1 786	10 571
Wan Chai	11 262	1 197	12 459	11 007	1 182	12 189	10 801	1 129	11 930	10 824	1 065	11 889	10 692	999	11 691
Eastern	19 283	2 162	21 445	18 607	2 202	20 809	18 091	2 035	20 126	18 234	2 200	20 434	18 197	2 183	20 380
Southern	9 059	6 744	15 803	8 731	6 816	15 547	8 527	7 081	15 608	8 477	7 273	15 750	8 335	7 307	15 642
Yau Tsim Mong	13 492	38	13 530	13 122	26	13 148	12 681	72	12 753	12 624	100	12 724	12 466	130	12 596
Sham Shui Po	20 307	1 135	21 442	20 248	1 500	21 748	19 955	1 501	21 456	18 994	1 529	20 523	18 775	1 625	20 400
Kowloon City	26 390	3 709	30 099	25 995	3 562	29 557	25 640	3 673	29 313	26 511	3 760	30 271	26 265	3 835	30 100
Wong Tai Sin	17 178	530	17 708	16 799	526	17 325	16 369	546	16 915	15 632	552	16 184	15 533	544	16 077
Kwun Tong	25 711	631	26 342	25 069	753	25 822	24 550	875	25 425	24 477	916	25 393	24 390	1 061	25 451
Sai Kung	18 029	353	18 382	17 459	390	17 849	17 114	564	17 678	17 150	586	17 736	17 284	588	17 872
Sha Tin	30 158	2 919	33 077	29 639	2 916	32 555	28 990	4 130	33 120	29 209	2 938	32 147	29 875	2 916	32 791
Tai Po	12 851	0	12 851	12 690	6	12 696	12 614	103	12 717	12 853	211	13 064	13 143	367	13 510
North	15 215	272	15 487	14 933	310	15 243	15 124	299	15 423	15 763	365	16 128	16 263	410	16 673
Yuen Long	28 319	143	28 462	27 585	80	27 665	27 126	71	27 197	27 192	66	27 258	27 752	46	27 798
Tuen Mun	21 986	579	22 565	21 044	627	21 671	20 536	690	21 226	20 710	732	21 442	21 135	803	21 938
Tsuen Wan	9 878	0	9 878	9 691	0	9 691	9 383	0	9 383	9 278	0	9 278	9 086	0	9 086
Kwai Tsing	22 132	0	22 132	21 232	0	21 232	20 554	0	20 554	20 401	0	20 401	20 409	0	20 409
Islands	5 392	1 040	6 432	5 114	1 089	6 203	4 927	1 094	6 021	4 934	1 167	6 101	4 874	1 152	6 026
All Districts	314 965	23 187	338 152	307 105	23 699	330 804	301 026	24 472	325 498	302 175	25 219	327 394	303 259	25 752	329 011

Notes: # Include international and Private Independent Schools

- (1) Figures generally refer to the position as at mid-September of the respective school years, except as at mid-October for the 2020/21 school year.
- (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 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 Cross-boundary Students (CBS) in Kindergartens (including Kindergarten-cum-Child Care Centres),  
Primary and Secondary Schools by District and Sector  
from the 2016/17 to 2019/20 School Years**

District	School Year	Kindergartens (including Kindergarten- cum-Child Care Centres)	Primary Schools			Secondary Schools		
			Public & DSS Schools	Private Schools#	All Sectors	Public & DSS Schools	Private Schools#	All Sectors
North	2016/17	4 500	6 679	0	6 679	2 227	1	2 228
	2017/18	2 997	7 067	0	7 067	2 562	0	2 562
	2018/19	1 675	7 583	0	7 583	3 123	0	3 123
	2019/20	1 318	7 123	0	7 123	3 942	0	3 942
Tai Po	2016/17	182	2 543	0	2 543	516	0	516
	2017/18	94	2 778	9	2 787	708	0	708
	2018/19	25	2 940	23	2 963	1 004	0	1 004
	2019/20	4	2 687	23	2 710	1 390	0	1 390
Sha Tin	2016/17	39	555	0	555	62	0	62
	2017/18	16	602	0	602	84	0	84
	2018/19	3	630	0	630	137	0	137
	2019/20	2	583	0	583	184	0	184
Yuen Long	2016/17	1 723	4 207	26	4 233	391	0	391
	2017/18	802	4 627	36	4 663	470	1	471
	2018/19	185	4 605	62	4 667	796	0	796
	2019/20	95	3 909	42	3 951	1 148	0	1 148
Tuen Mun	2016/17	1 257	2 763	0	2 763	157	0	157
	2017/18	624	2 865	0	2 865	256	2	258
	2018/19	130	3 052	0	3 052	489	0	489
	2019/20	55	2 450	3	2 453	890	2	892

District	School Year	Kindergartens (including Kindergarten- cum-Child Care Centres)	Primary Schools			Secondary Schools		
			Public & DSS Schools	Private Schools#	All Sectors	Public & DSS Schools	Private Schools#	All Sectors
Tsuen Wan & Kwai Tsing	2016/17	85	215	0	215	0	0	0
	2017/18	40	466	0	466	0	0	0
	2018/19	9	505	0	505	3	0	3
	2019/20	5	396	0	396	3	0	3
Tung Chung	2016/17	60	200	0	200	0	0	0
	2017/18	37	381	0	381	1	0	1
	2018/19	4	424	0	424	14	0	14
	2019/20	0	442	0	442	41	0	41
Wan Tai Sin	2016/17	0	270	0	270	1	0	1
	2017/18	0	384	0	384	0	0	0
	2018/19	0	364	0	364	1	0	1
	2019/20	0	315	1	316	2	0	2
Total	2016/17	7 846	17 432	26	17 458	3 354	1	3 355
	2017/18	4 610	19 170	45	19 215	4 081	3	4 084
	2018/19	2 031	20 103	85	20 188	5 567	0	5 567
	2019/20	1 479	17 905	69	17 974	7 600	2	7 602

Notes: # Include international schools and Private Independent Schools

- (1) 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. Figures refer to the position as at September of the respective school years.
- (2) With the implementation of the zero-quota policy for doubly non-permanent resident pregnant women in early 2013, the number of CBS enrolled in kindergartens (including kindergarten-cum-child care centres) and Primary One classes has significantly decreased since the 2016/17 and 2019/20 school years respectively.
- (3) All kindergartens (including kindergarten-cum-child care centres) are private schools. As regards primary and secondary schools, since some districts have only a few or even no schools of a particular type, schools are grouped under only two main categories, namely "Public sector and Direct Subsidy Scheme (DSS) schools" and "Private schools (including international schools and Private Independent Schools)" to avoid showing the enrolment situation of individual schools.

**Number of Students Studying in Kindergartens (including Kindergarten-cum-Child Care Centres),  
Primary and Secondary Schools in Hong Kong but Residing in the Mainland by District and Sector in the 2020/21 School Year**

District	Kindergartens (including Kindergarten-cum- Child Care Centres)	Primary Schools			Secondary Schools		
		Public & DSS Schools	Private Schools#	All Sectors	Public & DSS Schools	Private Schools#	All Sectors
North	1 306	6 474	0	6 474	4 371	0	4 371
Tai Po	41	2 330	26	2 356	1 648	0	1 648
Sha Tin	50	445	4	449	258	2	260
Yuen Long	159	2 858	59	2 917	1 615	2	1 617
Tuen Mun	82	1 723	45	1 768	1 159	42	1 201
Tsuen Wan & Kwai Tsing	115	378	0	378	9	0	9
Islands	7	417	0	417	86	0	86
Wong Tai Sin	42	324	0	324	21	0	21
Kowloon City	116	48	4	52	23	2	25
Sham Shui Po	73	40	2	42	10	6	16
Kwun Tong	65	30	0	30	19	0	19
Yau Tsim Mong	54	34	14	48	6	2	8
Sai Kung	26	24	0	24	7	1	8
Eastern	63	29	22	51	18	7	25
Southern	11	14	0	14	39	0	39
Wan Chai	18	20	0	20	1	0	1
Central & Western	15	9	0	9	1	0	1
All Districts	2 243	15 197	176	15 373	9 291	64	9 355



Notes: # Include international schools and Private Independent Schools

- (1) Figures are based on the survey on the number of students studying in schools in Hong Kong but residing in the Mainland conducted via schools in October 2020. Having regard to the COVID-19 epidemic situation and the anti-epidemic measures in Hong Kong and the Mainland, some CBS are temporarily staying with their relatives or friends in Hong Kong to attend face-to-face classes in schools, while some CBS who used to stay in Hong Kong on school days have returned to the Mainland since the beginning of the 2020/21 school year in response to the development of the epidemic and the anti-epidemic measures of the two places, and sustained learning at home through various learning modes (including e-learning). As such, the figures collected do not represent the number of CBS travelling daily across the boundary and are not directly comparable to the number of CBS set out in [Annex 2\(a\)](#).
- (2) All kindergartens (including kindergarten-cum-child care centres) are private schools. As regards primary and secondary schools, since some districts have only a few or even no schools of a particular type, schools are grouped under only two main categories, namely “Public sector and Direct Subsidy Scheme (DSS) schools” and “Private schools (including international schools and Private Independent Schools)” to avoid showing the enrolment situation of individual schools.

**Number of Newly Admitted Students from the Mainland in Primary and Secondary Schools  
by District from the 2016/17 to 2020/21 School Years**

District	Primary Schools					Secondary Schools				
	2016/17	2017/18	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2019/20	2020/21
Central & Western	47	45	70	77	32	24	52	39	28	2
Wan Chai	36	28	44	67	20	57	86	49	49	16
Eastern	139	155	194	163	94	246	173	84	100	18
Southern	67	73	80	58	51	61	56	42	58	21
Yau Tsim Mong	216	242	327	309	167	274	301	196	215	46
Sham Shui Po	368	348	523	562	275	346	360	245	212	33
Kowloon City	186	192	310	275	160	197	223	162	119	24
Wong Tai Sin	248	270	361	304	203	258	255	191	155	40
Kwun Tong	429	501	637	618	322	451	479	292	270	97
Sai Kung	123	121	136	119	61	156	171	67	64	13
Sha Tin	313	279	383	337	169	365	300	164	134	49
Tai Po	201	218	337	289	116	276	270	146	132	41
North	300	323	505	573	388	184	118	157	143	27
Yuen Long	471	476	601	568	310	274	278	174	170	51
Tuen Mun	215	242	354	312	163	218	192	136	132	39
Tsuen Wan	277	268	360	326	180	209	215	121	129	40
Kwai Tsing	361	369	440	317	211	215	248	181	195	32
Islands	42	52	78	71	53	21	27	31	35	7
All Districts	4 039	4 202	5 740	5 345	2 975	3 832	3 804	2 477	2 340	596

- Notes: (1) Figures generally refer to the position as at September of the respective school years, except as at October for the 2020/21 school year. Such students were newly admitted during the 12-month period from October of the preceding year to September of the specified year.
- (2) Figures refer to newly admitted students from the Mainland who entered Hong Kong on a One-way Permit.
- (3) Figures for primary schools exclude special schools and international schools.

- (4) Figures for secondary schools exclude special schools, international schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses.
- (5) School districts are delineated by the District Council districts of the school premises. The districts for schools with decanting premises are based on the District Council districts of the original premises.
- (6) Figures for the 2020/21 school year are provisional and subject to revision.
- (7) The number of children from the Mainland newly admitted to primary/secondary schools in the 2020/21 school year was significantly smaller than before, probably attributed to the COVID-19 epidemic.

**Numbers of Non-Chinese Speaking (NCS) Students in Kindergartens by District and Type of Kindergartens  
from the 2016/17 to 2020/21 School Years**

District	2016/17			2017/18			2018/19			2019/20			2020/21		
	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	802	388	1 190	744	411	1 155	801	462	1 263	777	596	1 373	798	553	1 351
Wan Chai	827	652	1 479	800	649	1 449	799	626	1 425	776	632	1 408	756	565	1 321
Eastern	521	357	878	558	343	901	574	348	922	548	374	922	548	374	922
Southern	650	582	1 232	619	634	1 253	912	533	1 445	806	395	1 201	827	339	1 166
Yau Tsim Mong	663	234	897	689	286	975	716	307	1 023	531	286	817	558	356	914
Sham Shui Po	356	9	365	412	4	416	423	19	442	614	13	627	614	6	620
Kowloon City	715	457	1 172	732	445	1 177	678	458	1 136	647	475	1 122	666	370	1 036
Wong Tai Sin	114	3	117	117	0	117	111	0	111	129	0	129	117	0	117
Kwun Tong	180	31	211	194	21	215	180	20	200	190	23	213	220	15	235
Sai Kung	530	199	729	569	194	763	712	164	876	678	255	933	681	294	975
Sha Tin	494	49	543	382	55	437	503	55	558	393	48	441	441	31	472
Tai Po	82	23	105	104	36	140	151	33	184	157	39	196	146	16	162
North	25	3	28	32	5	37	36	3	39	51	0	51	53	0	53
Yuen Long	629	40	669	669	59	728	693	48	741	785	69	854	819	47	866
Tuen Mun	242	45	287	282	45	327	295	35	330	297	32	329	304	20	324
Tsuen Wan	115	16	131	146	8	154	122	13	135	157	14	171	165	3	168
Kwai Tsing	628	0	628	682	2	684	647	3	650	656	2	658	667	1	668
Islands	1 009	570	1 579	1 053	428	1 481	1 043	445	1 488	1 083	428	1 511	1 047	278	1 325
All Districts	8 582	3 658	12 240	8 784	3 625	12 409	9 396	3 572	12 968	9 275	3 681	12 956	9 427	3 268	12 695

## Notes:

- (1) Figures generally refer to the position as at mid-September of the respective school years, except as at mid-October for the 2020/21 school year.
- (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 premises.
- (4) Figures include students whose ethnicity is Chinese but who are NCS based on the spoken language at home.

**Numbers of Non-Chinese Speaking (NCS) Students in Public Sector and Direct Subsidy Scheme  
Primary and Secondary Schools by District from the 2016/17 to 2020/21 School Years**

District	Primary Schools					Secondary Schools				
	2016/17	2017/18	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2019/20	2020/21
Central & Western	631	656	695	687	659	144	174	185	201	198
Wan Chai	998	1 034	1 075	1 089	1 127	695	763	799	839	853
Eastern	200	211	230	248	253	592	619	664	744	786
Southern	37	44	44	40	44	102	136	145	171	219
Yau Tsim Mong	1 092	1 121	1 156	1 150	1 086	767	719	712	704	738
Sham Shui Po	851	886	893	933	933	1 631	1 757	1 797	1 833	1 947
Kowloon City	410	394	373	369	392	314	325	339	360	342
Wong Tai Sin	266	307	324	326	307	56	79	86	99	112
Kwun Tong	804	814	804	800	806	1 030	995	952	961	955
Sai Kung	222	244	265	287	328	460	524	535	560	520
Sha Tin	130	131	119	113	125	425	365	309	272	296
Tai Po	106	115	109	96	101	58	62	77	87	111
North	22	26	29	47	53	7	7	5	4	6
Yuen Long	912	957	988	1 058	1 146	502	583	624	681	708
Tuen Mun	696	696	708	699	679	937	959	918	917	899
Tsuen Wan	64	75	84	114	146	60	60	66	54	57
Kwai Tsing	924	945	959	935	966	212	243	247	247	297
Islands	901	966	994	1 060	1 111	979	1 013	1 021	1 062	1 062
All Districts	9 266	9 622	9 849	10 051	10 262	8 971	9 383	9 481	9 796	10 106

- Notes: (1) Figures generally refer to the position as at mid-September of the respective school years, except as at mid-October for the 2020/21 school year.  
(2) Figures exclude 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.  
(4) Figures include students whose ethnicity is Chinese but who are NCS based on the spoken language at home.

**Number of Students with Special Educational Needs (SEN)  
in Public Sector Ordinary Schools and Direct Subsidy Scheme (DSS) Schools  
from the 2016/17 to 2020/21 School Years\***

School Year	Public Sector Ordinary School		DSS School #	
	Primary	Secondary	Primary	Secondary
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
2020/21	28 650	27 990	440	3 850

Notes: \* Since the provision of support services for students with SEN is not related to the district where they live or study, we do not compile respective statistics.

# Starting from the 2019/20 school year, the provision of Learning Support Grant (LSG) to DSS schools has been 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 statistics relating to the numbers of students concerned.

**Number of Students with Special Educational Needs (SEN)  
in Private Independent Schools (PIS) and International Schools  
from the 2016/17 to 2020/21 School Years\***

School Year	PIS		English Schools Foundation (ESF)		Other Private International School		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
2016/17	172	231	245	565	323	179	740	975
2017/18	183	234	439#	422#	404	284	1 026	940
2018/19	177	291	365	458	482	348	1 024	1 097
2019/20	230	301	354	463	561	403	1 145	1 167
2020/21	215	265	340	508	479	423	1 034	1 196

Notes: (1) Figures generally refer to the position as at mid-September of the respective school years, except for those in the 2020/21 school year which refer to the position as at mid-October.

(2) Statistics cover students with SEN under integrated classes/special classes/special schools in PIS, the ESF schools and other private international schools as reported by the schools concerned in response to the annual Student Enrolment Survey. They, however, are not exhaustive as some schools did not respond to the Survey in this respect.

\* Since the number of students with SEN is relatively small, we do not provide the breakdown of number by district to avoid providing misleading information.

# 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 2016/17 to 2020/21 School Years**

School Year	Expenditure (\$ million)				
	2016/17	2017/18	2018/19	2019/20	2020/21
Initiation Programme	24.1	27.1	26.2	22.1	19.6
Induction Programme	2.8	2.6	2	2	0.5
School-based Support Scheme Grant	38.1	30.8	26.8	21.7	30.3
<b>Total</b>	<b>65</b>	<b>60.5</b>	<b>55</b>	<b>45.8</b>	<b>50.4</b>

Note: Figures for the 2020/21 school year are provisional and subject to revision.

**Educational Support Measures for Non-Chinese Speaking (NCS) Students from the 2016/17 to 2020/21 School Years**

Support Measures	Actual Expenditure (\$ million) (Note 1)				Revised Estimate (\$ million) (Note 1)
	2016/17 School Year	2017/18 School Year	2018/19 School Year	2019/20 School Year	2020/21 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"), support for NCS students' learning of Chinese, as well as the creation of an inclusive learning environment in schools. Schools with a relatively small number of NCS students might also apply for funding to provide after-school support for NCS students' learning of Chinese. Starting from the 2020/21 school year, all schools admitting a relatively small number of NCS students are provided with a new two-tiered subsidy with increased amount of additional funding.	245.1	259.1	271.0	282.4	358.1
Development of the Learning Framework and the supporting learning and teaching materials	3.0	3.0	3.0	3.0	3.0
Training programmes for Chinese Language teachers teaching NCS students	(Note 2)	(Note 2)	(Note 2)	(Note 2)	(Note 2)
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 Chinese, 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 supporting NCS students' learning of Chinese	3.9	4.7	3.4	2.1	4.3



Support Measures	Actual Expenditure (\$ million) (Note 1)				Revised Estimate (\$ million) (Note 1)
	2016/17 School Year	2017/18 School Year	2018/19 School Year	2019/20 School Year	2020/21 School Year
Summer Bridging Programme for NCS students in primary schools. Parents of NCS students can accompany their children, with a view to enhancing their exposure to and use of Chinese and hence the support for their children.	2.6	2.3	2.1	2.0	0.3
Student grant for Applied Learning Chinese (for NCS students)	6.7	7.4	6.6	6.0	6.4
Subsidising eligible school candidates entering for the examinations under the General Certificate of Secondary Education (GCSE) (Chinese), the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary Level and Advanced Level, 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 Diploma of Secondary Education Examination (HKDSE)	2.6	2.9	4.2 (Note 3)	5.1 (Note 3)	6.7 (Note 3)
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. The measure has been implemented starting from the 2019/20 school year.	-	-	-	28.1	30.4
Secondary schools admitting NCS students were provided with additional resources to support their NCS students in using Chinese to learn Chinese History. The measure was implemented in the 2018/19 and 2019/20 school years.	-	-	12.7 (Note 4)	13.3 (Note 4)	-

Support Measures	Actual Expenditure (\$ million) (Note 1)				Revised Estimate (\$ million) (Note 1)
	2016/17 School Year	2017/18 School Year	2018/19 School Year	2019/20 School Year	2020/21 School Year
Enhancing parent education to encourage parents of NCS students to arrange for their children to study in local kindergartens (KGs), and strengthen communication with schools. Providing a series of parent education programmes for parents of NCS students 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 measure has been implemented starting from the 2020/21 school year.	-	-	-	-	2.0 (Note 5)
District-based programmes organised in collaboration with non-governmental organisations under the Language Fund to motivate NCS children to learn Chinese through activities such as games and creative art	1.2	1.7	3.7	0.6	1.0
Providing school-based professional support services for KGs admitting NCS students:					
(a) Under the University-School Support Programmes financed by the Education Development Fund, 2 projects were carried out 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.	8.3 (Note 6)	2.9 (Note 6)	5.5 (Note 6)	-	-
(b) 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. The measure has been implemented starting from the 2019/20 school year.	-	-	-	1.7 (Note 6)	6.7 (Note 6)

Support Measures	Actual Expenditure (\$ million) (Note 1)				Revised Estimate (\$ million) (Note 1)
	2016/17 School Year	2017/18 School Year	2018/19 School Year	2019/20 School Year	2020/21 School Year
With the implementation of the new KG education policy from the 2017/18 school year:					
(a) A grant comparable to the mid-point salary of the salary range of a KG teacher was provided to KGs admitting 8 or more NCS children for supporting NCS children. The measure was implemented in the 2017/18 and 2018/19 school years.	-	54.0	57.1	-	-
(b) The subsidy for KGs admitting NCS children has been enhanced with a 5-tiered subsidy which is provided based on the number of NCS children admitted, replacing the flat-rate subsidy for KGs admitting 8 or more NCS children. The measure has been implemented starting from the 2019/20 school year.	-	-	-	111.9	116.7
(c) Specific training courses on supporting NCS children have been provided for KG teachers.	-	1.4	2.0 (Note 7)	0.05 (Note 7) & (Note 8)	3.0 (Note7)

Notes:

1. The expenditure incurred by the measures excludes the manpower resources and administrative expenses of different sections under the Education Bureau (EDB). The relevant expenses have been subsumed under EDB's overall expenditure and/or different funds, and a breakdown of expenditure by item is not available.
2. The programmes have been subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.
3. With the Government paying the examination fees for school candidates of the 2019, 2020 and 2021 HKDSE, the "subsidised examination fee" for eligible NCS students entering for the non-local Chinese Language examinations concerned in the 2018/19, 2019/20 and 2020/21 school years is waived accordingly.
4. EDB has provided all public sector secondary schools and Direct Subsidy Scheme secondary schools with junior secondary NCS students pursuing the local curriculum in the 2018/19 and 2019/20 school years with a non-recurrent grant totalling about \$26 million to support their NCS students in using Chinese to learn Chinese History at the junior secondary level. Due to the impact of the COVID-19 epidemic, EDB has extended the period in which the grant may be used by one year. In the 2020/21 school year, schools which have received the grant can continue to make use of the unspent balance until 31 August 2021.
5. The initiative will involve non-recurrent funding totalling about \$15 million over 5 years.
6. As the services are provided in both KGs and primary schools, a breakdown of expenditure by KG and by primary school is not available.
7. 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 children. The expenditure on the supply teacher grant has been included in the actual and estimated expenditure for these training courses.
8. Due to the impact of the COVID-19 epidemic, most of the courses originally scheduled for the 2019/20 school year have to be postponed to the 2020/21 school year. Since the payment for courses run as scheduled will also be made in the 2020/21 school year, the actual expenditure for the 2019/20 school year only includes the expense for the supply teacher grant.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB015**

**(Question Serial No. 2717)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (1) Director of Bureau's Office, (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

- (a) Please provide information on the names, contents, target participants, number of participants, manpower and expenditures of the cross-boundary projects or programmes in which the Education Bureau (EDB) collaborated/will collaborate with Mainland departments or was involved/will be involved in the school years from 2016/17 to 2020/21 and in the coming school year.
- (b) In regard to these projects or programmes, please provide information on the names of Mainland departments or organisations involved, names of local organisations commissioned, total amount of subsidy, duration and progress, and advise whether the projects or programmes have been publicised (if yes, of the details made public).

Asked by: Hon CHAN Pierre (LegCo internal reference no.: 98)

Reply:

Information on the collaborative projects/programmes with direct involvement of both the EDB and Mainland departments from the 2017/18 to 2021/22 school years is at **Annex**.

**Cross-boundary projects or programmes with collaboration between the EDB and Mainland departments  
from the 2017/18 to 2021/22 school years**

**2017/18**

<b>Project/ Programme</b>	<b>Details</b>	<b>Mainland department/ organisation involved</b>	<b>Duration and progress</b>	<b>Has the project/ programme been publicised and what are the details?</b>	<b>Local organisation commissioned</b>	<b>Target participants</b>	<b>No. of participants</b>	<b>Total amount of subsidy (\$ million)</b>	<b>Manpower* and expenditure involved (\$ million)</b>
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	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, and details of the Programme were reported to the Panel on Education of the Legislative Council.	NA	Secondary schools, primary schools and kindergartens	The EDB did not collect or keep statistics on the number of teacher participants.	NA	17.7
Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	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 Scheme were announced to schools via school circular, and details of the Scheme were reported to the Panel on Education of the Legislative Council.	NA	English teachers in secondary schools and primary schools	The EDB did not collect or keep statistics on the number of teacher participants.	NA	0.5

Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants	Total amount of subsidy (\$ million)	Manpower* and expenditure 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>While sister schools formulate their own exchange programmes, the EDB commissions service providers to offer professional support and advice to schools and 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 secondary schools, primary schools and special schools to invite 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>	All secondary schools, primary schools and special schools in Hong Kong	The EDB and service providers offered support to schools, and did not collect statistics on the number of participants.	A fixed grant of \$120,000 for each participating school	<p>Commissioned service involved: 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 annual 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	Students	80	NA	0.6

<b>Project/ Programme</b>	<b>Details</b>	<b>Mainland department/ organisation involved</b>	<b>Duration and progress</b>	<b>Has the project/ programme been publicised and what are the details?</b>	<b>Local organisation commissioned</b>	<b>Target participants</b>	<b>No. of participants</b>	<b>Total amount of subsidy (\$ million)</b>	<b>Manpower* and expenditure involved (\$ million)</b>
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	Students	430	NA	2.0
Beijing Professional Exchange Tour of the National Day Delegation from the Education Sector of Hong Kong	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional exchange.	Ministry of Education	Completed	Letters were issued to invite education workers to join the Programme.	Yazhou Travel Service Limited	Principals and teachers	100	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	Primary school principals	20	NA	0.25



Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants	Total amount of subsidy (\$ million)	Manpower* and expenditure involved (\$ million)
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	Principals of secondary schools and special schools	47	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 secondary schools and primary 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	Principals of secondary schools, primary schools and special schools	14	NA	0.35
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	Principals of secondary schools, primary schools, kindergartens and special schools	110	NA	0.34

Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants	Total amount of subsidy (\$ million)	Manpower* and expenditure 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	Completed	The Programme was announced through the Training Calendar System of the EDB to invite applications from Putonghua teachers.	NA	Chinese and Putonghua teachers in secondary schools and primary schools	28	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	English teachers in primary schools in Guangdong Province	40	NA	1.15

Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants	Total amount of subsidy (\$ million)	Manpower* and expenditure 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 (HKDSE) examination results, thus exempting them from taking the Joint Entrance Examination for Universities on 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 ongoing initiative.	The EDB issued press releases and organised the Mainland Higher Education Expo for promoting the Scheme.	NA	2017 HKDSE graduates	No. of applicants: 2 568  No. of admissions: 1 295	NA	4.1

Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants	Total amount of subsidy (\$ million)	Manpower* and expenditure involved (\$ million)
Mainland University Study Subsidy Scheme (MUSSS)	The MUSSS aims at supporting eligible Hong Kong students to pursue undergraduate studies on the Mainland.	Ministry of Education and Mainland higher education institutions	The MUSSS was launched in the 2014/15 academic year. It is an ongoing 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	Hong Kong students pursuing undergraduate studies on the Mainland	3 056	35.0 subsidising students to pursue studies in Mainland universities (subsumed under “Manpower and expenditure involved”)	37.0
Mainland-Hong Kong Curriculum Exchange Meeting	The Exchange 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 11th Exchange Meeting was held in April 2018.	Details were reported in the meeting of the Curriculum Development Council (CDC), and the announcement about the successful completion of the Exchange Meeting was made on the CDC website.	Yazhou Travel Service Limited	The Exchange Meeting was for professional exchange on curriculum development. Participants mainly included members from the CDC and its related committees, and their counterparts in the Mainland.	57	NA	0.14

Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants	Total amount of subsidy (\$ million)	Manpower* and expenditure involved (\$ million)
Zhejiang-Hong Kong Exchange Activities <sup>&gt;</sup>	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	EDB personnel, principals and teachers	20	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 secondary schools and primary school teachers.	NA	Secondary school and primary school teachers	30	NA	NA (expenditure was borne by the Ministry of Education)

\* Manpower is subsumed under the departmental expenditure of the EDB.

<sup>^</sup> 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.

<sup>></sup> Zhejiang-Hong Kong Exchange Activities were a one-off programme in the 2017/18 school year.

**2018/19**

<b>Project/ Programme</b>	<b>Details</b>	<b>Mainland department/ organisation involved</b>	<b>Duration and progress</b>	<b>Has the project/ programme been publicised and what are the details?</b>	<b>Local organisation commissioned</b>	<b>Target participants</b>	<b>No. of participants</b>	<b>Total amount of subsidy (\$ million)</b>	<b>Manpower* and expenditure involved (\$ million)</b>
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	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, and details of the Programme were reported to the Panel on Education of the Legislative Council.	NA	Secondary schools, primary schools and kindergartens	The EDB did not collect or keep statistics on the number of teacher participants.	NA	17.4
Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	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 Scheme were announced to schools via school circular, and details of the Scheme were reported to the Panel on Education of the Legislative Council.	NA	English teachers in secondary schools and primary schools	The EDB did not collect or keep statistics on the number of teacher participants.	NA	0.7

Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants	Total amount of subsidy (\$ million)	Manpower* and expenditure 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>While sister schools formulate their own exchange programmes, the EDB commissions service providers to offer professional support and advice to schools and 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 (if necessary)</p>	Completed	<p>Letters were issued to all Hong Kong secondary schools, primary schools and special schools to invite 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>	All secondary schools, primary schools and special schools in Hong Kong	The EDB and service providers offered support to schools, and did not collect statistics on the number of participants.	A recurrent subsidy of \$150,000 for each participating school	<p>Commissioned service involved: 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 annual 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	Students	130	NA	1.0

Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants	Total amount of subsidy (\$ million)	Manpower* and expenditure involved (\$ million)
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	Students	430	NA	2.0
Beijing Professional Exchange Tour of the National Day Delegation from the Education Sector of Hong Kong	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional exchange.	Ministry of Education	Completed	Letters were issued to invite education workers to join the Programme.	Yazhou Travel Service Limited	Principals and teachers	100	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	Primary school principals	28	NA	0.34



Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants	Total amount of subsidy (\$ million)	Manpower* and expenditure involved (\$ million)
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	Principals of secondary schools and special schools	51	NA	0.62
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.	Shanghai Municipal Education Commission	Completed	The Programme was announced through the Training Calendar System of the EDB to invite principals of secondary schools and primary schools to participate.	Commissioned service provider of the Programme: Hong Kong- Beijing Tourist Agency Limited	Principals of secondary schools, primary schools and special schools	8	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	Principals of secondary schools, primary schools, kindergartens and special schools	70	NA	NA (expenditure was borne by Shenzhen Education Bureau)

<b>Project/ Programme</b>	<b>Details</b>	<b>Mainland department/ organisation involved</b>	<b>Duration and progress</b>	<b>Has the project/ programme been publicised and what are the details?</b>	<b>Local organisation commissioned</b>	<b>Target participants</b>	<b>No. of participants</b>	<b>Total amount of subsidy (\$ million)</b>	<b>Manpower* and expenditure involved (\$ million)</b>
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	Chinese and Putonghua teachers in secondary schools and primary schools	22	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	Completed	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.	English teachers in secondary schools in Guangdong Province	40	NA	1.20

Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants	Total amount of subsidy (\$ million)	Manpower* and expenditure 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 HKDSE examination results, thus exempting them from taking the Joint Entrance Examination for Universities on 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 ongoing initiative.	The EDB issued press releases and organised the Mainland Higher Education Expo for promoting the Scheme.	NA	2018 HKDSE graduates	No. of applicants: 3 216  No. of admissions: 1 556	NA	4.1

Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants	Total amount of subsidy (\$ million)	Manpower* and expenditure involved (\$ million)
Mainland University Study Subsidy Scheme (MUSSS)	The MUSSS aims at supporting eligible Hong Kong students to pursue undergraduate studies on the Mainland.	Ministry of Education and Mainland higher education institutions	The MUSSS was launched in the 2014/15 academic year. It is an ongoing 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	Hong Kong students pursuing undergraduate studies on the Mainland	3 147	40.0 subsidising students to pursue studies in Mainland universities (subsumed under “Manpower and expenditure involved”)	42.0

Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants	Total amount of subsidy (\$ million)	Manpower* and expenditure involved (\$ million)
Mainland-Hong Kong Curriculum Exchange Meeting	The Exchange 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 Exchange Meeting was postponed to the 2020/21 school year.	Details were reported in the CDC meeting.	NA	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	Completed	The course was announced through the Training Calendar System of the EDB to invite applications from secondary school and primary school teachers.	NA	Secondary and primary school teachers	23	NA	NA (expenditure was borne by the Ministry of Education)

Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants	Total amount of subsidy (\$ million)	Manpower* and expenditure involved (\$ million)
Exchange Programme between Teachers from Hong Kong Government Schools and Beijing <sup>=</sup>	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	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	Principals, vice-principals and teachers of Hong Kong government schools	27 (including 1 EDB representative)	NA	0.16
Study Tour to Guangxi for Teachers in Hong Kong Government Schools <sup>&gt;</sup>	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	Principals, vice-principals and teachers of Hong Kong government schools	153 (including 4 EDB representatives)	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.

= Exchange Programme between Teachers from Hong Kong Government Schools and Beijing was an exchange visit programme between Hong Kong government schools and schools in Haidian District, Beijing. Teachers of Hong Kong government schools visited Haidian District, Beijing in the 2018/19 school year.

> Study Tour to Guangxi for Teachers in Hong Kong Government Schools was a one-off programme in the 2018/19 school year.

**2019/20**

<b>Project/ Programme</b>	<b>Details</b>	<b>Mainland department/ organisation involved</b>	<b>Duration and progress</b>	<b>Has the project/ programme been publicised and what are the details?</b>	<b>Local organisation commissioned</b>	<b>Target participants</b>	<b>No. of participants</b>	<b>Total amount of subsidy (\$ million)</b>	<b>Manpower* and expenditure involved (\$ million)</b>
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	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.	NA	Secondary schools, primary schools and kindergartens	The EDB did not collect or keep statistics on the number of teacher participants.	NA	14.2
Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	On-site professional development and exchange activities with the Mainland teachers serving in schools in Guangdong	Department of Education, Guangdong Province	The Scheme was cancelled due to the COVID-19 epidemic.	NA	NA	NA	NA	NA	NA

Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants	Total amount of subsidy (\$ million)	Manpower* and expenditure 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>While sister schools formulate their own exchange programmes, the EDB commissions service provider to offer professional support and advice to schools and 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 (if necessary)</p>	Completed	<p>Letters were issued to all Hong Kong secondary schools, primary schools and special schools to invite 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>	Hong Kong Federation of Education Workers	All secondary schools, primary schools and special schools in Hong Kong	The EDB and service provider offered support to schools, and did not collect statistics on the number of participants.	A recurrent subsidy of around \$155,000 for each participating school	<p>Commissioned service involved: 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 annual 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, originally scheduled for July 2020, was cancelled due to the COVID-19 epidemic.	NA	NA	NA	NA	NA	NA



Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants	Total amount of subsidy (\$ million)	Manpower* and expenditure involved (\$ million)
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	Students	190	NA	0.9
Beijing Professional Exchange Tour of the National Day Delegation from the Education Sector of Hong Kong	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional exchange.	Ministry of Education	Completed	Letters were issued to invite education workers to join the Programme.	Yazhou Travel Service Limited	Principals and teachers	90	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 COVID-19 epidemic.	The Programme was announced through the Training Calendar System of the EDB to invite applications from primary school principals.	NA	NA	NA	NA	NA

Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants	Total amount of subsidy (\$ million)	Manpower* and expenditure involved (\$ million)
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 COVID-19 epidemic.	The Programme was announced through the Training Calendar System of the EDB to invite applications from secondary school principals.	NA	NA	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	Principals of secondary schools, primary schools, kindergartens, and special schools	88	NA	0.18
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	Chinese and Putonghua teachers in secondary schools and primary schools	25	NA	0.14

Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants	Total amount of subsidy (\$ million)	Manpower* and expenditure involved (\$ million)
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 cancelled due to the COVID-19 epidemic.	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.	NA	NA	NA	NA	NA
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 HKDSE examination results, thus exempting them from taking the Joint Entrance Examination for Universities on 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 ongoing initiative.	The EDB issued press releases and school notices to promote the Scheme.#	NA	2019 HKDSE graduates	No. of applicants: 3 511  No. of admissions: 1 784	NA	0

Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants	Total amount of subsidy (\$ million)	Manpower* and expenditure involved (\$ million)
Mainland University Study Subsidy Scheme (MUSSS)	The MUSSS aims at supporting eligible Hong Kong students to pursue undergraduate studies on the Mainland.	Ministry of Education and Mainland higher education institutions	The MUSSS was launched in the 2014/15 academic year. It is an ongoing 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	Hong Kong students pursuing undergraduate studies on the Mainland	3 218	41.0 subsidising students to pursue studies in Mainland universities (subsumed under “Manpower and expenditure involved”)	43.0
Putonghua Course for Primary and Secondary School Teachers	The course aims at enhancing the Putonghua proficiency of teachers.	Ministry of Education	The course was conducted in the form of online learning in November and December 2020.	The course was announced through the Training Calendar System of the EDB to invite applications from secondary school and primary school teachers.	NA	Secondary school and primary school teachers	40	NA	NA (expenditure was borne by the Ministry of Education)

\* Manpower is subsumed under the departmental expenditure of the EDB.

# The Mainland Higher Education Expo for the 2019/20 academic year was eventually cancelled in view of social events and the epidemic that followed.

**2020/21**

<b>Project/ Programme</b>	<b>Details</b>	<b>Mainland department/ organisation involved</b>	<b>Duration and progress</b>	<b>Has the project/ programme been publicised and what are the details?</b>	<b>Local organisation commissioned</b>	<b>Target participants</b>	<b>No. of participants</b>	<b>Total amount of subsidy (\$ million)</b>	<b>Manpower* and expenditure involved (\$ million)</b>
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	On-site professional development and exchange activities in Hong Kong	Ministry of Education  Department of Education, Guangdong Province	In progress	The content and purpose of the Programme were announced to schools via school circular.	NA	Secondary schools, primary schools and kindergartens	The EDB does not collect or keep statistics on the number of teacher participants.	NA	16.1
Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	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	In progress	The content and purpose of the Scheme were announced to schools via school circular.	NA	English teachers in primary schools	The EDB does not collect or keep statistics on the number of teacher participants.	NA	0.2

Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants	Total amount of subsidy (\$ million)	Manpower* and expenditure 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>While sister schools formulate their own exchange programmes, the EDB commissions service provider to offer professional support and advice to schools and 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 (if necessary)</p>	Activities of the year are ongoing.	<p>Letters will be issued to all Hong Kong secondary schools, primary schools and special schools to invite 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	All secondary schools, primary schools and special schools in Hong Kong	The EDB and service provider offer support to schools, and do not collect statistics on the number of participants.	A recurrent subsidy of around \$156,000 for each participating school	<p>Commissioned service involved: 0.39</p> <p>Contract sum for other ad-hoc exchange activities aimed at networking sister schools: 0.17</p>
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The annual 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 (subject to the development of the epidemic).	Schools will be invited to nominate student and teacher participants via school circular.	Details to be confirmed	Students	80**	NA	0.6

Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants	Total amount of subsidy (\$ million)	Manpower* and expenditure involved (\$ million)
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 was scheduled for December 2020 and April 2021. The former was cancelled due to the COVID-19 epidemic, while the latter may be postponed to July (subject to the development of the epidemic).	Schools will be invited to nominate student and teacher participants via school circular.	Details to be confirmed	Students	80**	NA	0.4
Beijing Professional Exchange Tour of the National Day Delegation from the Education Sector of Hong Kong <sup>c</sup>	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional exchange.	Ministry of Education	The Programme, originally scheduled for September 2020, was cancelled due to the COVID-19 epidemic.	Letters were issued to invite education workers to join the Programme.	NA	NA	NA	NA	NA
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 COVID-19 epidemic.	The Programme was announced through the Training Calendar System of the EDB to invite applications from primary school principals.	NA	NA	NA	NA	NA

Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants	Total amount of subsidy (\$ million)	Manpower* and expenditure involved (\$ million)
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 COVID-19 epidemic.	The Programme was announced through the Training Calendar System of the EDB to invite applications from secondary school principals.	NA	NA	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.	NA	Principals of secondary schools, primary schools, kindergartens and special schools	56	NA	NA (expenditure was borne by Shenzhen Education Bureau)
Guangdong-Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for Hong Kong Teachers	The Programme aims at enhancing Putonghua teachers' knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong.	Department of Education, Guangdong Province	The Programme was cancelled due to the COVID-19 epidemic.	The Programme was announced through the Training Calendar System of the EDB to invite applications from Putonghua teachers.	NA	NA	NA	NA	NA



Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants	Total amount of subsidy (\$ million)	Manpower* and expenditure involved (\$ million)
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 cancelled due to the COVID-19 epidemic.	The Programme is not announced in Hong Kong as only Guangdong English teachers are involved.	NA	NA	NA	NA	NA
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 HKDSE examination results, thus exempting them from taking the Joint Entrance Examination for Universities on the Mainland. In the 2020/21 academic year, 122 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 ongoing initiative.	The EDB issued press releases and organised the Virtual Mainland Higher Education Expo to promote the Scheme.	NA	2020 HKDSE graduates	No. of applicants: 3 993  No. of admissions: 2 026	NA	2.4

Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants	Total amount of subsidy (\$ million)	Manpower* and expenditure involved (\$ million)
Mainland University Study Subsidy Scheme (MUSSS)	The MUSSS aims at supporting eligible Hong Kong students to pursue undergraduate studies on the Mainland.	Ministry of Education and Mainland higher education institutions	The MUSSS was launched in the 2014/15 academic year. It is an ongoing initiative. Both the means-tested subsidy and non-means-tested subsidy continue to be provided in the 2020/21 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	Hong Kong students pursuing undergraduate studies on the Mainland	Around 3 900**	51.0 subsidising students to pursue studies in Mainland universities (subsumed under “Manpower and expenditure involved”)	53.0
Putonghua Course for Primary and Secondary School Teachers	The course aims at enhancing the Putonghua proficiency of teachers.	Ministry of Education	The course was conducted in the form of online learning in November and December 2020.	The course was announced through the Training Calendar System of the EDB to invite applications from secondary school and primary school teachers.	NA	Secondary school and primary school teachers	40**	NA	NA (expenditure was borne by the Ministry of Education)

Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants	Total amount of subsidy (\$ million)	Manpower* and expenditure involved (\$ million)
Mainland-Hong Kong Curriculum Exchange Meeting	The Exchange 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 Exchange Meeting, originally scheduled for November 2020, has been postponed due to the COVID-19 epidemic.	The postponement of the Exchange Meeting was reported in the CDC meeting.	NA	NA	NA	NA	NA

\* Manpower is subsumed under the departmental expenditure of the EDB.

\*\* Estimated figures.

**2021/22**

<b>Project/ Programme</b>	<b>Details</b>	<b>Mainland department/ organisation involved</b>	<b>Duration and progress</b>	<b>Has the project/ programme been publicised and what are the details?</b>	<b>Local organisation commissioned</b>	<b>Target participants</b>	<b>No. of participants**</b>	<b>Total amount of subsidy (\$ million) **</b>	<b>Manpower* and expenditure involved (\$ million)</b>
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	On-site professional development and exchange activities in Hong Kong	Ministry of Education  Department of Education, Guangdong Province	The Programme will commence in September 2021 and will be completed in August 2022.	The content and purpose of the Programme were announced to schools via school circular.	NA	Secondary schools, primary schools and kindergartens	The EDB does not collect or keep statistics on the number of teacher participants.	NA	17.6
Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	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 Scheme will commence in January 2022 and will be completed in May 2022.	The content and purpose of the Scheme were announced to schools via school circular.	NA	English teachers in secondary schools and primary schools	The EDB does not collect or keep statistics on the number of teacher participants.	NA	1.0

Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants**	Total amount of subsidy (\$ million) **	Manpower* and expenditure 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>While sister schools formulate their own exchange programmes, the EDB commissions service providers to offer professional support and advice to schools and 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 (if necessary)</p>	Details to be confirmed	<p>Letters will be issued to all Hong Kong secondary schools, primary schools and special schools to invite 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>	Service provider(s) is/are to be commissioned to render assistance, and details are to be confirmed.	All secondary schools, primary schools and special schools in Hong Kong	The EDB and service provider(s) will offer support to schools, and will not collect statistics on the number of participants.	To be confirmed	<p>Commissioned service involved: 0.5</p> <p>(the estimated expenditure for the 2021/22 school year includes the sum earmarked to meet the expenditure of some activities held in the 2020/21 school year)</p> <p>Other service requirements are being reviewed.</p>
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The annual 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 2022.	Schools will be invited to nominate student and teacher participants via school circular.	To be commissioned	Students	40	NA	0.6

Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants**	Total amount of subsidy (\$ million) **	Manpower* and expenditure involved (\$ million)
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 2021 and April 2022.	Schools will be invited to nominate student and teacher participants via school circular.	To be commissioned	Students	450	NA	2.5
Beijing Professional Exchange Tour of the National Day Delegation from the Education Sector of Hong Kong	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional exchange.	Ministry of Education	The Programme will be conducted in September 2021.	Letters will be issued to invite education workers to join the Programme.	To be commissioned	Principals and teachers	150	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 is tentatively scheduled for November 2021 and April 2022.	The Programme will be announced through the Training Calendar System of the EDB to invite applications from primary school principals.	NA	Primary school principals	80	NA	0.5

Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants**	Total amount of subsidy (\$ million) **	Manpower* and expenditure involved (\$ million)
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 is tentatively scheduled for November 2021 and April 2022.	The Programme will be announced through the Training Calendar System of the EDB to invite applications from secondary school principals.	NA	Principals of secondary schools and special schools	80	NA	1.0
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 January 2022.	The Forum will be announced through the Training Calendar System of the EDB to invite principals to participate.	NA	Principals of secondary schools, primary schools, kindergartens and special schools	100	NA	0.4
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 2021 and will be completed in October 2021.	The Programme will be announced through the Training Calendar System of the EDB to invite applications from Putonghua teachers.	NA	Chinese and Putonghua teachers in secondary schools and primary schools	25	NA	0.2

Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants**	Total amount of subsidy (\$ million) **	Manpower* and expenditure involved (\$ million)
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 2022.	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.	English teachers in primary schools in Guangdong Province	40	NA	1.3
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 HKDSE examination results, thus exempting them from taking the Joint Entrance Examination for Universities on the Mainland. In the 2021/22 academic year, 127 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 ongoing initiative.	The EDB will issue press releases and organise the Mainland Higher Education Expo to promote the Scheme.	NA	Graduates of 2021 HKDSE examination	Information not yet available	NA	6.0



Project/ Programme	Details	Mainland department/ organisation involved	Duration and progress	Has the project/ programme been publicised and what are the details?	Local organisation commissioned	Target participants	No. of participants**	Total amount of subsidy (\$ million) **	Manpower* and expenditure involved (\$ million)
Mainland University Study Subsidy Scheme (MUSSS)	The MUSSS aims at supporting eligible Hong Kong students to pursue undergraduate studies on the Mainland.	Ministry of Education and Mainland higher education institutions	The MUSSS was launched in the 2014/15 academic year. It is an ongoing initiative. Both the means-tested subsidy and non-means-tested subsidy will continue to be provided in the 2021/22 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 2021.	Hong Kong students pursuing undergraduate studies on the Mainland	Information not yet available	Information not yet available	Information not yet available
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 in July and August 2021.	The course will be announced through the Training Calendar System of the EDB to invite applications from secondary school and primary school teachers.	NA	Secondary school and primary school teachers	40	NA	NA (expenditure is to be borne by the Ministry of Education)
Mainland-Hong Kong Curriculum Exchange Meeting	Professional exchange in curriculum, pedagogy as well as learning and teaching resources	Ministry of Education	Subject to the development of the COVID-19 epidemic	Details will be discussed in the CDC meeting.	To be commissioned	Participants mainly include members from the CDC and its related committees, and personnel of its secretariat.	60	NA	0.5

\* Manpower is subsumed under the departmental expenditure of the EDB.

\*\* Estimated figures.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB016**

**(Question Serial No. 2718)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

- (1) What are the reasons for reducing the provision for maintenance, repairs and minor improvement works?
- (2) Please provide the following information with a breakdown by primary, secondary and special schools for the school years from 2016/17 to 2021/22 (estimated figures):
  - (i) How much of the estimated and revised estimates for school repair and maintenance works is spent on emergency repairs, and what are the number of cases involving emergency repairs in each school year?
  - (ii) How many schools are subsidised under the Mandatory Building Inspection Scheme/Mandatory Window Inspection Scheme 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 works?
  - (iii) Does it involve additional funding to carry 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 in the coming year? What is the number of schools involved?
  - (iv) What are the funding for inspecting and repairing slopes for schools and the number of schools involved in each school year? What are the average, lowest and highest amounts of funding provided for these projects?

Asked by: Hon CHAN Pierre (LegCo internal reference no.: 100)

Reply:

(1) and (2)(i)

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. Amongst these measures, the EDB assists aided schools in handling relatively larger scale or more complicated school premises repair and improvement works 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 at the request of aided schools, carrying out emergency repairs works of school facilities 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 2021-22, we have reserved around \$1.56 billion in capital subventions to continuously carry out repair/ improvement works of school premises under the annual Major Repairs and Emergency Repairs mechanism. The amount is similar to that in 2020-21. Given that applications for 2021-22 are still being processed, we are unable to provide a breakdown of the relevant figures by school type. For 2016-17 to 2020-21, the relevant actual expenditure/estimated expenditure is tabulated below:

School Type	Actual expenditure/estimated expenditure (\$ million)				
	2016-17	2017-18	2018-19	2019-20	2020-21 (Estimate)
Secondary School	579.9	674.3	743.2	698.6	668.4
Primary School	478.2	575.1	856.8	812.5	783.9
Special School	46.7	58.5	85.3	82.2	111.7
Total	1,104.8	1,307.9	1,685.3	1,593.3	1,564.0

The number of cases involving emergency repairs and the approved estimate for 2016-17 to 2020-21 are tabulated below:

Financial Year	No. of approved cases	Approved estimate (\$ million)
2016-17	6 552	371.6
2017-18	6 664	480.8
2018-19	7 305	562.1
2019-20	6 006	333.5
2020-21 (As at end-February 2021)	6 470	301.0
Total	32 997	2,049.0

(2)(ii)

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 2016-17 to 2020-21, the EDB has approved a total of 124 applications from 99 schools, involving a total approved estimate of subsidy of around \$87.5 million. The details are as follows:-

Financial Year	No. of approved applications (Note)	Approved estimate of subsidy (\$ million)
2016-17	43	20.2
2017-18	34	15.9
2018-19	25	17.7
2019-20	11	5.8
2020-21 (As at end-February 2021)	11	27.9
Total	124	87.5

(Note): As schools may submit separate applications under the MBIS and MWIS, the number of approved applications is more than the number of schools.

The funding required has been included in the provision for the annual Major and Emergency Repairs. 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.

(2)(iii)

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. Modelling on the existing MBIS and MWIS of the Buildings Department, the EDB has earmarked \$800 million under the Capital Works Reserve Fund to assist aided schools in conducting the first round of window (for those aged over 10 years) and building (for those aged over 30 years) inspections as well as 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 2024-25 are about 840 and 590. As in February 2021, the EDB has received applications from 751 aided schools.

Starting from 2020-21, the EDB has arranged for the first batch of age-qualified aided school premises to carry out required prescribed inspections, which include window inspections for 182 schools and building inspections for 132 schools. Having regard to the needs of individual schools, the prescribed repair works will be carried out in 2021-22. Window and building inspections will be carried out in 138 and 96 schools respectively in 2021-22.

The funding for the initiative is in addition to the provision for Major Repairs and Emergency Repairs. Applications for capital subventions under the annual Major Repairs exercise and the Emergency Repairs mechanism will not be affected.

(2)(iv)

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 also 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 2016-17 to 2020-21 are tabulated below:

Financial Year	No. of approved cases (Note)	Approved estimate (\$ million)
2016-17	21	13.7
2017-18	9	8.8
2018-19	15	21.1
2019-20	11	15.0
2020-21 (As at end-February 2021)	14	8.7
Total	70	67.3

(Note): As schools may submit separate applications for engineer inspections and repair works, the number of approved applications is more than the number of schools.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB017**

**(Question Serial No. 2719)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the following information for the past 5 school years and the coming school year:

- (1) the expenditure and estimate for the promotion of national education;
- (2) the respective number of students and teachers in kindergartens, primary and secondary schools and post-secondary institutions who participated/will participate in Mainland exchange programmes;
- (3) the number of exchange programmes, the number of participating students and teachers, and the expenditure involved;
- (4) the staff establishment of the Moral, Civic and National Education Section under the Curriculum Development Institute of the Education Bureau and the expenditure involved; and
- (5) the details on the projects for promoting Basic Law education and national education in kindergartens, primary schools, secondary schools, special schools and post-secondary institutions, and the subjects, teaching manpower and expenditure involved.

Asked by: Hon CHAN Pierre (LegCo internal reference no.: 101)

Reply:

(1) and (5)

The promotion of Basic Law education is an ongoing task of the Education Bureau (EDB) and schools. National education seeks to deepen students' understanding of our country's history, culture and development, the Constitution and the Basic Law, and the concepts and aspects of national security education. The EDB has been adopting a "multi-pronged and co-ordinated" approach, through updating the curriculum, developing learning and teaching resources, providing training for teachers and organising student activities, etc., to support schools in promoting national education within and beyond the classroom, so that teachers and students can gain a better understanding of our country, and develop a sense of national identity and an awareness of national security. At the kindergarten level, the EDB helps 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 the Basic Law at the primary level. The estimated expenditure on these items is subsumed under the EDB's recurrent expenditure, and no breakdown of figures is available.

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 boost their sense of national identity. Universities 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 good use of their resources to take forward the promotion, education and research on such topics as the Basic Law and "one country, two systems". A breakdown of expenditure is not available.

(2) and (3)

The numbers of post-secondary, secondary and primary students joining the Mainland exchange programmes from the 2016/17 to 2021/22 school years and the expenditures involved are as follows:

School year	No. of students (rounded down to the nearest hundred)			Expenditure (\$ million) @		
	Post-secondary students <sup>Δ</sup>	Secondary students	Primary students	Post-secondary students	Secondary students	Primary students
2016/17	3 400	35 300	24 500	10.4	50.3	13.9
2017/18	2 700	40 200	26 800	8.4	57.6	27.8
2018/19	2 200	42 100	32 400	6.7	66.7	42.2
2019/20 <sup>#</sup>	700 <sup>^</sup>	2 500	5 500	1.8 <sup>^</sup>	6.2	8.7
2020/21 <sup>*</sup>	700 <sup>^</sup>	2 200	2 300	11.4 <sup>^</sup>	3.6	2.4
2021/22 <sup>++</sup>	4 000	63 500	45 400	16.7	80	35

@ 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

Δ Only covers data for the Pilot Mainland Experience Scheme for Post-secondary Students (applicable to the school years from 2016/17 to 2018/19), Non-means-tested Mainland Experience Scheme for Post-secondary Students (applicable from the 2019/20 school year onwards) and Pilot International Study Programme (Mainland Exchange) under the Training and Support Scheme (applicable to the



school years of 2020/21 and 2021/22). 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.

^ Since institutions have suspended their exchange activities under the impact of the COVID-19 epidemic, there was a drop in the number of post-secondary students participating in exchange programmes and in the expenditure for the 2019/20 school year. While it is expected that exchange activities in the 2020/21 school year will continue to be affected by the epidemic, the EDB has earmarked funding under the Mainland Experience Scheme for Post-secondary Students to encourage institutions' resumption of exchange activities when the situation allows.

No kindergarten students participated/will participate in Mainland exchange programmes in the school years from 2016/17 to 2021/22.

The number of teachers in post-secondary institutions, kindergartens, and primary and secondary schools who participated/will participate in Mainland professional exchange programmes and the expenditure involved in the school years from 2016/17 to 2021/22 are as follows:

School year	No. of teachers in post-secondary institutions, kindergartens, and primary and secondary schools (rounded down to the nearest ten)	Expenditure (\$ million) @
2016/17	690	2.9
2017/18	910	6.3
2018/19	1 800	7.7
2019/20 #	580	5.6
2020/21 *	1 180	6.3
2021/22 ++	2 320	13.3

@ 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

(4)

The Moral, Civic and National Education (MCNE) Section is responsible for the planning and development of cross-curricular areas of study relating to values education, such as moral and civic education, national education (including Constitution, Basic Law and national security education), life education, sex education, anti-drug education, as well as environmental education. The relevant learning elements have been incorporated into the curricula of various subjects and life-wide learning activities. In the 2016/17 and 2017/18 school years, the establishment of the MCNE Section comprised 10 curriculum development officers at various ranks while in the 2018/19 and 2019/20 school years, there were 11 curriculum development officers at various ranks. In the 2020/21 school year, the establishment of the MCNE Section comprises 14 curriculum development officers at various ranks, and the staffing provision will be reviewed subject to the needs of curriculum development in future. Expenditures on manpower and related curriculum development work (including provision of professional development programmes for school heads and teachers, production of learning and teaching resources, and provision of learning activities for students) of the MCNE Section are subsumed under the recurrent expenditure of the EDB, and a breakdown of figures is not available.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB018**

**(Question Serial No. 2940)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

Please provide details of the following:

- (1) staff establishment of the school section and boarding section of various types of special schools;
- (2) average unit cost per school place;
- (3) area of floor space per boarder;
- (4) number of students waiting for admission to the boarding sections of various types of special schools and the average waiting time; and
- (5) average unit cost per boarding place.
- (6) Please tabulate details of the departure of specialist staff and non-specialist staff of various types of special schools and the vacancies concerned.

Asked by: Hon CHAN Pierre (LegCo internal reference no.: 57)

Reply:

- (1) The staff establishment of the school section and boarding section of various types of special schools in the 2020/21 school year is set out at Annex 1.
- (2) The average unit cost per school place of various types of special schools in the 2020/21 school year is set out at Annex 2.
- (3) Facilities in the boarding section of special schools generally include bedrooms, study area, TV/common room, dining/multi-purpose room, kitchen, laundry room, drying area, store rooms, toilets, bathrooms, etc. Warden's office, houseparents' and programme workers' office, nurse duty room/sick bay and sleep-in room(s) for staff on night shift are also provided. Provision of facilities in the boarding section of special schools is determined by different factors such as operational needs, staff establishment, number of boarding places and the special needs of students. It is not meaningful to

calculate the area of floor space per boarder. As such, we have not compiled the relevant information.

- (4) Currently, the types of special schools that provide boarding service subvented by the Education Bureau (EDB) include schools for children with moderate intellectual disability (ID), schools for children with severe ID, schools for children with physical disability, schools for children with visual impairment and the school for children with hearing impairment. The EDB has been closely monitoring the supply and demand of boarding places in different types of special schools and exploring feasible ways to increase the supply in light of actual demand. In this connection, we are making great efforts to increase the boarding places in schools for children with moderate ID while the overall supply of boarding places for other types of special schools is sufficient to meet the demand. The number of students waiting for boarding service of special schools for the 2020/21 school year and the average waiting time for admission to the boarding sections of special schools for the 2019/20 school year are set out at Annex 3. As the 2020/21 school year has not yet come to a close, we are unable to provide the average waiting time for admission to the boarding sections of special schools for the current school year at this stage.
- (5) The average unit cost per boarding place of various types of special schools for the 2020/21 school year is set out at Annex 4.
- (6) When there is a departure of specialist staff or non-specialist staff from special schools, schools will fill the vacancy by recruitment at the earliest, or deploy relevant grants to hire external staff or procure services in order to continue the work. Hence, it is not meaningful to list out the number of departures or vacancies arisen before.

**Table 1: Staff Establishment of the School Section of Various Types of Special Schools in the 2020/21 School Year**

Number School Type	Teaching Staff Note 1	Non-teaching Staff	
		Specialist Staff Note 2	Non-specialist staff Note 3
Visual Impairment	51.6	22	31
Hearing Impairment	27.2	9.5	19
Physical Disability	234.1	162.5	296
Mild Intellectual Disability Note 4	645.7	177.2	266.5
Moderate Intellectual Disability Notes 4 & 5	607.4	173.3	326.5
Severe Intellectual Disability Notes 4 & 5	229.9	131	295.5
School for Social Development	211.1	29	105
Hospital School	67.7	Not Applicable Note 6	29

## Notes:

- Teaching staff establishment excludes teachers employed under the following programmes: Resource Support Programme of the school for children with visual impairment, Enhanced Support Service of the school for children with hearing impairment, Home-bound Teaching Programme of the Hospital School and the Pilot Special Unit Scheme in schools for social development.
- Specialist staff establishment includes occupational therapist, physiotherapist, speech therapist, occupational therapy assistant, registered nurse, educational psychologist, school social worker and brailist.
- Non-specialist staff establishment includes teacher assistant, laboratory technician, school executive officer, workshop attendant, artisan, driver, clerical staff and janitor staff.
- Figures of the 5 schools for children with mild and moderate intellectual disability and 1 school for children with mild, moderate and severe 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.
- Specialist services for the Hospital School are provided by hospitals.

**Table 2: Staff Establishment of the Boarding Section of Various Types of Special Schools in the 2020/21 School Year**

<b>Number</b> <b>School Type</b> <sup>Note 1</sup>	<b>Specialist Staff</b> <sup>Note 2</sup>	<b>Non-specialist Staff</b> <sup>Note 3</sup>
Visual Impairment	40	33
Hearing Impairment	7	11
Physical Disability	159	95
Moderate Intellectual Disability	137.1	98.6
Severe Intellectual Disability	238.9	163.4

Notes:

1. 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; the Hospital School provides educational services to hospitalised students and does not need to provide boarding service.
2. Specialist staff establishment includes warden, assistant warden, houseparent-in-charge, houseparent, programme worker and nurse.
3. Non-specialist staff establishment includes clerical assistant, janitor staff, cook and watchman.

**Average Unit Cost per School Place of Various Types of Special Schools  
in the 2020/21 School Year**

<b>School Type</b>	<b>Average Unit Cost (HK\$)</b>
Visual Impairment	477,000
Hearing Impairment	446,000
Physical Disability	403,500
Mild Intellectual Disability	251,000
Moderate Intellectual Disability	349,000
Severe Intellectual Disability	455,000
School for Social Development	255,000
Hospital School	241,000

**Table 1: Number of Students Waiting for Boarding Service of Special Schools for the 2020/21 School Year**

School Type <sup>Note 1</sup>	No. of Students <sup>Note 2</sup>
Visual Impairment	0
Hearing Impairment	0
Physical Disability	0
Moderate Intellectual Disability <sup>Note 3</sup>	125
Severe Intellectual Disability <sup>Note 3</sup>	11

Notes:

1. 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; the Hospital School provides educational services to hospitalised students and does not need to provide boarding service.
2. Figures reflect the position as at September 2020.
3. Figures include cases of different situations, e.g. cases of deferred admission on the request of parents and cases of rejecting the boarding placement offered by the Education Bureau by parents owing to their request for admission to the boarding section of a specific school.

**Table 2: Average Waiting Time for Admission to the Boarding Sections of Special Schools for the 2019/20 School Year**

School Type	Average Waiting Time (Year) <sup>Note</sup>
Visual Impairment	0.1
Hearing Impairment	0.2
Physical Disability	0.7
Moderate Intellectual Disability	1.9
Severe Intellectual Disability	0.6

Note:

Waiting time is affected by different circumstances, including parents' requests for deferred admission or waiting for admission to the boarding section of a specific school, students' long-term stay in hospital for treatment, mismatch of students' gender and the gender of students for which vacant places are available, and longer time needed by parents to consider whether the boarding placement allocated will be accepted. These circumstances will lengthen the waiting time and are reflected therein.

**Average Unit Cost per Boarding Place of Various Types of Special Schools  
for the 2020/21 School Year**

<b>School Type</b> <sup>Note</sup>	<b>Average Unit Cost (HK\$)</b>
Visual Impairment	211,000
Hearing Impairment	443,500
Physical Disability	395,500
Moderate Intellectual Disability	338,000
Severe Intellectual Disability	440,500

Note:

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; the Hospital School provides educational services to hospitalised students and does not need to provide boarding service.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB019**

**(Question Serial No. 2964)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

- (I) Please provide the following information regarding Pre-primary Education Voucher Scheme (PEVS) or free quality kindergarten education scheme (KG Scheme) for the school years from 2015/16 to 2020/21:
- (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 (WD) service only and the number of school places provided by these KGs (please list by school district and provide the total);
  - (3) the number of KGs operating long whole-day (LWD) service, the number of school 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 (HD) service only and the number of school places provided by these KGs (please list by school district and provide the total);
  - (5) the number of KGs operating both WD and HD services and the number of school places provided by these KGs (please list by school district and provide the total);
  - (6) the number of school places provided by KGs operating WD, HD and LWD services and the rate of increase/decrease in the 3 school years from 2018/19 to 2020/21 (please list by school district and provide the total);

- (7) the number of KGs receiving subsidies that have reduced the number of WD school places in the 2020/21 school year, and if any, the reasons for reduction (please give details under the categories of WD KGs, mixed (HD and WD) KGs and LWD KGs); and
  - (8) the ratio of school places provided by HD, WD and LWD KGs that have joined the KG Scheme in the 3 school years from 2018/19 to 2020/21 (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 WD and HD KG places as set out in the Hong Kong Planning Standards and Guidelines.
- (II) Please provide the following information for the 2016/17 to 2020/21 school years:
- (1) the respective number of WD, HD and LWD KG students receiving subsidy under the PEVS or the KG Scheme, and the respective number of WD, HD and LWD KG students under the PEVS/KG Scheme who still need to pay school fees in excess of the voucher value or subsidy received, their percentage share and the average extra amount of school fees paid;
  - (2) the respective number of HD KG students receiving subsidy under the 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 number of WD KG students receiving subsidy under the 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 number of LWD KG students receiving subsidy under the 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);
  - (5) (a) the number of students with special educational needs (SEN) from the 2016/17 to 2020/21 school years, with a breakdown by school level and SEN type;
  - (b) 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 2016/17 to 2020/21 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) 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 2016/17 to 2020/21 school years; and the number of additional teachers employed with the above subvention by schools in groups (i) to (iv);

- (d) the number of primary schools that are unable to, upon implementation of the enhanced Learning Support Grant, utilise the grant received to have the same number of teaching posts converted under the Intensive Remedial Teaching Programme; the respective number of schools in which the number of teaching posts is reduced by 1, 2, and 3 or above; the measures taken by these schools to retain the original teachers; and
- (e) the number of schools that have to cut the number of senior teachers due to the reduction of classes under the new measure; the number of these schools that have made an offset arrangement by upgrading the Special Educational Needs Coordinator post to a promotion rank.

Asked by: Hon CHAN Pierre (LegCo internal reference no.: 97)

Reply:

(I) (1)

The breakdown of expenditures on pre-primary education from 2015-16 to 2020-21 is tabulated at Annex 1.

(I) (2) to (5)

The number of kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS)/the kindergarten education scheme (KG Scheme), the number of school places provided by these KGs, and the number of these KGs providing Extended Hours Service (EHS) by District Council district and school type from the 2015/16 to 2020/21 school years are tabulated at Annex 2.

(I) (6) to (8)

The number of KGs under the KG Scheme, the number of school places provided by these KGs, as well as the percentage share and rate of increase/decrease of school places by District Council district and school type from the 2018/19 to 2020/21 school years are tabulated at Annex 3.

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 has been implemented starting from the 2017/18 school year, the Education Bureau (EDB) 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 half-day (HD) and 250 whole-day (WD) places to 500 HD and 500 WD places respectively.

In the 2020/21 school year, a total of 155 KGs joining the KG Scheme reduced the number of WD/long whole-day (LWD) places. Among these KGs, the respective numbers of those operating WD/LWD services only and operating both HD and WD/LWD services are 92 and 63. 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.

(II) (1) to (4)

The number of students studying in the KGs under the PEVS/KG Scheme, and the information about school fees paid by students from the 2016/17 to 2020/21 school years are tabulated at [Annex 4](#). Under the PEVS, non-means-tested direct fee subsidy, in the form of voucher, is provided for parents with children studying in eligible KGs to defray school fees. The KG Scheme has been implemented 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 the 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).

(II) (5) (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 2016/17 to 2020/21 school years is set out at [Annex 5](#).

(II) (5) (b)

To help public sector ordinary schools cater for students with SEN, the EDB 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 modes to support students with SEN, including the Learning Support Grant (LSG), the Integrated Education (IE) Programme, the Intensive Remedial Teaching Programme (IRTP) and a Mixed Mode of implementing IRTP while receiving the LSG. The EDB has implemented a series of enhanced measures starting from the 2019/20 school year, including extending the LSG to all public sector schools to replace the IRTP and the IE Programme. The number of public sector ordinary primary and secondary schools adopting the LSG, IRTP and Mixed Mode from the 2016/17 to 2020/21 school years is set out at [Annex 6](#).

As mentioned above, in the 2018/19 school year and before, ordinary schools were provided with additional resources under various modes to support students with SEN. As schools were provided with additional resources under different modes, some schools (e.g. those adopting the IRTP) were not required to report to the EDB the tier of support of each of their students. The distribution of public sector ordinary primary and secondary schools provided with the LSG by number of students with SEN requiring tier-2 and tier-3 support from the 2016/17 to 2020/21 school years is set out at [Annex 7](#).

The expenditure on additional support and services provided for students with SEN in public sector ordinary schools from the 2016/17 to 2020/21 school years is set out at [Annex 8](#).

(II) (5) (c)

From the 2016/17 to 2018/19 school years, schools implementing the IRTP were provided with additional teaching posts, while schools adopting the Mixed Mode and Migration Mode were provided with, on top of 1 additional teaching post, the LSG with the ceilings set at \$0.35 million and \$0.6 million respectively in each year. Starting from the 2019/20 school

year, the EDB has enhanced the LSG which has been extended to all public sector ordinary schools to replace the IRTP and the IE Programme, and the LSG grant rate for tier-3 support has been increased multifold. In addition, to enhance the support for schools with a comparatively large number of students with SEN, schools are eligible for conversion/provision of additional regular teaching post(s) titled Special Educational Needs Support Teacher if the total amount of the LSG received by them reaches the specific threshold.

The number of public sector ordinary primary and secondary schools provided with the LSG with an amount under \$0.6 million and an amount of \$0.6 million or above from the 2016/17 to 2020/21 school years is set out at Annex 9.

The respective numbers of additional teachers provided for public sector ordinary primary schools adopting the IRTP, Mixed Mode and Migration Mode from the 2016/17 to 2018/19 school years are 383, 382 and 380 respectively. Public sector ordinary schools receiving the LSG will deploy the grant and school resources flexibly and holistically to render appropriate support services to students with SEN, such as employing additional teachers or teaching assistants or hiring professional services. As school-based support services vary according to the actual needs of students with SEN, we do not have information on additional teachers employed in these schools. Under the enhanced measure for the LSG, a total of some 1 000 and 1 140 additional regular teaching posts are created in the public sector ordinary schools in the 2019/20 and 2020/21 school years respectively.

(II) (5) (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 was/were 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 the IRTP or IE Programme teachers in the school establishment.

(II) (5) (e)

Regarding the senior teacher posts in the approved establishment, among the 239 public sector ordinary primary schools operating the IRTP in the 2018/19 school year, 65 schools were affected upon the closure of the IRTP in the 2019/20 school year. Since all the schools concerned had the Special Educational Needs Coordinator post upgraded to a promotion rank in the 2019/20 school year, no schools had the number of senior teachers at substantive rank higher than the number of the approved entitlement due to the closure of the IRTP.

**Expenditures on pre-primary education  
from 2015-16 to 2020-21**

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	(\$ million) (Actual)	(\$ million) (Actual)	(\$ million) (Actual)	(\$ million) (Actual)	(\$ million) (Actual)	(\$ million) (Revised estimate)
PEVS (Note 1)	2,957.2	3,194.0	1,126.9	21.0	4.4	0
KG Scheme (Note 2)	Not applicable	210.8	3,903.5	6,041.3	6,393.7	6,406.2
KCFRS	529.0	592.5	378.9	286.0	291.7	282.3
Refund of rent, rates and government rent (Note 3)	256.3	276.0	128.8	7.1	6.3	7.4
Principal and teacher training (Note 4)	1.5	1.7	2.7	4.5	4.8	2.4

Note 1: The expenditure in 2017-18 reflects 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 that joined PEVS in the 2016/17 school year but did not join 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 continued to receive the voucher subsidy under PEVS until they left the KGs concerned. With the end of operation of eligible classes under PEVS, the transitional arrangements for such KGs ceased in the 2019/20 school year.

Note 2: The expenditure in 2016-17 and 2017-18 reflects 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 provision of one-off start-up grant for KGs under the KG Scheme in 2016-17 and 2017-18. The expenditures from 2018-19 to 2020-21 are the expenditure on the KG Scheme for the whole year.

Note 3: The expenditure from 2015-16 to 2017-18 reflects 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, expenditures on rental subsidy and reimbursement of rates and government rent for KGs under the KG Scheme are subsumed under the overall expenditure of the KG Scheme. NPM KGs not under 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 the 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. As for the 2020/21 school year, most of the training programmes have been postponed under the influence of the epidemic.

**Number of KGs under PEVS/KG Scheme with number of school places  
from the 2015/16 to 2020/21 school years**

**(1) KGs operating HD service only**

District	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21	
	No. of KGs	No. of school places	No. of KGs	No. of school places	No. of KGs	No. of school places	No. of KGs	No. of school places	No. of KGs	No. of school places	No. of KGs	No. of school places
Central & Western	8	2 906	8	3 062	8	2 972	8	2 942	8	2 972	7	2 784
Wan Chai	3	678	4	1 458	4	1 562	4	1 562	4	1 562	4	1 555
Eastern	9	2 535	8	2 572	9	2 668	8	2 421	9	2 522	8	2 360
Southern	1	140	2	506	2	490	1	160	1	160	1	160
Sham Shui Po	5	2 838	9	3 259	8	3 179	8	2 681	9	2 901	9	2 826
Yau Tsim Mong	9	2 264	9	2 264	9	2 312	9	2 280	8	2 165	8	2 073
Kowloon City	13	4 898	13	5 060	14	6 118	14	5 874	14	5 845	15	6 224
Wong Tai Sin	4	1 602	5	1 895	5	1 892	5	1 800	5	1 768	4	1 706
Kwun Tong	10	3 046	13	3 609	15	4 316	14	4 318	14	4 161	13	4 025
Tsuen Wan	10	3 202	11	3 629	13	4 253	12	3 916	12	3 898	12	3 847
Tuen Mun	7	3 068	6	2 729	6	2 765	6	2 765	8	3 085	9	3 494
Yuen Long	18	5 975	16	5 572	18	6 376	18	6 379	18	6 424	17	6 029
North	11	4 170	12	4 410	7	2 868	6	2 576	6	2 500	6	2 492
Tai Po	2	968	2	986	2	986	2	986	2	986	2	986
Sha Tin	11	4 740	11	4 782	11	4 775	11	4 680	11	4 745	10	4 224
Sai Kung	4	1 499	4	1 583	4	1 611	5	1 904	5	1 903	5	1 877
Islands	3	362	4	392	4	392	4	376	4	376	4	392
Kwai Tsing	7	2 468	9	3 226	9	3 226	8	2 911	7	2 644	8	2 823
All districts	135	47 359	146	50 994	148	52 761	143	50 531	145	50 617	142	49 877

**(2) KGs operating WD service only**

District	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21	
	No. of KGs	No. of school places	No. of KGs	No. of school places	No. of KGs	No. of school places	No. of KGs	No. of school places	No. of KGs	No. of school places	No. of KGs	No. of school places
Central & Western	0	0	0	0	0	0	0	0	0	0	0	0
Wan Chai	0	0	0	0	1	93	1	88	1	97	1	97
Eastern	2	136	2	124	2	115	1	99	1	90	1	84
Southern	0	0	0	0	0	0	0	0	0	0	0	0
Sham Shui Po	1	138	1	138	1	176	1	183	1	181	1	189
Yau Tsim Mong	0	0	0	0	0	0	0	0	0	0	0	0
Kowloon City	3	507	3	506	2	319	2	320	3	501	3	514
Wong Tai Sin	0	0	0	0	1	84	1	79	1	96	1	79
Kwun Tong	2	142	1	52	1	53	2	233	2	231	2	230
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0
Tuen Mun	1	42	1	42	1	42	1	42	1	42	1	41
Yuen Long	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
Tai Po	0	0	0	0	0	0	0	0	0	0	0	0
Sha Tin	0	0	0	0	0	0	0	0	0	0	0	0
Sai Kung	0	0	0	0	0	0	0	0	0	0	0	0
Islands	0	0	0	0	0	0	1	27	1	27	0	0
Kwai Tsing	0	0	0	0	0	0	0	0	0	0	0	0
All districts	9	965	8	862	9	882	10	1 071	11	1 265	10	1 234



**(3) KGs operating LWD service**

District	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21	
	No. of KGs (No. of KGs offering EHS)	No. of school places	No. of KGs (No. of KGs offering EHS)	No. of school places	No. of KGs (No. of KGs offering EHS)	No. of school places	No. of KGs (No. of KGs offering EHS)	No. of school places	No. of KGs (No. of KGs offering EHS)	No. of school places	No. of KGs (No. of KGs offering EHS)	No. of school places
Central & Western	9 (5)	818	9 (5)	828	9 (5)	852	9 (5)	842	9 (5)	847	9 (5)	866
Wan Chai	6 (4)	535	6 (4)	557	6 (4)	565	6 (4)	576	6 (4)	579	6 (4)	571
Eastern	17 (12)	1 409	17 (12)	1 435	17 (12)	1 456	17 (12)	1 450	17 (12)	1 435	17 (12)	1 466
Southern	8 (5)	713	8 (5)	741	8 (5)	757	8 (5)	748	8 (5)	733	8 (5)	737
Sham Shui Po	13 (11)	1 397	13 (11)	1 449	13 (11)	1 477	13 (11)	1 476	13 (11)	1 484	13 (11)	1 505
Yau Tsim Mong	14 (8)	1 420	14 (8)	1 412	14 (8)	1 439	14 (8)	1 432	14 (8)	1 439	14 (8)	1 441
Kowloon City	15 (10)	1 477	15 (11)	1 485	15 (11)	1 604	15 (11)	1 578	15 (11)	1 585	15 (11)	1 602
Wong Tai Sin	17 (12)	1 577	17 (12)	1 596	17 (12)	1 642	17 (12)	1 632	17 (12)	1 653	17 (12)	1 651
Kwun Tong	24 (17)	2 388	24 (17)	2 311	24 (17)	2 394	24 (17)	2 422	24 (17)	2 397	24 (17)	2 459
Tsuen Wan	10 (6)	1 082	10 (7)	1 093	10 (7)	1 132	10 (7)	1 122	10 (6)	1 127	10 (6)	1 123
Tuen Mun	19 (12)	1 578	19 (13)	1 602	19 (13)	1 604	19 (13)	1 584	19 (13)	1 579	19 (13)	1 621
Yuen Long	18 (11)	1 807	18 (11)	1 824	18 (11)	1 844	18 (10)	1 832	18 (10)	1 868	18 (10)	1 891
North	10 (4)	963	10 (4)	957	10 (4)	973	10 (4)	953	10 (4)	982	10 (4)	991
Tai Po	9 (7)	875	9 (7)	870	9 (7)	893	9 (7)	889	9 (7)	907	9 (7)	908
Sha Tin	20 (8)	1 948	20 (8)	1 956	20 (8)	2 012	20 (8)	1 989	20 (9)	1 981	20 (9)	2 003
Sai Kung	13 (6)	1 086	13 (7)	1 103	13 (7)	1 127	13 (7)	1 111	13 (7)	1 120	13 (7)	1 109
Islands	5 (1)	424	5 (1)	442	5 (1)	434	5 (1)	428	5 (3)	469	5 (3)	457
Kwai Tsing	19 (12)	1 731	19 (12)	1 725	19 (12)	1 795	19 (12)	1 801	19 (12)	1 821	19 (12)	1 815
All districts	246 (151)	23 228	246 (155)	23 386	246 (155)	24 000	246 (154)	23 865	246 (156)	24 006	246 (156)	24 216

**(4) KGs operating both WD/LWD and HD services**

District	2015/16		2016/17		2017/18		2018/19		2019/20		2020/21	
	No. of KGs	No. of school places	No. of KGs	No. of school places	No. of KGs	No. of school places	No. of KGs	No. of school places	No. of KGs	No. of school places	No. of KGs	No. of school places
Central & Western	8	1 653	8	1 677	7	1 364	7	1 361	7	1 364	8	1 461
Wan Chai	4	1 041	4	962	3	894	3	905	3	885	3	870
Eastern	35	7 199	37	7 406	32	5 544	34	5 408	32	4 953	32	5 020
Southern	10	2 218	9	1 915	9	1 843	11	2 124	11	2 070	11	1 930
Sham Shui Po	20	5 632	19	5 527	20	5 644	20	5 556	20	5 542	22	5 840
Yau Tsim Mong	6	1 640	5	1 881	4	1 427	4	1 276	4	1 101	3	796
Kowloon City	16	3 796	15	3 656	17	3 836	16	3 610	14	3 396	15	3 224
Wong Tai Sin	24	4 558	24	4 553	22	4 203	22	4 080	22	3 880	22	3 658
Kwun Tong	30	7 979	31	7 743	30	7 199	32	7 074	34	7 156	35	7 208
Tsuen Wan	12	2 118	12	2 178	11	1 897	11	1 991	12	2 024	12	1 974
Tuen Mun	33	8 459	36	8 847	35	8 358	35	7 816	34	7 511	33	7 215
Yuen Long	34	9 506	36	9 922	34	8 722	34	8 097	34	8 056	35	8 307
North	18	6 232	19	6 028	26	7 055	27	6 308	27	5 964	27	5 757
Tai Po	14	3 649	15	3 795	13	3 537	13	3 467	13	3 476	13	3 516
Sha Tin	25	5 935	25	6 065	27	6 505	28	6 380	29	6 207	30	6 357
Sai Kung	26	5 024	26	5 057	25	5 084	24	4 756	24	4 576	24	4 503
Islands	16	2 616	16	2 594	15	2 360	14	2 395	16	2 830	17	2 849
Kwai Tsing	34	7 328	32	6 443	32	6 297	33	6 361	34	6 467	34	6 138
All districts	365	86 583	369	86 249	362	81 769	368	78 965	370	77 458	376	76 623

Notes:

- (1) Figures in the 2020/21 school year refer to the position as at mid-October, while figures in other school years refer to the position as at mid-September of the respective school years.
- (2) Accommodation in vacant classrooms not counted.
- (3) LWD KGs refer to former aided child care centres, which are aided child care centres operated under the Social Welfare Department (SWD) before the harmonisation of pre-primary services. They usually operate longer service hours.
- (4) Information on the number of KGs offering EHS is provided by the SWD. Figures refer to the number of KGs in receipt of subvention from the SWD to provide EHS.

**Number, percentage share and rate of increase/decrease of school places in KGs under KG Scheme  
from the 2018/19 to 2020/21 school years**

District	2018/19 school year			2019/20 school year			2020/21 school year		
	HD (percentage share in total no. of school places)	WD (percentage share in total no. of school places)	LWD (percentage share in total no. of school places)	HD (percentage share in total no. of school places) [Rate of increase/decrease over last year]	WD (percentage share in total no. of school places) [Rate of increase/decrease over last year]	LWD (percentage share in total no. of school places) [Rate of increase/decrease over last year]	HD (percentage share in total no. of school places) [Rate of increase/decrease over last year]	WD (percentage share in total no. of school places) [Rate of increase/decrease over last year]	LWD (percentage share in total no. of school places) [Rate of increase/decrease over last year]
Central & Western	3 894 (75.7%)	409 (7.9%)	842 (16.4%)	3 926 (75.7%) [0.8%]	410 (7.9%) [0.2%]	847 (16.3%) [0.6%]	3 820 (74.7%) [-2.7%]	425 (8.3%) [3.7%]	866 (16.9%) [2.2%]
Wan Chai	2 236 (71.4%)	319 (10.2%)	576 (18.4%)	2 216 (71.0%) [-0.9%]	328 (10.5%) [2.8%]	579 (18.5%) [0.5%]	2 194 (70.9%) [-1.0%]	328 (10.6%) [0.0%]	571 (18.5%) [-1.4%]
Eastern	5 716 (62.8%)	1 932 (21.2%)	1 450 (15.9%)	5 431 (61.3%) [-5.0%]	1 993 (22.5%) [3.2%]	1 435 (16.2%) [-1.0%]	5 323 (60.9%) [-2.0%]	1 955 (22.4%) [-1.9%]	1 466 (16.8%) [2.2%]
Southern	1 652 (55.7%)	567 (19.1%)	748 (25.2%)	1 533 (52.8%) [-7.2%]	635 (21.9%) [12.0%]	733 (25.3%) [-2.0%]	1 291 (46.7%) [-15.8%]	738 (26.7%) [16.2%]	737 (26.6%) [0.5%]
Sham Shui Po	6 995 (70.7%)	1 425 (14.4%)	1 476 (14.9%)	7 132 (70.6%) [2.0%]	1 492 (14.8%) [4.7%]	1 484 (14.7%) [0.5%]	7 187 (69.4%) [0.8%]	1 668 (16.1%) [11.8%]	1 505 (14.5%) [1.4%]
Yau Tsim Mong	3 162 (63.4%)	394 (7.9%)	1 432 (28.7%)	2 915 (62.0%) [-7.8%]	351 (7.5%) [-10.9%]	1 439 (30.6%) [0.5%]	2 600 (60.3%) [-10.8%]	269 (6.2%) [-23.4%]	1 441 (33.4%) [0.1%]
Kowloon City	8 273 (74.6%)	1 236 (11.1%)	1 578 (14.2%)	8 309 (73.4%) [0.4%]	1 433 (12.7%) [15.9%]	1 585 (14.0%) [0.4%]	8 269 (71.5%) [-0.5%]	1 693 (14.6%) [18.1%]	1 602 (13.9%) [1.1%]
Wong Tai Sin	4 092 (53.9%)	1 867 (24.6%)	1 632 (21.5%)	3 762 (50.9%) [-8.1%]	1 982 (26.8%) [6.2%]	1 653 (22.3%) [1.3%]	3 469 (48.9%) [-7.8%]	1 974 (27.8%) [-0.4%]	1 651 (23.3%) [-0.1%]
Kwun Tong	9 012 (64.2%)	2 613 (18.6%)	2 422 (17.2%)	8 674 (62.2%) [-3.8%]	2 874 (20.6%) [10.0%]	2 397 (17.2%) [-1.0%]	8 360 (60.0%) [-3.6%]	3 103 (22.3%) [8.0%]	2 459 (17.7%) [2.6%]

District	2018/19 school year			2019/20 school year			2020/21 school year		
	HD (percentage share in total no. of school places)	WD (percentage share in total no. of school places)	LWD (percentage share in total no. of school places)	HD (percentage share in total no. of school places) [Rate of increase/decrease over last year]	WD (percentage share in total no. of school places) [Rate of increase/decrease over last year]	LWD (percentage share in total no. of school places) [Rate of increase/decrease over last year]	HD (percentage share in total no. of school places) [Rate of increase/decrease over last year]	WD (percentage share in total no. of school places) [Rate of increase/decrease over last year]	LWD (percentage share in total no. of school places) [Rate of increase/decrease over last year]
Tsuen Wan	5 100 (72.6%)	807 (11.5%)	1 122 (16.0%)	5 009 (72.0%) [-1.8%]	822 (11.8%) [1.9%]	1 127 (16.2%) [0.4%]	4 873 (71.1%) [-2.7%]	856 (12.5%) [4.1%]	1 123 (16.4%) [-0.4%]
Tuen Mun	7 904 (65.4%)	2 599 (21.5%)	1 584 (13.1%)	8 006 (66.2%) [1.3%]	2 514 (20.8%) [-3.3%]	1 579 (13.1%) [-0.3%]	8 220 (66.7%) [2.7%]	2 476 (20.1%) [-1.5%]	1 621 (13.2%) [2.7%]
Yuen Long	11 810 (72.4%)	2 666 (16.3%)	1 832 (11.2%)	11 729 (71.7%) [-0.7%]	2 751 (16.8%) [3.2%]	1 868 (11.4%) [2.0%]	11 547 (71.2%) [-1.6%]	2 789 (17.2%) [1.4%]	1 891 (11.7%) [1.2%]
North	7 043 (71.6%)	1 841 (18.7%)	953 (9.7%)	6 472 (68.5%) [-8.1%]	1 992 (21.1%) [8.2%]	982 (10.4%) [3.0%]	6 192 (67.0%) [-4.3%]	2 057 (22.3%) [3.3%]	991 (10.7%) [0.9%]
Tai Po	3 450 (64.6%)	1 003 (18.8%)	889 (16.6%)	3 459 (64.4%) [0.3%]	1 003 (18.7%) [0.0%]	907 (16.9%) [2.0%]	3 518 (65.0%) [1.7%]	984 (18.2%) [-1.9%]	908 (16.8%) [0.1%]
Sha Tin	9 197 (70.5%)	1 863 (14.3%)	1 989 (15.2%)	8 853 (68.5%) [-3.7%]	2 099 (16.2%) [12.7%]	1 981 (15.3%) [-0.4%]	8 290 (65.9%) [-6.4%]	2 291 (18.2%) [9.1%]	2 003 (15.9%) [1.1%]
Sai Kung	4 870 (63.2%)	1 730 (22.4%)	1 111 (14.4%)	4 671 (61.8%) [-4.1%]	1 762 (23.3%) [1.8%]	1 120 (14.8%) [0.8%]	4 615 (62.0%) [-1.2%]	1 718 (23.1%) [-2.5%]	1 109 (14.9%) [-1.0%]
Islands	1 844 (58.1%)	902 (28.4%)	428 (13.5%)	2 057 (58.4%) [11.6%]	994 (28.2%) [10.2%]	469 (13.3%) [9.6%]	2 053 (57.4%) [-0.2%]	1 065 (29.8%) [7.1%]	457 (12.8%) [-2.6%]
Kwai Tsing	6 907 (63.8%)	2 118 (19.6%)	1 801 (16.6%)	6 724 (62.5%) [-2.6%]	2 205 (20.5%) [4.1%]	1 821 (16.9%) [1.1%]	6 404 (61.0%) [-4.8%]	2 287 (21.8%) [3.7%]	1 815 (17.3%) [-0.3%]
All districts	103 157 (67.3%)	26 291 (17.1%)	23 865 (15.6%)	100 878 (66.1%) [-2.2%]	27 640 (18.1%) [5.1%]	24 006 (15.7%) [0.6%]	98 225 (65.0%) [-2.6%]	28 676 (19.0%) [3.7%]	24 216 (16.0%) [0.9%]

Notes:

- (1) Figures in the 2020/21 school year refer to the position as at mid-October, while figures in other school years 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) Figures on school places exclude vacant classrooms and vacant child care centre portions.
- (4) Figures include all KGs joining the KG Scheme in the respective school years, regardless of whether these KGs joined the KG Scheme in the preceding school year.

**(1) Number of KG students under PEVS in the 2016/17 school year and under KG Scheme from the 2017/18 to 2020/21 school years**

	2016/17			2017/18			2018/19			2019/20			2020/21 (Provisional)		
	HD	WD	LWD	HD	WD	LWD	HD	WD	LWD	HD	WD	LWD	HD	WD	LWD
(i) No. of students under PEVS/KG Scheme	95 781	22 484	21 648	91 044	23 823	23 074	84 423	24 958	22 656	83 270	26 358	22 620	78 950	26 236	21 878
(ii) No. of students who need to pay school fees on top of the subsidy	82 531	22 470	21 626	8 530	20 752	20 235	8 875	21 945	20 907	9 070	23 605	21 252	9 035	23 938	20 832
(iii) No. of students who need to pay school fees on top of full fee remission (Note 1)	75 379	32 856		8 119	31 122		8 557	33 557		8 566	35 411		8 544	35 303	
(iv) Percentage (%) of (iii) over (i)	78.7%	74.4%		8.9%	66.4%		10.1%	70.5%		10.3%	72.3%		10.8%	73.4%	
(v) Average annual school fees on top of the subsidy (\$) (Note 2)	5,651	20,075	22,683	3,000	8,100	11,100	3,700	8,700	11,600	4,000	8,900	12,300	4,000	9,000	12,800

## Notes:

- (1) 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.
- (2) The average annual school fees are calculated based on the number of students in item (ii) of the table.

**(2) Number of students under PEVS in the 2016/17 school year and under KG Scheme from the 2017/18 to 2020/21 school years who need to pay school fees**

**(i) HD**

Range of annual school fees on top of the subsidy	2016/17		2017/18		2018/19		2019/20		2020/21 (Provisional)	
	No. of students	Percentage (%)	No. of students	Percentage (%)	No. of students	Percentage (%)	No. of students	Percentage (%)	No. of students	Percentage (%)
Below \$100	163	0.2	109	1.3	100	1.1	98	1.1	103	1.1
\$100 – below \$400	1 541	1.9	82	1.0	60	0.7	142	1.6	132	1.5
\$400 – below \$700	970	1.2	921	10.8	0	0	0	0	0	0
\$700 – below \$1,000	3 447	4.2	229	2.7	99	1.1	112	1.2	114	1.3
\$1,000 – below \$1,300	2 150	2.6	428	5.0	279	3.1	311	3.4	310	3.4
\$1,300 – below \$1,600	1 920	2.3	596	7.0	702	7.9	588	6.5	590	6.5
\$1,600 or above	72 340	87.7	6 165	72.3	7 635	86.0	7 819	86.2	7 786	86.2

**(ii) WD**

Range of annual school fees on top of the subsidy	2016/17		2017/18		2018/19		2019/20		2020/21 (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	230	1.1	197	0.9	98	0.4	176	0.7
\$500 – below \$1,000	133	0.6	245	1.2	48	0.2	48	0.2	48	0.2
\$1,000 – below \$2,000	28	0.1	1 282	6.2	847	3.9	924	3.9	897	3.7
\$2,000 – below \$3,000	0	0	1 197	5.8	1 489	6.8	1 831	7.8	2 234	9.3
\$3,000 – below \$4,000	8	0	1 547	7.5	1 158	5.3	1 050	4.4	1 203	5.0
\$4,000 or above	22 301	99.3	16 251	78.3	18 206	83.0	19 654	83.3	19 380	81.0

**(iii) LWD**

Range of annual school fees on top of the subsidy	2016/17		2017/18		2018/19		2019/20		2020/21 (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	0	0	0	0	0	0	76	0.4
\$500 – below \$1,000	0	0	136	0.7	186	0.9	184	0.9	176	0.8
\$1,000 – below \$2,000	3	0	258	1.3	357	1.7	559	2.6	546	2.6
\$2,000 – below \$3,000	0	0	246	1.2	67	0.3	220	1.0	305	1.5
\$3,000 – below \$4,000	114	0.5	705	3.5	688	3.3	549	2.6	393	1.9
\$4,000 or above	21 509	99.5	18 890	93.4	19 609	93.8	19 740	92.9	19 336	92.8

## 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.



**Number of students with SEN  
studying in public sector ordinary primary and secondary schools  
from the 2016/17 to 2020/21 school years**

School Year	School Level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment	Mental Illness
2016/17	Primary	8 860	670	5 020	4 350	110	30	300	2 520	-
	Secondary	11 260	910	2 800	5 090	190	80	350	350	-
2017/18	Primary	9 250	690	5 430	4 670	120	40	350	2 430	-
	Secondary	11 460	830	3 280	5 860	170	70	340	370	-
2018/19	Primary	10 370	760	5 690	5 110	110	40	360	2 510	60
	Secondary	11 430	830	3 840	6 780	150	60	310	360	310
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
2020/21	Primary	11 220	930	6 880	6 030	130	40	380	2 910	130
	Secondary	12 010	780	4 990	8 550	140	60	270	530	660

Note: Figures refer to the position as at September of the respective school years. Starting from the 2017/18 school year, the LSG has covered 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. Hence, the number of students with MI in the 2017/18 school year is not included in the above table. In addition, given that some parents or students are not willing to have their information submitted to the EDB by the schools, we assume that the number reported by schools may be smaller.

**Number of public sector ordinary primary and secondary schools  
adopting the LSG, the IRTP and the Mixed Mode (including the Migration Mode)  
from the 2016/17 to 2020/21 school years**

School year	LSG		IRTP	Mixed Mode (including Migration Mode) (applicable to primary schools)
	Primary school	Secondary school		
2016/17	212	382	140	102
2017/18	213	381	140	101
2018/19	217	381	140	99
2019/20	455	389	-	-
2020/21	455	389	-	-

**Distribution of public sector ordinary primary and secondary schools  
provided with the LSG  
by number of students with SEN requiring tier-2 and tier-3 support  
from the 2016/17 to 2020/21 school years**

No. of students		No. of schools									
		2016/17		2017/18		2018/19		2019/20		2020/21	
		Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
No. of students requiring tier-2 support	0	1	2	9	1	0	1	0	0	1	0
	1-10	11	57	41	50	13	39	8	28	7	25
	11-20	26	77	23	67	18	54	19	63	17	58
	21-30	26	56	19	57	20	64	23	55	19	54
	31-40	47	27	47	34	31	36	25	48	32	53
	41-50	62	26	57	30	72	34	69	31	63	26
	51-60	62	19	65	21	80	21	85	20	76	24
	61-70	37	25	41	21	53	25	81	22	83	16
	71-80	22	25	28	14	46	19	54	26	63	23
	81-90	9	15	10	23	27	15	40	15	30	16
	91-100	8	18	8	18	13	15	22	11	30	20
Over 100	3	35	7	49	8	62	29	70	34	74	
No. of students requiring tier-3 support	0	39	72	66	60	32	50	28	49	24	47
	1-5	259	295	270	309	283	299	306	257	300	240
	6-10	11	8	12	9	41	21	78	62	81	77
	11-15	1	4	3	1	11	11	25	12	30	14
	16-20	2	1	1	3	6	0	13	5	14	5
	Over 20	2	2	3	3	8	4	5	4	6	6

Note: In the 2018/19 school year and before, ordinary schools were provided with additional resources under various modes to support students with SEN, including the LSG, the IE Programme, the IRTP, and a Mixed Mode of implementing IRTP while receiving the LSG. As schools were provided with additional resources under different modes, some schools (e.g. those adopting IRTP) were not required to report to the Education Bureau (EDB) the tier of support of each of their students. Hence, the figures for the 2018/19 school year and before may be lower than the actual numbers. The EDB has implemented a series of enhanced measures starting from the 2019/20 school year, including extending the LSG to all public sector ordinary schools to replace the IRTP and the IE Programme. The above figures should be able to reflect the actual situation.

**Expenditure on additional support and services provided for  
students with SEN in public sector ordinary schools  
from the 2016/17 to 2020/21 school years  
(on top of regular subvention)**

School year	Expenditure (\$ million)
2016/17	1,392
2017/18	1,638
2018/19	1,977
2019/20	3,162
2020/21 (Revised estimate)	3,435

**Number of public sector ordinary primary and secondary schools  
adopting the LSG, the Mixed Mode and the Migration Mode  
by the range of LSG allotment  
from the 2016/17 to 2020/21 school years**

School year		No. of schools	LSG allotment	
			Under \$0.6 million	\$0.6 million or above
2016/17	Secondary school	LSG	194	188
	Primary school	LSG	28	184
		Mixed Mode	93	Not applicable (Note)
		Migration Mode	0	9
2017/18	Secondary school	LSG	174	211
	Primary school	LSG	62	192
		Mixed Mode	90	Not applicable (Note)
		Migration Mode	0	11
2018/19	Secondary school	LSG	150	235
	Primary school	LSG	85	197
		Mixed Mode	86	Not applicable (Note)
		Migration Mode	0	13
2019/20	Secondary school	LSG	180	209
	Primary school	LSG	48	407
2020/21	Secondary school	LSG	184	205
	Primary school	LSG	42	413

Note: For primary schools adopting the Mixed Mode, the ceiling of the LSG is \$0.35 million.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB020**

**(Question Serial No. 2965)**

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:

Regarding the free quality kindergarten (KG) education scheme, please provide the following information for the school years from 2018/19 to 2020/21:

- (1) What is the number of 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) For each of the 4 types of KGs mentioned above, please give the respective number of KGs having applied for collection of school fees, granted approval to collect school fees and not granted approval to collect school fees as well as the total number of KGs in each of the school years from 2018/19 to 2020/21. For each of these 4 types of KGs granted approval to collect school fees, what are the average, lowest, highest and median level of annual school fees? For all KGs not granted approval to collect school fees, please list the reasons, and the type and number of KGs involved.
- (3) How many child care centres (CCCs) are attached to KGs in the territory? What is the total number of school places they provide? Please list by school district and provide the total. What are the highest, lowest, average and median level of fees charged by these CCCs?

Asked by: Hon CHAN Pierre (LegCo internal reference no.: 99)

Reply:

- (1) From the 2018/19 to 2020/21 school years, 485 out of all kindergartens (KGs) joining the KG education scheme (Scheme-KGs) were approved for the tide-over grant (ToG) annually. The expenditures on the ToG in 2018-19 and 2019-20 were about \$207 million and \$214 million respectively. The revised estimated expenditure on the ToG in 2020-21 is about \$211 million. For the above-mentioned school years, the

respective number of KGs approved for the ToG, and the respective highest, lowest, average and median amounts approved are tabulated by school type at [Annex 1](#).

- (2) From the 2018/19 to 2020/21 school years, the total number of Scheme-KGs, and the number of Scheme-KGs applied, being granted and not granted approval for collection of school fees by school type are tabulated at [Annex 2](#). The median, weighted average, highest and lowest level of annual school fees among fee-charging KGs are tabulated at [Annex 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, teacher-to-pupil ratio, maintenance of school facilities, general operating expenses, etc. Whether approval for collection of school fees is granted or rejected and what level of school fees can be charged are subject to our scrutiny of relevant data and the situation of the school.

- (3) From the 2018/19 to 2020/21 school years, the respective number of child care centres (CCCs) attached to KGs and the number of places provided by these CCCs are tabulated by District Council district at [Annex 4](#). The highest, lowest and median monthly fees charged by these CCCs are tabulated at [Annex 5](#).

Number of KGs approved for the ToG and amount of grant disbursed  
from the 2018/19 to 2020/21 school years

2018/19 school year	Only operating half-day (HD) classes	Only operating whole-day (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)	2,470	650	2,670
Lowest amount (\$'000)	90	60	80
Average amount (\$'000)	910	230	500
Median amount (\$'000)	830	220	420

2020/21 school year	Only operating HD classes	Only operating WD classes	Operating both WD and HD classes
No. of KGs approved for the ToG	85	223	177
Highest amount (\$'000)	1,650	460	1,860
Lowest amount (\$'000)	70	40	60
Average amount (\$'000)	610	130	320
Median amount (\$'000)	580	130	260

## Notes:

1. The KGs offering WD classes in the 2018/19, 2019/20 and 2020/21 school years in the table above include 221 former aided child care centres (FACs). FACs refer to aided child care centres operated under the Social Welfare Department (SWD) before harmonisation of pre-primary services. They usually operate longer service hours.
2. The amount of the 2020/21 school year shown above refers to the position as at March 2021 as the 2020/21 school year has not yet come to a close.



Total number of Scheme-KGs and number of Scheme-KGs  
applied, being granted and not granted approval for collection of school fees  
from the 2018/19 to 2020/21 school years

School year	Class	Scheme-KGs			
		Total number (Note 1 & 4)	Applied for collection of school fees	Granted approval (Note 2 & 4)	Not granted approval
2018/19	HD	511	56	35	21
	WD	364	341	323	18
	Long whole-day (LWD) (Note 3)	246	238	224	14
2019/20	HD	515	48	36	12
	WD	370	330	320	10
	LWD (Note 3)	246	239	228	11
2020/21	HD	518	51	39	12
	WD	375	351	342	9
	LWD (Note 3)	246	237	232	5

## Notes:

1. The figures reflect the situation as at mid-September of the respective school years.
2. The figures reflect the position when an application for school fees revision was first submitted by KGs, without accounting for any changes made by KGs during the course of vetting.
3. KGs with LWD class refer to aided child care centres operated under the SWD before harmonisation of pre-primary services. They usually operate longer service hours.
4. KGs providing both HD and WD/LWD services are concurrently counted in the respective rows for HD, WD and LWD classes.

Level of annual school fees of Scheme-KGs  
from the 2018/19 to 2020/21 school years

## 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

## 2020/21 school year

Annual school fees (Note 1)	HD	WD	LWD (Note 2)
Median (\$)	3,400	8,300	13,100
Weighted average (\$)	4,000	9,000	12,800
Highest (\$)	10,400	28,600	28,600
Lowest (\$)	100	200	500

## Notes:

1. The figures are rounded to the nearest hundred. KGs providing both HD and WD/LWD services are concurrently counted in the respective columns for HD, WD and LWD classes.
2. KGs with LWD class refer to aided child care centres operated under the SWD before harmonisation of pre-primary services. They usually operate longer service hours.

Number of CCCs attached to KGs and number of places provided  
from the 2018/19 to 2020/21 school years

School year/District	2018/19		2019/20		2020/21 (Note)	
	No. of CCCs	No. of places	No. of CCCs	No. of places	No. of CCCs	No. of places
Central & Western	27	2 237	27	2 198	29	2 680
Wan Chai	17	872	17	840	16	839
Eastern	53	3 796	53	3 684	54	4 229
Southern	20	1 190	19	1 270	19	1 149
Sham Shui Po	24	1 208	24	1 310	26	1 488
Yau Tsim Mong	25	1 196	25	1 352	25	1 186
Kowloon City	52	4 825	50	4 308	50	4 646
Wong Tai Sin	26	813	26	737	24	542
Kwun Tong	38	1 319	39	1 043	39	1 203
Tsuen Wan	22	1 195	23	1 228	23	1 100
Tuen Mun	33	1 873	33	1 914	32	1 602
Yuen Long	32	1 462	32	1 396	33	1 254
North	20	1 058	20	934	20	872
Tai Po	17	874	18	966	18	1 229
Sha Tin	42	2 132	41	2 063	42	1 807
Sai Kung	33	3 603	34	2 934	35	4 156
Islands	14	1 033	14	1 041	14	1 103
Kwai Tsing	31	1 168	32	1 388	31	1 175
All districts	526	31 854	527	30 966	530	32 260

Note: Figures as at October 2020.

Monthly fee for services provided for children under the age of 3  
by CCCs attached to KGs from the 2018/19 to 2020/21 school years

School year	Service session	Lowest fee (\$)	Highest fee (\$)	Median fee (\$)
2018/19	WD	2,467	16,668	4,443
	HD	1,700	10,900	3,950
2019/20	WD	1,412	17,498	3,717
	HD	1,770	10,900	4,160
2020/21	WD	540	17,498	3,919
	HD	1,700	14,000	4,919

Notes:

1. Monthly fees for WD service session cover meal charges.
2. The SWD does not have information on the average monthly fees.

- End -

**CONTROLLING OFFICER'S REPLY****EDB021****(Question Serial No. 3253)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Please advise this Committee of the following in respect of the implementation of the “Community Care Fund Assistance Programme – Provision of Subsidy to Needy Primary and Secondary Students for Purchasing Mobile Computer Devices to Facilitate the Practice of e-Learning” in the past 3 years.

## (1) Number of students benefited:

	2018-2019		2019-2020		2020-2021	
	Primary school	Secondary school	Primary school	Secondary school	Primary school	Secondary school
Full-rate						
Half-rate						
With no application submitted/ Without eligibility						

## (2) Number of schools that joined the Programme

	2018-2019		2019-2020		2020-2021	
	Primary school	Secondary school	Primary school	Secondary school	Primary school	Secondary school
Central & Western						
Wan Chai						
Eastern						
Southern						
Sham Shui Po						
Yau Tsim Mong						
Kowloon City						
Wong Tai Sin						
Kwun Tong						
Kwai Tsing						

	2018-2019		2019-2020		2020-2021	
	Primary school	Secondary school	Primary school	Secondary school	Primary school	Secondary school
Tsuen Wan						
Tuen Mun						
Yuen Long						
North						
Tai Po						
Sha Tin						
Sai Kung						
Islands						

(3) Number of students provided with portable WiFi routers/mobile data cards under the Programme

	2018-2019		2019-2020		2020-2021	
	Primary school	Secondary school	Primary school	Secondary school	Primary school	Secondary school
Central & Western						
Wan Chai						
Eastern						
Southern						
Sham Shui Po						
Yau Tsim Mong						
Kowloon City						
Wong Tai Sin						
Kwun Tong						
Kwai Tsing						
Tsuen Wan						
Tuen Mun						
Yuen Long						
North						
Tai Po						
Sha Tin						
Sai Kung						
Islands						

Asked by: Hon CHAN Pierre (LegCo internal reference no.: 63)

Reply:

(1) The EDB has, through the Community Care Fund, implemented the 3-year Community Care Fund Assistance Programme – Provision of Subsidy to Needy Primary and Secondary Students for Purchasing Mobile Computer Devices to Facilitate the Practice of e-Learning (Assistance Programme) starting from the 2018/19 school year to subsidise needy primary and secondary school students to purchase mobile computer devices. About 34 000 students benefited from the Assistance Programme in the 2018/19 and 2019/20 school years, and the relevant figures are set out in the table below. The actual number of student beneficiaries in the 2020/21 school year will be confirmed upon submission of reports by all participating schools.

	2018/19 school year			2019/20 school year		
	Primary school	Secondary school	Special school	Primary school	Secondary school	Special school
Full-rate	4 293	6 173	406	7 837	6 953	373
Half-rate	1 237	1 683	64	2 787	2 155	71
<b>Total</b>	<b>5 530</b>	<b>7 856</b>	<b>470</b>	<b>10 624</b>	<b>9 108</b>	<b>444</b>

(2) The number of schools that joined the Assistance Programme is tabulated as follows.

	2018/19 school year			2019/20 school year			2020/21 school year		
	Primary school	Secondary school	Special school	Primary school	Secondary school	Special school	Primary school	Secondary school	Special school
Central & Western	1	1	0	5	3	0	13	9	0
Wan Chai	0	2	0	2	3	0	10	8	1
Eastern	4	1	2	6	5	1	24	23	3
Southern	1	5	1	4	7	0	11	14	4
Sham Shui Po	2	5	0	8	7	0	23	23	4
Yau Tsim Mong	3	4	1	4	4	1	21	16	1
Kowloon City	2	4	0	4	6	0	25	31	2
Wong Tai Sin	7	5	1	8	9	1	25	21	2
Kwun Tong	9	5	1	11	9	1	35	31	3
Kwai Tsing	3	5	1	6	5	3	28	28	5
Tsuen Wan	3	2	0	5	4	0	20	13	0
Tuen Mun	4	8	2	4	11	3	35	34	4
Yuen Long	15	12	0	22	16	1	46	35	4
North	8	2	1	11	3	1	28	19	2
Tai Po	7	3	0	9	4	1	17	16	1
Sha Tin	12	11	1	17	16	2	39	37	3
Sai Kung	6	7	0	11	9	0	23	22	3
Islands	2	6	0	3	5	0	14	10	1
<b>Total</b>	<b>89</b>	<b>88</b>	<b>11</b>	<b>140</b>	<b>126</b>	<b>15</b>	<b>437</b>	<b>390</b>	<b>43</b>

(3) As the scope of subsidy under the Assistance Programme does not cover portable WiFi routers and mobile data cards, the number of student beneficiaries concerned is not available. In respect of support for Internet access, the Student Finance Office of the Working Family and Student Financial Assistance Agency and the Social Welfare Department have implemented the Subsidy Scheme for Internet Access Charges since the 2010/11 school year to disburse Internet access subsidies to eligible families to facilitate needy students' online learning at home. In the 2020/21 school year, over 174 800 families benefited from the Scheme. In addition, to strengthen support for needy primary and secondary school students who are unable to acquire appropriate Internet services due to their living environment, the EDB provided schools in need with a one-off top-up grant from December 2020 for them to meet the additional expenses incurred in purchasing portable WiFi routers and/or mobile data cards. In the 2020/21 school year, over 15 400 students benefited from this initiative involving an additional expenditure of about \$14 million.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB022**

**(Question Serial No. 0005)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide separately the estimated expenditures on the salaries and allowances for the Secretary for Education, the Under Secretary for Education and the Political Assistant to Secretary for Education in 2021-22.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 5)

Reply:

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 2021-22 are around \$4.07 million, \$2.72 million and \$1.46 million respectively. There is no provision in the estimates for allowances for SED, US(Ed) and PA to SED.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB023**

**(Question Serial No. 0528)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

Please provide the expenditures on pre-primary education in the past 3 years, including the expenses arising from fee remission, training and rental subsidy.

Please provide the respective number of whole-day, long whole-day and half-day kindergartens (excluding former aided child care centres) under the free quality kindergarten education scheme and the respective number of school places offered in each of the 18 districts.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 143)

Reply:

The breakdown of expenditures on pre-primary education from 2017-18 to 2019-20 is tabulated at Annex 1.

The respective number of whole-day, long whole-day and half-day kindergartens (KGs) under the kindergarten education scheme (KG Scheme) and the respective number of school places by District Council district from the 2017/18 to 2019/20 school years are tabulated at Annex 2.

**Expenditures on pre-primary education  
from 2017-18 to 2019-20**

	2017-18 (\$ million)	2018-19 (\$ million)	2019-20 (\$ million)
Pre-primary Education Voucher Scheme (PEVS) (Note 1)	1,126.9	21.0	4.4
Kindergarten education scheme (KG Scheme) (Note 2)	3,903.5	6,041.3	6,393.7
The Kindergarten and Child Care Centre Fee Remission Scheme	378.9	286.0	291.7
Refund of rent, rates and government rent (Note 3)	128.8	7.1	6.3
Principal and teacher training (Note 4)	2.7	4.5	4.8

Note 1: The expenditure in 2017-18 reflects 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 that joined PEVS in the 2016/17 school year but did not join 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 continued to receive the voucher subsidy under PEVS until they left the KGs concerned. With the end of operation of eligible classes under PEVS, the transitional arrangements for such KGs ceased in the 2019/20 school year.

Note 2: The expenditure in 2017-18 reflects 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 provision of one-off start-up grant for KGs under the KG Scheme in 2017-18. The expenditures in 2018-19 and 2019-20 are the expenditure on the Scheme for the whole year.

Note 3: The expenditure in 2017-18 reflects 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, expenditures on rental subsidy and reimbursement of rates and government rent for KGs under the KG Scheme are subsumed under the overall expenditure of the KG Scheme. NPM KGs not under 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 the 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.

**Number of KGs under the KG Scheme and school places  
from the 2017/18 to 2019/20 school years**

**(1) Whole-day KGs**

District	2017/18		2018/19		2019/20	
	No. of KGs (Notes 1 & 3)	No. of school places (Notes 1 & 2)	No. of KGs (Notes 1 & 3)	No. of school places (Notes 1 & 2)	No. of KGs (Notes 1 & 3)	No. of school places (Notes 1 & 2)
Central & Western	7	414	7	409	7	410
Wan Chai	4	324	4	319	4	328
Eastern	30	1 719	31	1 932	31	1 993
Southern	8	494	10	567	10	635
Sham Shui Po	21	1 440	21	1 425	21	1 492
Yau Tsim Mong	4	391	4	394	4	351
Kowloon City	15	1 295	16	1 236	17	1 433
Wong Tai Sin	23	1 846	23	1 867	23	1 982
Kwun Tong	31	2 384	34	2 613	36	2 874
Tsuen Wan	10	751	11	807	11	822
Tuen Mun	34	2 569	34	2 599	33	2 514
Yuen Long	34	2 435	34	2 666	34	2 751
North	26	1 466	27	1 841	27	1 992
Tai Po	13	959	13	1 003	13	1 003
Sha Tin	27	1 768	28	1 863	29	2 099
Sai Kung	24	1 752	23	1 730	23	1 762
Islands	14	897	14	902	15	994
Kwai Tsing	29	1 992	30	2 118	32	2 205
All districts	354	24 896	364	26 291	370	27 640

Note 1: Position as at mid-September of the respective school years.

Note 2: Accommodation in vacant classrooms not counted.

Note 3: Figures exclude long whole-day KGs.

**(2) Long whole-day KGs (Note 3)**

District	2017/18		2018/19		2019/20	
	No. of KGs (Notes 1 & 3)	No. of school places (Notes 1 & 2)	No. of KGs (Notes 1 & 3)	No. of school places (Notes 1 & 2)	No. of KGs (Notes 1 & 3)	No. of school places (Notes 1 & 2)
Central & Western	9	852	9	842	9	847
Wan Chai	6	565	6	576	6	579
Eastern	17	1 456	17	1 450	17	1 435
Southern	8	757	8	748	8	733
Sham Shui Po	13	1 477	13	1 476	13	1 484
Yau Tsim Mong	14	1 439	14	1 432	14	1 439
Kowloon City	15	1 604	15	1 578	15	1 585
Wong Tai Sin	17	1 642	17	1 632	17	1 653
Kwun Tong	24	2 394	24	2 422	24	2 397
Tsuen Wan	10	1 132	10	1 122	10	1 127
Tuen Mun	19	1 604	19	1 584	19	1 579
Yuen Long	18	1 844	18	1 832	18	1 868
North	10	973	10	953	10	982
Tai Po	9	893	9	889	9	907
Sha Tin	20	2 012	20	1 989	20	1 981
Sai Kung	13	1 127	13	1 111	13	1 120
Islands	5	434	5	428	5	469
Kwai Tsing	19	1 795	19	1 801	19	1 821
All districts	246	24 000	246	23 865	246	24 006

Note 1: Position as at mid-September of the respective school years.

Note 2: Accommodation in vacant classrooms not counted.

Note 3: Long whole-day KGs refer to former aided child care centres, which are aided child care centres operated under the Social Welfare Department before the harmonisation of pre-primary services. They usually operate longer service hours.

### (3) Half-day KGs

District	2017/18		2018/19		2019/20	
	No. of KGs (Notes 1 & 3)	No. of school places (Notes 1 & 2)	No. of KGs (Notes 1 & 3)	No. of school places (Notes 1 & 2)	No. of KGs (Notes 1 & 3)	No. of school places (Notes 1 & 2)
Central & Western	15	3 922	15	3 894	15	3 926
Wan Chai	7	2 225	7	2 236	7	2 216
Eastern	41	6 316	42	5 716	41	5 431
Southern	11	1 784	12	1 652	12	1 533
Sham Shui Po	28	7 559	28	6 995	29	7 132
Yau Tsim Mong	13	3 348	13	3 162	12	2 915
Kowloon City	31	8 460	30	8 273	28	8 309
Wong Tai Sin	27	4 333	27	4 092	27	3 762
Kwun Tong	45	9 184	46	9 012	48	8 674
Tsuen Wan	24	5 308	23	5 100	24	5 009
Tuen Mun	41	8 467	41	7 904	42	8 006
Yuen Long	52	12 663	52	11 810	52	11 729
North	33	8 457	33	7 043	33	6 472
Tai Po	15	3 564	15	3 450	15	3 459
Sha Tin	38	9 512	39	9 197	40	8 853
Sai Kung	29	4 886	29	4 870	29	4 671
Islands	19	1 804	18	1 844	20	2 057
Kwai Tsing	41	7 290	41	6 907	41	6 724
All districts	510	109 082	511	103 157	515	100 878

Note 1: Position as at mid-September of the respective school years.

Note 2: Accommodation in vacant classrooms not counted.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB024**

**(Question Serial No. 2777)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Will the Government inform this Council of:

- (1) 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 school years from 2016/17 to 2020/21;
- (2) The number of education-related events, talks, sessions or forums for parents funded, commissioned or organized by the Government in each of the school years from 2016/17 to 2020/21, with number of parents of NCS students attending each of the events with the following details:

name of the event	content	period	organizer (institution, NGO or relevant EDB department) please specify	frequency/no. of events	funding source	expenditure	main language for the event	total no. of participants	total no. of parents of NCS students participated	provision of interpretation service	mode of evaluation

- (3) 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 school years from 2016/17 to 2020/21, with number of parents of NCS students attending each of the events with details as above (b);

- (4) 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 2016/17 to 2020/21 and the number of these complaints substantiated and the number of these complaints unsubstantiated in each of these years; and
- (5) The number of enquiries and complaints from students and parents on lack of school information received by each Regional Education Office of the Education Bureau in each of the school years from 2016/17 to 2020/21 and the number of these complaints substantiated and the number of these complaints unsubstantiated in each of these years.

Asked by: Hon CHENG Chung-ta (LegCo internal reference no.: 139)

Reply:

(1) and (3)

The education-related programmes provided by the Education Bureau (EDB) for parents of non-Chinese speaking (NCS) students 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 education support and career guidance for NCS students. Simultaneous interpretation services in major languages for people of different races are provided during these events where necessary. Details of the relevant programmes are tabulated at [Annex](#).

Also, tertiary institutions and/or non-governmental organisations are commissioned to organise education-related programmes of diversified modes, 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 understanding of Chinese, and hence their support for their children's learning of the Chinese language. In tandem, the Chinese Language Learning Support Centres organise workshops for parents of NCS students, with a view to strengthening collaboration with them in supporting NCS students' learning of Chinese. From 2016 to 2020, about 600 parents of NCS students attended the Summer Bridging Programme, while about 300 parents of NCS students participated in the parent workshops organised by the Chinese Language Learning Support Centres.

In addition, starting from the 2020/21 school year, the EDB provides a series of parent education programmes for parents of NCS students, including parent education talks cum exhibitions and community activities, so as to help them support their children's learning, encourage their children to master the Chinese language, and enable them to have a more comprehensive understanding of the multiple pathways available to their children.

Apart from the above programmes and those mentioned at Annex, we do not maintain a record of the number of participants of other activities organised for parents of NCS students, which also involved different parties, including schools, tertiary institutions and non-governmental organisations. The relevant manpower resources and expenses have been subsumed under the overall expenditure of the EDB and/or the programmes concerned, hence a breakdown of expenditure by item is not available. Besides, the diversified education-related programmes organised for parents annually by the EDB are normally conducted in Cantonese and no interpretation services are provided. We do not separately collect information on the number of parents of NCS students who participated in these programmes.

(4) and (5)

From the 2016/17 to 2020/21 school year, the 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 and workshops for parents of NCS students. As for various types of enquiries received during day-to-day operation, 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 2016/17 to 2020/21 school years**

Name of events	Content	Period	Organiser	No. of events	Language mainly 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	Briefing on the procedures, points to note and other related matters for admission arrangements for K1 classes in kindergartens		EDB							
		2017/18 school year		Sep to Oct 2016	6	English	146	146	Yes	Listening to the views of participants
		2018/19 school year		Jul to Oct 2017	7	English	86	86	Yes	
		2019/20 school year		Jul to Oct 2018	6	English	96	96	Yes	Questionnaire
		2020/21 school year		Jul to Oct 2019	7	English	73	73	Yes	Questionnaire
		2021/22 school year		Sep to Oct 2020	3	English	24 (Note 2)	24 (Note 2)	Yes	Questionnaire

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)	Education support for NCS students in learning Chinese and POA mechanism		EDB						
	POA 2017	Aug 2016		1	English	85	85	Yes	Observation
	POA 2018	Aug 2017		2	English	52	52	Yes	Observation
	POA 2019	Aug to Sep 2018		2	English	76	76	Yes	Questionnaire and observation
	POA 2020	Aug to Sep 2019		2	English	122	122	Yes	
	POA 2021	Aug to Sep 2020		2	English	(Note 3)	(Note 3)	(Note 3)	(Note 3)
Briefing Session for Parents of NCS Students: Central Allocation of POA	Central Allocation mechanism under POA, procedures and points to note for making school choices at Central Allocation stage		EDB						
	POA 2017	Jan 2017		8	English	184	184	Yes	Observation
	POA 2018	Jan 2018		8	English	209	209	Yes	Questionnaire and observation
	POA 2019	Jan 2019		8	English	210	210	Yes	
	POA 2020	Jan 2020		8	English	251	251	Yes	
	POA 2021	Jan 2021		4	English	249	249	Yes	Questionnaire

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 Secondary School Places Allocation (SSPA)	Briefing on the education support for NCS students, an overview of SSPA and sharing of school personnel (tips for making school choices)		EDB						
	SSPA 2017	Dec 2016		1	English	68	68	Yes	Observation
	SSPA 2018	Dec 2017		1	English	73	73	Yes	Observation
	SSPA 2019	Dec 2018		1	English	95	95	Yes	Questionnaire and observation
	SSPA 2020	Dec 2019		1	English	81	81	Yes	
	SSPA 2021	Dec 2020		1	English	(Note 3)	(Note 3)	(Note 3)	(Note 3)
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 the views of participants

<b>Name of events</b>	<b>Content</b>	<b>Period</b>	<b>Organiser</b>	<b>Frequency/ No. of events</b>	<b>Main language used at the event</b>	<b>Total no. of participants</b>	<b>Total no. of participating parents of NCS students</b>	<b>Provision of interpretation service</b>	<b>Mode of evaluation</b>
Parent Education Talks cum Exhibitions for Parents of NCS Students (Note 4)	Helping parents of NCS students understand the need to expose their children to Chinese and let them learn Chinese at a very early stage; understand the multiple pathways available to their children; and strengthen their communication with schools to support their children's learning	Nov 2020 to Mar 2021	EDB (undertaken by HKU SPACE)	15	English	277 (as at 20/02/2021)	174 (as at 20/02/2021)	Yes	Questionnaire and observation
Community Activities on Parent Education for Parents of NCS Students	Helping parents of NCS students understand the need to expose their children to Chinese and let them learn Chinese at a very early stage; understand the multiple pathways available to their children; and strengthen their communication with schools to support their children's learning	Jan 2021 to May 2021	EDB (undertaken by New Home Association)	10	English	72 (as at 20/02/2021)	72 (as at 20/02/2021)	Yes	Questionnaire and observation

- Note 1: Since information is not collected for some education-related programmes provided for parents of NCS students, the above information is not exhaustive.
- Note 2: Due to the COVID-19 epidemic, among the 7 seminars originally scheduled for July to October 2020, only 3 could be held as scheduled. The EDB has uploaded a PowerPoint slide show with narration for the viewing of parents of NCS students.
- Note 3: In light of the development of the COVID-19 epidemic, the EDB has cancelled the briefing session and instead uploaded a PowerPoint slide show with narration in languages of different races for reference of parents of NCS students.
- Note 4: Representatives from the EDB were arranged to introduce the support measures for NCS children studying in kindergartens in 6 of the talks.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB025**

**(Question Serial No. 2778)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

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:

- (1) The number of non-attendance students in each of the grade levels from S1 to S6 from 2016/17 to 2020/21, and among them, the number of NCS and ethnic minority students;
- (2) 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;
- (3) 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;
- (4) Details of any support, including the amount of funding spent, to NCS and ethnic minority students to provide an alternative pathway for S3 to S5 school leavers and for such school leavers to obtain a formal qualification for the purposes of employment and further study;
- (5) 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 CHENG Chung-tai (LegCo internal reference no.: 140)

Reply:

(1) to (3) and (5)

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 2016/17 to 2019/20 school years are tabulated below. Information for the 2020/21 school year is not yet available.

School year Grade level	2016/17	2017/18	2018/19	2019/20
S1	557	734	609	546
S2	503	741	690	512
S3	969	1 081	1 030	741
S4	967	992	956	547
S5	609	595	512	305
S6	96	150	115	75

We do not readily have a breakdown of the number of non-attendance cases by language and ethnic group as schools need not provide such information in their report to the EDB. Besides, we do not keep statistics on the total number of students and the number of NCS students who have taken leave for more than 1 month, and the number of schools concerned.

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, many 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.

(4)

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. 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, work experience programmes, etc., to help them make informed choices on further studies and careers, set personal goals and plan their future. It is expected that in the 2020/21 school year, the service will be provided to around 620 students, and the expenditure involved will be about \$1.4 million.

In addition to the provision of full-time Diploma of Vocational Education programmes subvented by the EDB for S3 to S5 school leavers (including NCS students), the VTC also offers various pre-employment programmes specifically for NCS students to obtain formal qualifications for further studies or employment. Furthermore, the VTC provides academic and learning support to its NCS students, such as organising student orientation activities, additional tutorial classes, counseling and coaching, providing peer support through the peer mentorship scheme, various student activities promoting the culture of social integration, and advisory support for articulation and career development to help them learn more effectively and adapt to campus life. The VTC does not maintain a breakdown of the resources deployed to provide support services for NCS students.

- End -



**CONTROLLING OFFICER'S REPLY****EDB026****(Question Serial No. 2779)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (000) Operational expensesProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)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:

- (1) 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						
20/21						

- (2) 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 2020/21 school years;
- (3) 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 2020/21 school years;
- (4) 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 2020/21 school years;
- (5) 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 2020/21 school years;
- (6) 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 2020/21 school years;
- (7) 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 CHENG Chung-tai (LegCo internal reference no.: 141)

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. We have originally planned to provide the basic training courses for 160 teachers in the 2019/20 and 2020/21 school years respectively. However, due to the impact of the COVID-19 epidemic, only some of the basic training courses were conducted as scheduled in the 2019/20 school year, with 45 teachers completed the courses, and the remaining courses have to be postponed to the 2020/21 school year. It is expected that by the end of the 2020/21 school year, about 340 teachers will complete the courses. We believe that all the KGs having admitted NCS students will have at least one teacher completed the basic training course recognised by the EDB by then. 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 enhance their knowledge and skills of teaching NCS students Chinese, the EDB launched the “Professional Enhancement Grant Scheme for Chinese Language Teachers (Teaching Chinese as a Second Language)” (the Scheme) on a pilot basis in the 2014/15 school year with funding from the Language Fund. The Scheme provides grants for teachers who have completed recognised programmes (including designated part-time Postgraduate Certificate, Postgraduate Diploma and Master’s Degree programmes) under the Scheme. The Scheme is voluntary in nature and it enables participating teachers to pursue continuing education after work. The recognised programmes offered from the 2014/15 to 2020/21 school years 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 - 2020/21	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)

From the 2014/15 to 2020/21 school years, provision is reserved/arrangement has been made for disbursement of grant to 46 and 49 Chinese Language teachers serving in primary and secondary schools respectively under the Scheme. The relevant 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% (the 2014/15 to 2018/19 school years) to 50% (the 2019/20 to 2021/22 school years) of the programme fee, or a maximum of \$30,000 (2014/15 to 2016/17 school years), \$34,000 (2017/18 and 2018/19 school years) and \$64,000 (2019/20 to 2021/22 school years) as the basic grant. 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 and 2020/21 school years, 12 and 15 Chinese Language teachers serving in primary and secondary schools have been provided with the extra grant respectively. Upon the completion of the pilot Scheme, we will review the implementation of the Scheme having regard to the experience gained.

The EDB has been continuously organising systematic and diversified professional development programmes to deepen teachers’ understanding of the “Chinese Language Curriculum Second Language Learning Framework” and related teaching methods, and enhance their professional capability in teaching NCS students. The EDB started providing

seminars and workshops in the 2014/15 school year, and as at February 2021, teachers (with attendance of around 5 500) from about 750 primary and secondary schools have participated in the seminars and workshops. In addition, the EDB helps schools that have admitted NCS students establish professional learning communities. Through experience sharing within the school or across schools, or participation in school-based support services, etc., teachers are able to strengthen their professional capability so as to facilitate NCS students' learning of Chinese.

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****EDB027****(Question Serial No. 2780)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (000) Operational expensesProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Regarding the free quality kindergarten (KG) education scheme, please provide the following information:

- (1) the number of KGs under the scheme that operated half-day, whole-day and long whole-day classes, and the expenditure involved in the past year; and
- (2) among the KGs subsidised under the scheme in the past year, the number of KGs that still collected school fees for their half-day, whole-day and long whole-day classes, and the respective amount of the average, lowest, highest and median annual school fee.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 142)Reply:

The breakdown of expenditures on pre-primary education in 2019-20 is tabulated as follows:

Item	(\$ million)
Pre-primary Education Voucher Scheme (PEVS) (Note 1)	4.4
Kindergarten education scheme (KG Scheme)	6,393.7
Kindergarten and Child Care Centre Fee Remission Scheme	291.7
Refund of rent, rates and government rent (Note 2)	6.3
Principal and teacher training	4.8

Note 1: It reflects the expenditure under the transitional arrangements for the 7 and 6 kindergartens (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. With the end of operation of eligible classes under PEVS, the transitional arrangements for such KGs ceased in the 2019/20 school year.

Note 2: Starting from the 2017/18 school year, expenditures on rental subsidy and reimbursement of rates and government rent for KGs under the KG Scheme are subsumed under the overall expenditure of the KG Scheme. Non-profit-making KGs not joining the KG Scheme can continue to be reimbursed for rates and government rent.

In the 2019/20 school year, the number of KGs joining the KG Scheme (Scheme-KGs) operating half-day (HD), whole-day (WD) and long whole-day (LWD) classes, the number of Scheme-KGs that collected school fees, and the level of their annual school fees are tabulated as follows:

- (1) Number of KGs operating HD, WD and LWD classes and number of KGs that collected school fees

Class	No. of KGs	No. of KGs offering free KG classes	No. of KGs collecting school fees
HD	515	477	38
WD	370	41	329
LWD	246	17	229

- (2) Level of annual school fees

Annual school fee (\$)	HD	WD	LWD
Weighted average	4,000	8,900	12,300
Median	3,400	8,100	12,600
Highest	10,100	27,400	27,400
Lowest	100	200	700

Note: Figures are rounded to the nearest hundred.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB028**

**(Question Serial No. 2781)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

Please provide the number of cross-boundary students in kindergartens (including kindergarten-cum-child care centres) and their percentage out of the total number of school places in each of the 18 districts.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 144)

Reply:

In the 2020/21 school year, due to the development of the COVID-19 epidemic and the restrictions imposed by the anti-epidemic measures in Hong Kong and the Mainland, some cross-boundary students (CBS) are temporarily staying in Hong Kong to attend face-to-face classes in schools, while some CBS are unable to come to Hong Kong for school. As such, it is not possible for the Education Bureau (EDB) to gather accurate data on the number of CBS travelling daily across the boundary in the school year. In October 2020, the EDB collected information via schools on the number of students residing in the Mainland at that time. The number of students in kindergartens (including kindergarten-cum-child care centres) residing in the Mainland by district, as well as their percentage out of the total number of school places in the respective districts in the 2020/21 school year are tabulated at Annex.

**Number of Students Studying in Kindergartens  
(including Kindergarten-cum-Child Care Centres) in Hong Kong  
but Residing in the Mainland  
and their Percentage out of the Total Number of School Places  
in the 2020/21 School Year**

District	Number of students	Percentage out of the total number of school places in the district
North	1 306	13.3%
Tai Po	41	0.6%
Sha Tin	50	0.3%
Yuen Long	159	0.9%
Tuen Mun	82	0.6%
Tsuen Wan & Kwai Tsing	115	0.6%
Islands	7	0.1%
Wong Tai Sin	42	0.6%
Kowloon City	116	0.5%
Sham Shui Po	73	0.6%
Kwun Tong	65	0.5%
Yau Tsim Mong	54	0.8%
Sai Kung	26	0.2%
Eastern	63	0.4%
Southern	11	0.2%
Wan Chai	18	0.2%
Central & Western	15	0.2%

Note: (1) Figures are based on the survey on the number of students studying in schools in Hong Kong but residing in the Mainland conducted via schools in October 2020. Having regard to the COVID-19 epidemic situation and the anti-epidemic measures in Hong Kong and the Mainland, some CBS are temporarily staying with their relatives or friends in Hong Kong to attend face-to-face classes in schools, while some CBS who used to stay in Hong Kong on school days have returned to the Mainland since the beginning of the 2020/21 school year in response to the development of the epidemic and the anti-epidemic measures of the two places, and sustained learning at home through various learning modes (including home learning activities). As such, the figures collected do not represent the number of CBS travelling daily across the boundary.

(2) Figures on school places do not include vacant classrooms and vacant child care centre portions.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB029**

**(Question Serial No. 2782)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

Please set out the numbers of operating classes, places and students of primary schools in the past 3 school years by district, grade level and school type.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 145)

Reply:

The numbers of operating classes, places and students at each grade of primary schools by district and sector from the 2018/19 to 2020/21 school years are at Annex. As the situation of different districts varies, some districts may have only one or a few schools of a particular sector. To avoid direct comparison of the enrolment situation of individual schools, sectors are only classified into "Public sector and Direct Subsidy Scheme schools" and "Private schools (including international and private independent schools)".

**Numbers of operating classes, places and students of primary schools by district, grade and sector from the 2018/19 to 2020/21 school years**

**2018/19 school year**

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	P1	51	1 530	1 535	22	753	645	73	2 283	2 180
	P2	53	1 435	1 467	24	795	656	77	2 230	2 123
	P3	53	1 435	1 440	23	761	625	76	2 196	2 065
	P4	51	1 385	1 367	21	720	584	72	2 105	1 951
	P5	50	1 360	1 364	20	715	561	70	2 075	1 925
	P6	51	1 385	1 364	20	691	512	71	2 076	1 876
	All Grades	309	8 530	8 537	130	4 435	3 583	439	12 965	12 120
Wan Chai	P1	57	1 497	1 468	38	1 326	1 034	95	2 823	2 502
	P2	56	1 485	1 464	35	1 237	1 019	91	2 722	2 483
	P3	53	1 410	1 398	32	1 102	899	85	2 512	2 297
	P4	54	1 435	1 414	28	971	830	82	2 406	2 244
	P5	53	1 410	1 409	27	959	822	80	2 369	2 231
	P6	53	1 407	1 382	25	923	729	78	2 330	2 111
	All Grades	326	8 644	8 535	185	6 518	5 333	511	15 162	13 868
Eastern	P1	114	3 359	3 304	36	997	859	150	4 356	4 163
	P2	113	3 097	3 109	26	763	666	139	3 860	3 775
	P3	112	3 072	3 033	26	752	662	138	3 824	3 695
	P4	109	2 997	3 004	28	825	719	137	3 822	3 723
	P5	110	3 022	3 013	30	890	744	140	3 912	3 757
	P6	109	2 997	2 936	32	875	743	141	3 872	3 679
	All Grades	667	18 544	18 399	178	5 102	4 393	845	23 646	22 792
Southern	P1	47	1 247	1 178	74	1 778	1 673	121	3 025	2 851
	P2	46	1 222	1 152	60	1 511	1 431	106	2 733	2 583
	P3	44	1 172	1 067	57	1 453	1 343	101	2 625	2 410
	P4	44	1 184	1 099	55	1 373	1 326	99	2 557	2 425
	P5	43	1 159	1 107	54	1 346	1 300	97	2 505	2 407
	P6	44	1 159	1 088	46	1 169	1 064	90	2 328	2 152
	All Grades	268	7 143	6 691	346	8 630	8 137	614	15 773	14 828
Yau Tsim Mong	P1	90	2 780	2 715	11	328	278	101	3 108	2 993
	P2	90	2 469	2 478	9	271	222	99	2 740	2 700
	P3	89	2 444	2 464	7	208	190	96	2 652	2 654
	P4	83	2 290	2 297	6	193	182	89	2 483	2 479
	P5	86	2 365	2 408	5	163	163	91	2 528	2 571
	P6	82	2 265	2 302	5	163	160	87	2 428	2 462
	All Grades	520	14 613	14 664	43	1 326	1 195	563	15 939	15 859

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sham Shui Po	P1	96	3 049	2 905	42	1 406	1 220	138	4 455	4 125
	P2	94	3 063	2 895	35	1 201	1 042	129	4 264	3 937
	P3	94	2 628	2 704	36	1 201	1 008	130	3 829	3 712
	P4	95	2 657	2 757	34	1 132	954	129	3 789	3 711
	P5	99	2 762	2 854	36	1 270	1 010	135	4 032	3 864
	P6	95	2 649	2 771	30	1 121	884	125	3 770	3 655
	All Grades	573	16 808	16 886	213	7 331	6 118	786	24 139	23 004
Kowloon City	P1	130	3 916	3 951	82	2 910	2 333	212	6 826	6 284
	P2	130	3 711	3 807	73	2 610	2 093	203	6 321	5 900
	P3	130	3 552	3 679	70	2 470	1 971	200	6 022	5 650
	P4	133	3 627	3 755	66	2 340	1 919	199	5 967	5 674
	P5	138	3 717	3 828	65	2 282	1 876	203	5 999	5 704
	P6	133	3 592	3 676	66	2 289	1 888	199	5 881	5 564
	All Grades	794	22 115	22 696	422	14 901	12 080	1 216	37 016	34 776
Wong Tai Sin	P1	104	2 570	2 550	15	535	470	119	3 105	3 020
	P2	107	2 720	2 687	13	454	445	120	3 174	3 132
	P3	104	2 645	2 586	14	493	462	118	3 138	3 048
	P4	101	2 570	2 579	14	501	444	115	3 071	3 023
	P5	95	2 370	2 460	14	496	433	109	2 866	2 893
	P6	94	2 345	2 430	14	493	442	108	2 838	2 872
	All Grades	605	15 220	15 292	84	2 972	2 696	689	18 192	17 988
Kwun Tong	P1	161	4 610	4 612	9	293	251	170	4 903	4 863
	P2	164	4 296	4 462	12	365	309	176	4 661	4 771
	P3	152	3 970	4 086	11	338	284	163	4 308	4 370
	P4	155	4 045	4 225	11	344	289	166	4 389	4 514
	P5	153	4 485	4 539	11	337	274	164	4 822	4 813
	P6	160	4 150	4 365	11	340	279	171	4 490	4 644
	All Grades	945	25 556	26 289	65	2 017	1 686	1 010	27 573	27 975
Sai Kung	P1	115	2 990	2 951	21	520	420	136	3 510	3 371
	P2	114	2 903	2 816	16	448	369	130	3 351	3 185
	P3	106	2 753	2 598	12	327	300	118	3 080	2 898
	P4	109	2 807	2 671	13	372	289	122	3 179	2 960
	P5	103	2 634	2 565	12	313	284	115	2 947	2 849
	P6	102	2 657	2 602	10	288	253	112	2 945	2 855
	All Grades	649	16 744	16 203	84	2 268	1 915	733	19 012	18 118

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sha Tin	P1	182	5 724	5 595	17	448	446	199	6 172	6 041
	P2	185	5 373	5 426	17	448	445	202	5 821	5 871
	P3	178	4 745	4 961	17	442	440	195	5 187	5 401
	P4	177	4 725	4 929	17	442	428	194	5 167	5 357
	P5	178	4 750	4 911	17	452	430	195	5 202	5 341
	P6	167	4 445	4 619	16	431	431	183	4 876	5 050
	All Grades	1 067	29 762	30 441	101	2 663	2 620	1 168	32 425	33 061
Tai Po	P1	89	2 670	2 730	22	617	461	111	3 287	3 191
	P2	78	2 574	2 598	17	513	405	95	3 087	3 003
	P3	78	2 496	2 580	14	441	357	92	2 937	2 937
	P4	78	2 310	2 382	12	377	249	90	2 687	2 631
	P5	79	2 369	2 466	12	377	275	91	2 746	2 741
	P6	86	2 170	2 234	9	268	207	95	2 438	2 441
	All Grades	488	14 589	14 990	86	2 593	1 954	574	17 182	16 944
North	P1	120	3 436	3 507	0	0	0	120	3 436	3 507
	P2	116	3 451	3 528	0	0	0	116	3 451	3 528
	P3	111	3 311	3 404	0	0	0	111	3 311	3 404
	P4	115	3 105	3 230	0	0	0	115	3 105	3 230
	P5	115	3 114	3 244	0	0	0	115	3 114	3 244
	P6	111	3 524	3 479	0	0	0	111	3 524	3 479
	All Grades	688	19 941	20 392	0	0	0	688	19 941	20 392
Yuen Long	P1	208	5 782	5 824	5	192	113	213	5 974	5 937
	P2	206	5 782	5 851	7	276	127	213	6 058	5 978
	P3	206	5 596	5 552	7	280	152	213	5 876	5 704
	P4	207	5 516	5 530	3	100	41	210	5 616	5 571
	P5	212	5 646	5 771	3	100	42	215	5 746	5 813
	P6	201	5 064	5 150	3	100	35	204	5 164	5 185
	All Grades	1 240	33 386	33 678	28	1 048	510	1 268	34 434	34 188
Tuen Mun	P1	152	4 285	4 338	5	133	101	157	4 418	4 439
	P2	157	4 247	4 356	5	137	105	162	4 384	4 461
	P3	158	4 002	4 111	5	145	113	163	4 147	4 224
	P4	154	3 947	4 126	4	117	84	158	4 064	4 210
	P5	161	4 152	4 089	5	141	107	166	4 293	4 196
	P6	152	3 847	3 868	7	150	136	159	3 997	4 004
	All Grades	934	24 480	24 888	31	823	646	965	25 303	25 534

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tsuen Wan	P1	81	2 390	2 459	1	30	12	82	2 420	2 471
	P2	81	2 385	2 409	1	30	12	82	2 415	2 421
	P3	80	2 180	2 219	1	30	9	81	2 210	2 228
	P4	78	2 130	2 218	1	30	14	79	2 160	2 232
	P5	78	2 130	2 214	1	30	11	79	2 160	2 225
	P6	78	2 130	2 189	1	30	18	79	2 160	2 207
	All Grades	476	13 345	13 708	6	180	76	482	13 525	13 784
Kwai Tsing	P1	130	3 479	3 464	0	0	0	130	3 479	3 464
	P2	129	3 479	3 442	0	0	0	129	3 479	3 442
	P3	122	3 304	3 232	0	0	0	122	3 304	3 232
	P4	119	3 229	3 241	0	0	0	119	3 229	3 241
	P5	116	3 129	3 166	0	0	0	116	3 129	3 166
	P6	116	3 129	3 140	0	0	0	116	3 129	3 140
	All Grades	732	19 749	19 685	0	0	0	732	19 749	19 685
Islands	P1	48	1 225	1 136	16	414	376	64	1 639	1 512
	P2	47	1 130	1 061	14	369	346	61	1 499	1 407
	P3	41	1 030	963	15	365	346	56	1 395	1 309
	P4	38	955	889	12	315	286	50	1 270	1 175
	P5	36	880	816	12	306	273	48	1 186	1 089
	P6	37	880	811	11	279	246	48	1 159	1 057
	All Grades	247	6 100	5 676	80	2 048	1 873	327	8 148	7 549
All Districts	P1	1 975	56 539	56 222	416	12 680	10 692	2 391	69 219	66 914
	P2	1 966	54 822	55 008	364	11 428	9 692	2 330	66 250	64 700
	P3	1 911	51 745	52 077	347	10 808	9 161	2 258	62 553	61 238
	P4	1 900	50 914	51 713	325	10 152	8 638	2 225	61 066	60 351
	P5	1 905	51 454	52 224	324	10 177	8 605	2 229	61 631	60 829
	P6	1 871	49 795	50 406	306	9 610	8 027	2 177	59 405	58 433
	All Grades	11 528	315 269	317 650	2 082	64 855	54 815	13 610	380 124	372 465

## 2019/20 school year

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	P1	51	1 385	1 388	23	797	645	74	2 182	2 033
	P2	51	1 530	1 513	27	884	721	78	2 414	2 234
	P3	53	1 435	1 450	26	855	696	79	2 290	2 146
	P4	53	1 435	1 406	25	805	660	78	2 240	2 066
	P5	51	1 385	1 349	21	735	597	72	2 120	1 946
	P6	50	1 360	1 336	22	764	579	72	2 124	1 915
	All Grades	309	8 530	8 442	144	4 840	3 898	453	13 370	12 340
Wan Chai	P1	53	1 410	1 394	34	1 186	975	87	2 596	2 369
	P2	56	1 485	1 469	37	1 287	1 030	93	2 772	2 499
	P3	56	1 485	1 473	35	1 227	990	91	2 712	2 463
	P4	53	1 410	1 399	29	1 016	798	82	2 426	2 197
	P5	54	1 435	1 407	28	981	818	82	2 416	2 225
	P6	53	1 410	1 387	27	1 009	771	80	2 419	2 158
	All Grades	325	8 635	8 529	190	6 706	5 382	515	15 341	13 911
Eastern	P1	109	3 054	2 932	32	930	826	141	3 984	3 758
	P2	114	3 371	3 238	26	775	690	140	4 146	3 928
	P3	113	3 097	3 054	26	772	664	139	3 869	3 718
	P4	112	3 072	3 014	28	835	748	140	3 907	3 762
	P5	109	2 997	2 963	29	833	748	138	3 830	3 711
	P6	110	3 022	2 966	30	855	743	140	3 877	3 709
	All Grades	667	18 613	18 167	171	5 000	4 419	838	23 613	22 586
Southern	P1	45	1 197	1 078	77	1 844	1 685	122	3 041	2 763
	P2	47	1 247	1 147	61	1 538	1 432	108	2 785	2 579
	P3	46	1 222	1 129	61	1 542	1 416	107	2 764	2 545
	P4	44	1 172	1 057	58	1 447	1 357	102	2 619	2 414
	P5	44	1 184	1 088	55	1 369	1 323	99	2 553	2 411
	P6	43	1 159	1 094	47	1 188	1 094	90	2 347	2 188
	All Grades	269	7 181	6 593	359	8 928	8 307	628	16 109	14 900
Yau Tsim Mong	P1	88	2 430	2 424	14	438	320	102	2 868	2 744
	P2	90	2 780	2 659	13	405	303	103	3 185	2 962
	P3	90	2 469	2 482	10	294	243	100	2 763	2 725
	P4	85	2 340	2 381	6	208	193	91	2 548	2 574
	P5	83	2 290	2 282	7	222	195	90	2 512	2 477
	P6	86	2 365	2 372	6	190	164	92	2 555	2 536
	All Grades	522	14 674	14 600	56	1 757	1 418	578	16 431	16 018

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sham Shui Po	P1	98	2 837	2 831	41	1 387	1 174	139	4 224	4 005
	P2	96	3 045	3 014	37	1 273	1 073	133	4 318	4 087
	P3	95	3 131	3 016	35	1 156	1 022	130	4 287	4 038
	P4	97	2 707	2 809	35	1 167	987	132	3 874	3 796
	P5	99	2 732	2 820	34	1 181	928	133	3 913	3 748
	P6	100	2 762	2 846	30	1 074	808	130	3 836	3 654
	All Grades	585	17 214	17 336	212	7 238	5 992	797	24 452	23 328
Kowloon City	P1	130	3 622	3 657	77	2 695	2 242	207	6 317	5 899
	P2	130	3 906	3 918	75	2 657	2 213	205	6 563	6 131
	P3	130	3 701	3 804	75	2 600	2 114	205	6 301	5 918
	P4	129	3 512	3 685	68	2 296	1 942	197	5 808	5 627
	P5	132	3 587	3 727	66	2 181	1 905	198	5 768	5 632
	P6	137	3 682	3 765	64	2 078	1 829	201	5 760	5 594
	All Grades	788	22 010	22 556	425	14 507	12 245	1 213	36 517	34 801
Wong Tai Sin	P1	99	2 425	2 244	14	493	428	113	2 918	2 672
	P2	102	2 570	2 527	14	496	456	116	3 066	2 983
	P3	107	2 720	2 667	14	493	440	121	3 213	3 107
	P4	104	2 645	2 618	14	501	454	118	3 146	3 072
	P5	101	2 570	2 601	14	501	419	115	3 071	3 020
	P6	95	2 370	2 445	14	488	417	109	2 858	2 862
	All Grades	608	15 300	15 102	84	2 972	2 614	692	18 272	17 716
Kwun Tong	P1	150	4 240	4 122	9	293	248	159	4 533	4 370
	P2	161	4 607	4 626	13	389	333	174	4 996	4 959
	P3	165	4 327	4 471	12	362	318	177	4 689	4 789
	P4	154	4 017	4 169	11	344	285	165	4 361	4 454
	P5	157	4 092	4 268	11	337	284	168	4 429	4 552
	P6	153	4 482	4 541	11	341	272	164	4 823	4 813
	All Grades	940	25 765	26 197	67	2 066	1 740	1 007	27 831	27 937
Sai Kung	P1	112	2 895	2 697	22	537	441	134	3 432	3 138
	P2	115	2 983	2 886	17	456	380	132	3 439	3 266
	P3	113	2 908	2 776	17	456	378	130	3 364	3 154
	P4	110	2 862	2 682	14	384	308	124	3 246	2 990
	P5	103	2 614	2 473	13	361	291	116	2 975	2 764
	P6	109	2 837	2 735	13	361	293	122	3 198	3 028
	All Grades	662	17 099	16 249	96	2 555	2 091	758	19 654	18 340

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sha Tin	P1	173	5 215	4 986	18	463	457	191	5 678	5 443
	P2	183	5 724	5 635	17	448	441	200	6 172	6 076
	P3	186	5 398	5 494	17	448	447	203	5 846	5 941
	P4	180	4 795	4 977	17	452	444	197	5 247	5 421
	P5	179	4 775	4 944	17	452	439	196	5 227	5 383
	P6	177	4 725	4 885	17	456	441	194	5 181	5 326
	All Grades	1 078	30 632	30 921	103	2 719	2 669	1 181	33 351	33 590
Tai Po	P1	84	2 170	2 178	21	581	470	105	2 751	2 648
	P2	89	2 670	2 685	20	578	446	109	3 248	3 131
	P3	78	2 574	2 599	17	516	427	95	3 090	3 026
	P4	78	2 496	2 555	16	475	373	94	2 971	2 928
	P5	79	2 340	2 393	13	376	289	92	2 716	2 682
	P6	79	2 370	2 437	12	353	279	91	2 723	2 716
	All Grades	487	14 620	14 847	99	2 879	2 284	586	17 499	17 131
North	P1	105	2 820	2 833	0	0	0	105	2 820	2 833
	P2	120	3 436	3 497	0	0	0	120	3 436	3 497
	P3	116	3 451	3 532	0	0	0	116	3 451	3 532
	P4	111	3 311	3 403	0	0	0	111	3 311	3 403
	P5	115	3 105	3 212	0	0	0	115	3 105	3 212
	P6	115	3 115	3 224	0	0	0	115	3 115	3 224
	All Grades	682	19 238	19 701	0	0	0	682	19 238	19 701
Yuen Long	P1	194	5 165	5 037	6	220	108	200	5 385	5 145
	P2	207	5 752	5 761	6	220	119	213	5 972	5 880
	P3	206	5 783	5 795	6	225	123	212	6 008	5 918
	P4	210	5 617	5 530	6	236	141	216	5 853	5 671
	P5	208	5 535	5 526	2	60	36	210	5 595	5 562
	P6	212	5 649	5 731	2	60	37	214	5 709	5 768
	All Grades	1 237	33 501	33 380	28	1 021	564	1 265	34 522	33 944
Tuen Mun	P1	149	3 822	3 814	5	133	103	154	3 955	3 917
	P2	153	4 286	4 259	5	133	105	158	4 419	4 364
	P3	157	4 247	4 329	5	141	115	162	4 388	4 444
	P4	157	4 002	4 114	5	141	112	162	4 143	4 226
	P5	155	3 947	4 115	4	117	84	159	4 064	4 199
	P6	162	4 152	4 049	7	174	115	169	4 326	4 164
	All Grades	933	24 456	24 680	31	839	634	964	25 295	25 314



District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tsuen Wan	P1	77	2 250	2 231	1	30	8	78	2 280	2 239
	P2	81	2 390	2 398	1	30	14	82	2 420	2 412
	P3	81	2 385	2 388	1	30	10	82	2 415	2 398
	P4	80	2 180	2 208	1	30	10	81	2 210	2 218
	P5	79	2 155	2 218	1	30	14	80	2 185	2 232
	P6	78	2 130	2 188	1	30	7	79	2 160	2 195
	All Grades	476	13 490	13 631	6	180	63	482	13 670	13 694
Kwai Tsing	P1	116	3 104	2 960	0	0	0	116	3 104	2 960
	P2	129	3 479	3 412	0	0	0	129	3 479	3 412
	P3	129	3 454	3 379	0	0	0	129	3 454	3 379
	P4	122	3 304	3 203	0	0	0	122	3 304	3 203
	P5	120	3 229	3 230	0	0	0	120	3 229	3 230
	P6	116	3 129	3 154	0	0	0	116	3 129	3 154
	All Grades	732	19 699	19 338	0	0	0	732	19 699	19 338
Islands	P1	49	1 230	1 171	16	408	358	65	1 638	1 529
	P2	55	1 400	1 370	15	393	361	70	1 793	1 731
	P3	50	1 255	1 236	14	352	327	64	1 607	1 563
	P4	44	1 105	1 098	13	346	316	57	1 451	1 414
	P5	41	1 030	1 011	11	303	286	52	1 333	1 297
	P6	36	880	853	10	279	252	46	1 159	1 105
	All Grades	275	6 900	6 739	79	2 081	1 900	354	8 981	8 639
All Districts	P1	1 882	51 271	49 977	410	12 435	10 488	2 292	63 706	60 465
	P2	1 979	56 661	56 014	384	11 962	10 117	2 363	68 623	66 131
	P3	1 971	55 042	55 074	371	11 469	9 730	2 342	66 511	64 804
	P4	1 923	51 982	52 308	346	10 683	9 128	2 269	62 665	61 436
	P5	1 909	51 002	51 627	326	10 039	8 656	2 235	61 041	60 283
	P6	1 911	51 599	52 008	313	9 700	8 101	2 224	61 299	60 109
	All Grades	11 575	317 557	317 008	2 150	66 288	56 220	13 725	383 845	373 228

## 2020/21 school year

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	P1	51	1 385	1 346	24	843	660	75	2 228	2 006
	P2	51	1 385	1 359	25	825	674	76	2 210	2 033
	P3	51	1 530	1 468	26	856	667	77	2 386	2 135
	P4	53	1 435	1 416	24	799	634	77	2 234	2 050
	P5	53	1 435	1 330	22	721	566	75	2 156	1 896
	P6	51	1 385	1 297	21	716	538	72	2 101	1 835
	All Grades	310	8 555	8 216	142	4 760	3 739	452	13 315	11 955
Wan Chai	P1	52	1 360	1 342	33	1 115	937	85	2 475	2 279
	P2	53	1 410	1 356	34	1 156	937	87	2 566	2 293
	P3	56	1 485	1 438	34	1 174	965	90	2 659	2 403
	P4	56	1 460	1 436	31	1 055	855	87	2 515	2 291
	P5	53	1 410	1 369	28	966	745	81	2 376	2 114
	P6	54	1 435	1 340	26	1 013	746	80	2 448	2 086
	All Grades	324	8 560	8 281	186	6 479	5 185	510	15 039	13 466
Eastern	P1	108	3 026	2 784	32	947	829	140	3 973	3 613
	P2	109	3 054	2 867	23	700	605	132	3 754	3 472
	P3	115	3 346	3 176	24	733	613	139	4 079	3 789
	P4	113	3 072	2 978	28	833	703	141	3 905	3 681
	P5	112	3 072	2 930	29	812	721	141	3 884	3 651
	P6	109	2 997	2 869	29	785	663	138	3 782	3 532
	All Grades	666	18 567	17 604	164	4 810	4 134	830	23 377	21 738
Southern	P1	45	1 207	1 083	75	1 784	1 666	120	2 991	2 749
	P2	45	1 197	1 066	61	1 550	1 442	106	2 747	2 508
	P3	47	1 247	1 133	59	1 526	1 412	106	2 773	2 545
	P4	46	1 222	1 118	60	1 505	1 434	106	2 727	2 552
	P5	44	1 172	1 037	55	1 387	1 322	99	2 559	2 359
	P6	44	1 184	1 057	47	1 185	1 063	91	2 369	2 120
	All Grades	271	7 229	6 494	357	8 937	8 339	628	16 166	14 833
Yau Tsim Mong	P1	87	2 452	2 398	12	389	276	99	2 841	2 674
	P2	86	2 430	2 379	12	419	317	98	2 849	2 696
	P3	90	2 780	2 614	11	384	288	101	3 164	2 902
	P4	86	2 365	2 352	10	309	239	96	2 674	2 591
	P5	85	2 340	2 333	6	212	185	91	2 552	2 518
	P6	84	2 290	2 240	7	227	192	91	2 517	2 432
	All Grades	518	14 657	14 316	58	1 940	1 497	576	16 597	15 813

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sham Shui Po	P1	102	2 959	2 859	42	1 392	1 193	144	4 351	4 052
	P2	98	2 845	2 830	37	1 322	1 044	135	4 167	3 874
	P3	96	3 049	3 031	36	1 188	1 014	132	4 237	4 045
	P4	96	3 135	3 039	36	1 214	991	132	4 349	4 030
	P5	97	2 707	2 781	35	1 231	948	132	3 938	3 729
	P6	98	2 732	2 797	28	991	718	126	3 723	3 515
	All Grades	587	17 427	17 337	214	7 338	5 908	801	24 765	23 245
Kowloon City	P1	132	3 562	3 504	79	2 705	2 210	211	6 267	5 714
	P2	129	3 622	3 587	75	2 594	2 074	204	6 216	5 661
	P3	130	3 906	3 840	77	2 654	2 091	207	6 560	5 931
	P4	130	3 701	3 744	71	2 387	1 973	201	6 088	5 717
	P5	129	3 512	3 595	66	2 135	1 815	195	5 647	5 410
	P6	132	3 587	3 612	66	2 123	1 780	198	5 710	5 392
	All Grades	782	21 890	21 882	434	14 598	11 943	1 216	36 488	33 825
Wong Tai Sin	P1	97	2 450	2 269	15	511	423	112	2 961	2 692
	P2	98	2 425	2 257	14	484	423	112	2 909	2 680
	P3	102	2 570	2 530	15	523	440	117	3 093	2 970
	P4	107	2 720	2 652	15	531	427	122	3 251	3 079
	P5	104	2 645	2 597	14	501	419	118	3 146	3 016
	P6	101	2 570	2 580	14	493	393	115	3 063	2 973
	All Grades	609	15 380	14 885	87	3 043	2 525	696	18 423	17 410
Kwun Tong	P1	151	4 268	4 070	5	183	154	156	4 451	4 224
	P2	150	4 240	4 080	13	393	325	163	4 633	4 405
	P3	161	4 607	4 623	12	368	303	173	4 975	4 926
	P4	165	4 327	4 442	11	352	276	176	4 679	4 718
	P5	154	4 017	4 169	11	343	259	165	4 360	4 428
	P6	157	4 092	4 226	11	341	273	168	4 433	4 499
	All Grades	938	25 551	25 610	64	1 980	1 590	1 002	27 531	27 200
Sai Kung	P1	114	2 970	2 723	23	563	450	137	3 533	3 173
	P2	111	2 895	2 652	18	467	390	129	3 362	3 042
	P3	115	2 983	2 825	18	475	386	133	3 458	3 211
	P4	117	3 012	2 818	18	495	370	135	3 507	3 188
	P5	104	2 664	2 448	15	423	304	119	3 087	2 752
	P6	109	2 812	2 608	14	407	291	123	3 219	2 899
	All Grades	670	17 336	16 074	106	2 830	2 191	776	20 166	18 265

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sha Tin	P1	179	5 174	4 935	18	463	450	197	5 637	5 385
	P2	173	5 215	4 968	17	448	441	190	5 663	5 409
	P3	182	5 724	5 547	17	448	441	199	6 172	5 988
	P4	187	5 398	5 421	17	452	438	204	5 850	5 859
	P5	180	4 770	4 881	17	452	431	197	5 222	5 312
	P6	179	4 775	4 833	16	431	430	195	5 206	5 263
	All Grades	1 080	31 056	30 585	102	2 694	2 631	1 182	33 750	33 216
Tai Po	P1	83	2 165	2 130	21	551	448	104	2 716	2 578
	P2	84	2 170	2 129	17	463	379	101	2 633	2 508
	P3	89	2 670	2 611	19	531	418	108	3 201	3 029
	P4	78	2 574	2 523	16	444	369	94	3 018	2 892
	P5	80	2 496	2 468	17	463	359	97	2 959	2 827
	P6	79	2 340	2 320	14	378	285	93	2 718	2 605
	All Grades	493	14 415	14 181	104	2 830	2 258	597	17 245	16 439
North	P1	103	2 725	2 622	0	0	0	103	2 725	2 622
	P2	105	2 820	2 756	0	0	0	105	2 820	2 756
	P3	120	3 408	3 401	0	0	0	120	3 408	3 401
	P4	116	3 451	3 446	0	0	0	116	3 451	3 446
	P5	113	3 311	3 329	0	0	0	113	3 311	3 329
	P6	115	3 105	3 142	0	0	0	115	3 105	3 142
	All Grades	672	18 820	18 696	0	0	0	672	18 820	18 696
Yuen Long	P1	194	5 197	5 006	6	220	120	200	5 417	5 126
	P2	192	5 135	4 964	6	220	109	198	5 355	5 073
	P3	206	5 751	5 573	6	209	108	212	5 960	5 681
	P4	209	5 782	5 606	5	181	99	214	5 963	5 705
	P5	210	5 616	5 359	5	192	106	215	5 808	5 465
	P6	208	5 534	5 326	2	60	22	210	5 594	5 348
	All Grades	1 219	33 015	31 834	30	1 082	564	1 249	34 097	32 398
Tuen Mun	P1	149	3 852	3 719	5	141	111	154	3 993	3 830
	P2	150	3 822	3 756	5	141	113	155	3 963	3 869
	P3	152	4 258	4 147	5	141	114	157	4 399	4 261
	P4	157	4 222	4 214	5	141	111	162	4 363	4 325
	P5	157	4 002	3 985	5	141	114	162	4 143	4 099
	P6	155	3 947	3 990	7	134	116	162	4 081	4 106
	All Grades	920	24 103	23 811	32	839	679	952	24 942	24 490

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tsuen Wan	P1	76	2 179	2 194	1	20	12	77	2 199	2 206
	P2	76	2 250	2 220	1	20	6	77	2 270	2 226
	P3	81	2 390	2 348	1	20	16	82	2 410	2 364
	P4	81	2 385	2 352	1	20	9	82	2 405	2 361
	P5	80	2 180	2 176	1	20	4	81	2 200	2 180
	P6	79	2 155	2 183	1	20	10	80	2 175	2 193
	All Grades	473	13 539	13 473	6	120	57	479	13 659	13 530
Kwai Tsing	P1	119	3 204	3 055	0	0	0	119	3 204	3 055
	P2	115	3 104	2 960	0	0	0	115	3 104	2 960
	P3	129	3 479	3 360	0	0	0	129	3 479	3 360
	P4	128	3 429	3 327	0	0	0	128	3 429	3 327
	P5	122	3 304	3 188	0	0	0	122	3 304	3 188
	P6	120	3 229	3 197	0	0	0	120	3 229	3 197
	All Grades	733	19 749	19 087	0	0	0	733	19 749	19 087
Islands	P1	47	1 205	1 101	16	399	348	63	1 604	1 449
	P2	48	1 205	1 167	14	353	284	62	1 558	1 451
	P3	54	1 375	1 342	14	382	320	68	1 757	1 662
	P4	50	1 255	1 207	12	327	284	62	1 582	1 491
	P5	44	1 105	1 066	13	339	292	57	1 444	1 358
	P6	41	1 030	992	10	275	248	51	1 305	1 240
	All Grades	284	7 175	6 875	78	2 075	1 776	362	9 250	8 651
All Districts	P1	1 889	51 340	49 140	406	12 226	10 287	2 295	63 566	59 427
	P2	1 873	51 224	49 353	372	11 555	9 563	2 245	62 779	58 916
	P3	1 976	56 558	55 007	375	11 612	9 596	2 351	68 170	64 603
	P4	1 975	54 945	54 091	360	11 045	9 212	2 335	65 990	63 303
	P5	1 921	51 758	51 041	339	10 338	8 590	2 260	62 096	59 631
	P6	1 915	51 199	50 609	312	9 579	7 768	2 227	60 778	58 377
	All Grades	11 549	317 024	309 241	2 164	66 355	55 016	13 713	383 379	364 257

## Notes:

- (1) Figures generally refer to the position as at mid-September of the respective school years, except as at mid-October for the 2020/21 school year.
- (2) Figures include ordinary primary schools, but not special 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.

- End -

**CONTROLLING OFFICER'S REPLY****EDB030****(Question Serial No. 2783)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Please set out the current number of teachers, class-to-teacher ratio and teacher-to-student ratio in, respectively, public sector and Direct Subsidy Scheme primary schools.

Please provide the number of regular teachers employed on terms with a defined contract period in, respectively, government and aided primary schools in the past 3 school years.

Please also provide the current percentage of graduate teachers in, respectively, government and aided primary schools.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 146)

Reply:

The number of teachers, average teacher-to-class ratio and average student-to-teacher ratio in public sector and Direct Subsidy Scheme (DSS) primary schools in the 2020/21 school year are tabulated below:

School Year	Public Sector Primary School (Government and Aided)			DSS Primary School		
	No. of teachers <sup>#</sup>	Teacher-to-class ratio*	Student-to-teacher ratio*	No. of teachers <sup>#</sup>	Teacher-to-class ratio*	Student-to-teacher ratio*
2020/21 (provisional figures)	22 740	2.1 : 1	12.9 : 1	1 320	2.5 : 1	12.0 : 1

# Figures are rounded to the nearest 10.

\* The teacher-to-class ratio and student-to-teacher ratio are calculated on the basis of the total number of teachers (i.e. including teachers within and outside the establishment) in schools. The teacher-to-class ratio and student-to-teacher ratio vary substantially among DSS primary schools.

Schools should not employ regular teachers on defined contract period (DCP) terms unless they have actual operational needs and cogent reasons, and there are no teachers on DCP terms in government primary schools. The number of regular teachers on DCP terms in aided primary schools in each of the past 3 school years (from 2017/18 to 2019/20) is tabulated below:

School Year	2017/18	2018/19	2019/20
No. of teachers*	410	410	330

\* Figures are rounded to the nearest 10.

In the 2020/21 school year, the percentage of graduate teachers in government primary schools and aided primary schools is, respectively, 90.0% and 93.4% (provisional figures).

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB031**

**(Question Serial No. 2784)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

Please list the number of Primary One students in various districts in the past 3 school years.

Please list the number of students from the Mainland China that were admitted to a primary school for the first time in various districts in the past 3 school years.

Please list the number of cross-boundary students currently studying in primary schools and their percentage out of the total number of school places by district.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 147)

Reply:

The number of Primary One students by district from the 2018/19 to 2020/21 school years is tabulated at Annex A.

The number of newly admitted students from the Mainland in primary schools by district from the 2018/19 to 2020/21 school years is tabulated at Annex B.

In the 2020/21 school year, due to the development of the COVID-19 epidemic and the restrictions imposed by the anti-epidemic measures in Hong Kong and the Mainland, some cross-boundary students (CBS) are temporarily staying in Hong Kong to attend face-to-face classes in schools, while some CBS are unable to come to Hong Kong for school. As such, it is not possible for the Education Bureau (EDB) to gather accurate data on the number of CBS travelling daily across the boundary in the school year. In October 2020, the EDB collected information via schools on the number of students residing in the Mainland at that time. The number of students in primary schools residing in the Mainland by district, as well as their percentage out of the total number of school places in the respective districts in the 2020/21 school year are tabulated at Annex C.



**Number of Primary One Students by District  
from the 2018/19 to 2020/21 School Years**

<b>District</b>	<b>2018/19 school year</b>	<b>2019/20 school year</b>	<b>2020/21 school year</b>
Central and Western	2 180	2 033	2 006
Wan Chai	2 502	2 369	2 279
Eastern	4 163	3 758	3 613
Southern	2 851	2 763	2 749
Yau Tsim Mong	2 993	2 744	2 674
Sham Shui Po	4 125	4 005	4 052
Kowloon City	6 284	5 899	5 714
Wong Tai Sin	3 020	2 672	2 692
Kwun Tong	4 863	4 370	4 224
Sai Kung	3 371	3 138	3 173
Sha Tin	6 041	5 443	5 385
Tai Po	3 191	2 648	2 578
North	3 507	2 833	2 622
Yuen Long	5 937	5 145	5 126
Tuen Mun	4 439	3 917	3 830
Tsuen Wan	2 471	2 239	2 206
Kwai Tsing	3 464	2 960	3 055
Islands	1 512	1 529	1 449
<b>All districts</b>	<b>66 914</b>	<b>60 465</b>	<b>59 427</b>

- Note: (1) Figures generally refer to the position as at September of the respective school years, except as at October for the 2020/21 school year.
- (2) Figures include 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.

**Number of Newly Admitted Students from the Mainland in Primary Schools  
by District from the 2018/19 to 2020/21 School Years**

<b>District</b>	<b>2018/19 school year</b>	<b>2019/20 school year</b>	<b>2020/21 school year</b>
Central and Western	70	77	32
Wan Chai	44	67	20
Eastern	194	163	94
Southern	80	58	51
Yau Tsim Mong	327	309	167
Sham Shui Po	523	562	275
Kowloon City	310	275	160
Wong Tai Sin	361	304	203
Kwun Tong	637	618	322
Sai Kung	136	119	61
Sha Tin	383	337	169
Tai Po	337	289	116
North	505	573	388
Yuen Long	601	568	310
Tuen Mun	354	312	163
Tsuen Wan	360	326	180
Kwai Tsing	440	317	211
Islands	78	71	53
<b>All Districts</b>	<b>5 740</b>	<b>5 345</b>	<b>2 975</b>

- Note: (1) Figures generally refer to the position as at September of the respective school years, except as at October for the 2020/21 school year. Such students were newly admitted during the 12-month period from October of the preceding year to September of the specified year.
- (2) Figures refer to newly admitted students from the Mainland who entered Hong Kong on a One-way Permit.
- (3) Figures include ordinary primary schools, but not special schools and international schools.
- (4) Figures for the 2020/21 school year are provisional and subject to revision.
- (5) The number of children from the Mainland newly admitted to primary schools in the 2020/21 school year was significantly smaller than before, probably attributed to the COVID-19 epidemic.

**Number of Students Studying in Primary Schools in Hong Kong  
but Residing in the Mainland  
and their Percentage out of the Total Number of School Places by District  
in the 2020/21 School Year**

District	Number of students	Percentage out of the total number of school places in the district
Central and Western	9	0.1%
Wan Chai	20	0.1%
Eastern	51	0.2%
Southern	14	0.1%
Yau Tsim Mong	48	0.3%
Sham Shui Po	42	0.2%
Kowloon City	52	0.1%
Wong Tai Sin	324	1.8%
Kwun Tong	30	0.1%
Sai Kung	24	0.1%
Sha Tin	449	1.3%
Tai Po	2 356	13.7%
North	6 474	34.4%
Yuen Long	2 917	8.6%
Tuen Mun	1 768	7.1%
Tsuen Wan and Kwai Tsing	378	1.1%
Islands	417	4.5%

Note: (1) Figures are based on the survey on the number of students studying in schools in Hong Kong but residing in the Mainland conducted via schools in October 2020. Having regard to the COVID-19 epidemic situation and the anti-epidemic measures in Hong Kong and the Mainland, some CBS are temporarily staying with their relatives or friends in Hong Kong to attend face-to-face classes in schools, while some CBS who used to stay in Hong Kong on school days have returned to the Mainland since the beginning of the 2020/21 school year in response to the development of the epidemic and the anti-epidemic measures of the two places, and sustained learning at home through various learning modes (including e-learning). As such, the figures collected do not represent the number of CBS travelling daily across the boundary.

(2) Figures on school places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned. Figures include ordinary primary schools, but not special schools.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB032**

**(Question Serial No. 2785)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

Please advise of the number of public sector primary schools currently employing school-based registered graduate social workers and its percentage share in the total number of public sector primary schools in the territory.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 148)

Reply:

The Government has started to enhance student guidance service in primary schools since the 2018/19 school year. The Government has provided a new funding mode, implementing the policy of “one school social worker for each school” in all public sector and Direct Subsidy Scheme primary schools. Schools may, having regard to their own circumstances, employ at least one school-based registered graduate social worker with professional qualifications to further enhance the overall quality of guidance services. According to the findings of questionnaire surveys conducted by the Education Bureau, 374 public sector primary schools have employed school-based registered graduate social workers in the 2020/21 school year, accounting for about 82% of the 455 public sector primary schools in Hong Kong.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB033**

**(Question Serial No. 2786)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Please set out the numbers of operating classes, places and students of secondary day schools in the past 3 school years by district, grade level and school type.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 149)

Reply:

The numbers of operating classes, places and students at each grade of secondary schools by district and sector from the 2018/19 to 2020/21 school years are at Annex. As the situation of different districts varies, some districts may have only one or a few schools of a particular sector. To avoid direct comparison of the enrolment situation of individual schools, sectors are only classified into "Public sector and Direct Subsidy Scheme schools" and "Private schools (including international and private independent schools)".

## Numbers of operating classes, places and students of secondary day schools by district, grade and sector from the 2018/19 to 2020/21 school years

### 2018/19 school year

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	S1	47	1 538	1 483	5	137	106	52	1 675	1 589
	S2	47	1 505	1 387	4	109	102	51	1 614	1 489
	S3	46	1 505	1 379	4	100	90	50	1 605	1 469
	S4	49	1 530	1 315	4	100	83	53	1 630	1 398
	S5	49	1 549	1 249	4	100	77	53	1 649	1 326
	S6	49	1 604	1 231	4	127	76	53	1 731	1 307
	S7	0	0	0	4	127	75	4	127	75
	All Grades	287	9 231	8 044	29	800	609	316	10 031	8 653
Wan Chai	S1	64	2 164	1 952	8	230	196	72	2 394	2 148
	S2	64	2 164	1 919	7	195	183	71	2 359	2 102
	S3	63	2 164	1 779	7	195	158	70	2 359	1 937
	S4	66	2 246	1 794	7	175	152	73	2 421	1 946
	S5	68	2 366	1 679	7	175	167	75	2 541	1 846
	S6	68	2 400	1 678	7	175	134	75	2 575	1 812
	S7	0	0	0	7	175	139	7	175	139
	All Grades	393	13 504	10 801	50	1 320	1 129	443	14 824	11 930
Eastern	S1	114	3 701	3 162	19	483	419	133	4 184	3 581
	S2	110	3 605	3 022	16	426	372	126	4 031	3 394
	S3	114	3 701	3 029	16	432	332	130	4 133	3 361
	S4	115	3 637	3 005	11	275	202	126	3 912	3 207
	S5	116	3 855	2 981	16	428	279	132	4 283	3 260
	S6	117	3 936	2 892	15	404	296	132	4 340	3 188
	S7	0	0	0	8	180	135	8	180	135
	All Grades	686	22 435	18 091	101	2 628	2 035	787	25 063	20 126
Southern	S1	57	1 796	1 533	47	1 324	1 234	104	3 120	2 767
	S2	57	1 796	1 481	48	1 304	1 177	105	3 100	2 658
	S3	56	1 764	1 416	45	1 203	1 111	101	2 967	2 527
	S4	59	1 796	1 389	45	1 155	965	104	2 951	2 354
	S5	61	1 838	1 327	42	1 075	920	103	2 913	2 247
	S6	62	1 982	1 381	42	1 011	906	104	2 993	2 287
	S7	0	0	0	40	972	768	40	972	768
	All Grades	352	10 972	8 527	309	8 044	7 081	661	19 016	15 608
Yau Tsim Mong	S1	72	2 323	2 082	1	15	11	73	2 338	2 093
	S2	71	2 322	2 037	1	15	7	72	2 337	2 044
	S3	72	2 324	2 068	0	0	0	72	2 324	2 068
	S4	77	2 546	2 191	1	20	2	78	2 566	2 193
	S5	81	2 738	2 168	3	59	8	84	2 797	2 176
	S6	80	2 760	2 135	5	118	44	85	2 878	2 179
	S7	0	0	0	0	0	0	0	0	0
	All Grades	453	15 013	12 681	11	227	72	464	15 240	12 753

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sham Shui Po	S1	115	3 754	3 535	14	376	325	129	4 130	3 860
	S2	115	3 778	3 500	13	348	287	128	4 126	3 787
	S3	112	3 767	3 457	11	301	223	123	4 068	3 680
	S4	107	3 604	3 189	10	302	202	117	3 906	3 391
	S5	107	3 666	3 178	10	303	197	117	3 969	3 375
	S6	108	3 719	3 096	7	200	170	115	3 919	3 266
	S7	0	0	0	4	130	97	4	130	97
	All Grades	664	22 288	19 955	69	1 960	1 501	733	24 248	21 456
Kowloon City	S1	145	4 857	4 551	25	695	640	170	5 552	5 191
	S2	145	4 857	4 443	25	702	637	170	5 559	5 080
	S3	144	4 785	4 292	25	683	549	169	5 468	4 841
	S4	154	5 087	4 329	22	558	531	176	5 645	4 860
	S5	156	5 181	4 122	23	583	489	179	5 764	4 611
	S6	159	5 240	3 903	27	522	485	186	5 762	4 388
	S7	0	0	0	21	364	342	21	364	342
	All Grades	903	30 007	25 640	168	4 107	3 673	1 071	34 114	29 313
Wong Tai Sin	S1	97	3 064	2 923	4	140	115	101	3 204	3 038
	S2	94	3 000	2 789	4	140	115	98	3 140	2 904
	S3	95	3 032	2 699	3	105	91	98	3 137	2 790
	S4	98	3 032	2 730	3	105	86	101	3 137	2 816
	S5	100	3 186	2 616	3	105	90	103	3 291	2 706
	S6	102	3 310	2 612	3	105	49	105	3 415	2 661
	S7	0	0	0	0	0	0	0	0	0
	All Grades	586	18 624	16 369	20	700	546	606	19 324	16 915
Kwun Tong	S1	139	4 433	4 088	10	276	233	149	4 709	4 321
	S2	138	4 423	4 092	9	251	200	147	4 674	4 292
	S3	141	4 516	4 159	7	180	129	148	4 696	4 288
	S4	146	4 611	4 124	6	140	105	152	4 751	4 229
	S5	145	4 681	4 073	5	92	91	150	4 773	4 164
	S6	145	4 769	4 014	4	68	59	149	4 837	4 073
	S7	0	0	0	4	68	58	4	68	58
	All Grades	854	27 433	24 550	45	1 075	875	899	28 508	25 425
Sai Kung	S1	109	3 479	3 237	6	186	134	115	3 665	3 371
	S2	105	3 399	2 889	6	186	132	111	3 585	3 021
	S3	104	3 358	2 741	5	139	108	109	3 497	2 849
	S4	108	3 448	2 801	3	89	61	111	3 537	2 862
	S5	109	3 522	2 703	3	89	53	112	3 611	2 756
	S6	111	3 628	2 743	2	67	37	113	3 695	2 780
	S7	0	0	0	2	44	39	2	44	39
	All Grades	646	20 834	17 114	27	800	564	673	21 634	17 678

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sha Tin	S1	178	5 545	5 224	27	658	639	205	6 203	5 863
	S2	177	5 545	5 034	26	642	637	203	6 187	5 671
	S3	175	5 545	4 837	26	642	617	201	6 187	5 454
	S4	182	5 558	4 682	26	626	584	208	6 184	5 266
	S5	189	5 893	4 573	26	626	576	215	6 519	5 149
	S6	195	6 162	4 640	26	626	539	221	6 788	5 179
	S7	0	0	0	26	626	538	26	626	538
	All Grades	1 096	34 248	28 990	183	4 446	4 130	1 279	38 694	33 120
Tai Po	S1	81	2 604	2 379	4	96	71	85	2 700	2 450
	S2	77	2 508	2 248	3	72	32	80	2 580	2 280
	S3	77	2 476	2 054	0	0	0	77	2 476	2 054
	S4	76	2 436	2 005	0	0	0	76	2 436	2 005
	S5	79	2 575	1 957	0	0	0	79	2 575	1 957
	S6	80	2 642	1 971	0	0	0	80	2 642	1 971
	S7	0	0	0	0	0	0	0	0	0
	All Grades	470	15 241	12 614	7	168	103	477	15 409	12 717
North	S1	99	3 175	2 966	3	60	53	102	3 235	3 019
	S2	82	2 614	2 529	3	69	64	85	2 683	2 593
	S3	81	2 647	2 500	3	60	53	84	2 707	2 553
	S4	82	2 614	2 437	2	46	45	84	2 660	2 482
	S5	83	2 721	2 435	3	60	41	86	2 781	2 476
	S6	86	2 760	2 257	2	20	20	88	2 780	2 277
	S7	0	0	0	2	26	23	2	26	23
	All Grades	513	16 531	15 124	18	341	299	531	16 872	15 423
Yuen Long	S1	166	5 142	4 878	0	0	0	166	5 142	4 878
	S2	160	5 118	4 617	0	0	0	160	5 118	4 617
	S3	157	5 033	4 373	0	0	0	157	5 033	4 373
	S4	162	5 141	4 445	0	0	0	162	5 141	4 445
	S5	164	5 319	4 377	1	45	10	165	5 364	4 387
	S6	170	5 426	4 436	2	90	61	172	5 516	4 497
	S7	0	0	0	0	0	0	0	0	0
	All Grades	979	31 179	27 126	3	135	71	982	31 314	27 197
Tuen Mun	S1	135	4 172	3 782	6	120	122	141	4 292	3 904
	S2	130	4 076	3 499	6	120	121	136	4 196	3 620
	S3	129	3 980	3 279	8	96	97	137	4 076	3 376
	S4	134	4 140	3 282	8	96	98	142	4 236	3 380
	S5	135	4 303	3 305	7	91	89	142	4 394	3 394
	S6	144	4 604	3 389	8	80	79	152	4 684	3 468
	S7	0	0	0	8	88	84	8	88	84
	All Grades	807	25 275	20 536	51	691	690	858	25 966	21 226



District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tsuen Wan	S1	51	1 660	1 539	0	0	0	51	1 660	1 539
	S2	51	1 660	1 586	0	0	0	51	1 660	1 586
	S3	51	1 660	1 584	0	0	0	51	1 660	1 584
	S4	56	1 692	1 572	0	0	0	56	1 692	1 572
	S5	57	1 740	1 569	0	0	0	57	1 740	1 569
	S6	58	1 788	1 533	0	0	0	58	1 788	1 533
	S7	0	0	0	0	0	0	0	0	0
	All Grades	324	10 200	9 383	0	0	0	324	10 200	9 383
Kwai Tsing	S1	121	3 808	3 504	0	0	0	121	3 808	3 504
	S2	120	3 776	3 446	0	0	0	120	3 776	3 446
	S3	120	3 808	3 463	0	0	0	120	3 808	3 463
	S4	123	3 808	3 389	0	0	0	123	3 808	3 389
	S5	123	3 927	3 366	0	0	0	123	3 927	3 366
	S6	130	4 114	3 386	0	0	0	130	4 114	3 386
	S7	0	0	0	0	0	0	0	0	0
	All Grades	737	23 241	20 554	0	0	0	737	23 241	20 554
Islands	S1	34	936	811	8	220	213	42	1 156	1 024
	S2	33	968	819	7	195	200	40	1 163	1 019
	S3	33	968	793	10	248	177	43	1 216	970
	S4	33	1 047	845	7	185	153	40	1 232	998
	S5	36	1 146	829	7	185	134	43	1 331	963
	S6	35	1 141	830	6	160	124	41	1 301	954
	S7	0	0	0	5	145	93	5	145	93
	All Grades	204	6 206	4 927	50	1 338	1 094	254	7 544	6 021
All Districts	S1	1 824	58 151	53 629	187	5 016	4 511	2 011	63 167	58 140
	S2	1 776	57 114	51 337	178	4 774	4 266	1 954	61 888	55 603
	S3	1 770	57 033	49 902	170	4 384	3 735	1 940	61 417	53 637
	S4	1 827	57 973	49 524	155	3 872	3 269	1 982	61 845	52 793
	S5	1 858	60 206	48 507	160	4 016	3 221	2 018	64 222	51 728
	S6	1 899	61 985	48 127	160	3 773	3 079	2 059	65 758	51 206
	S7	0	0	0	131	2 945	2 391	131	2 945	2 391
	All Grades	10 954	352 462	301 026	1 141	28 780	24 472	12 095	381 242	325 498

## 2019/20 school year

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	S1	52	1 734	1 675	10	301	292	62	2 035	1 967
	S2	52	1 703	1 621	10	301	295	62	2 004	1 916
	S3	51	1 670	1 478	10	292	276	61	1 962	1 754
	S4	54	1 661	1 468	10	292	252	64	1 953	1 720
	S5	54	1 694	1 376	10	292	220	64	1 986	1 596
	S6	54	1 718	1 294	12	319	215	66	2 037	1 509
	S7	0	0	0	10	319	209	10	319	209
	All Grades	317	10 180	8 912	72	2 116	1 759	389	12 296	10 671
Wan Chai	S1	65	2 235	2 044	8	215	204	73	2 450	2 248
	S2	64	2 164	1 894	8	215	181	72	2 379	2 075
	S3	63	2 164	1 868	7	185	166	70	2 349	2 034
	S4	66	2 244	1 729	5	125	112	71	2 369	1 841
	S5	68	2 324	1 668	6	150	141	74	2 474	1 809
	S6	69	2 398	1 621	7	175	134	76	2 573	1 755
	S7	0	0	0	7	175	127	7	175	127
	All Grades	395	13 529	10 824	48	1 240	1 065	443	14 769	11 889
Eastern	S1	114	3 756	3 424	20	529	474	134	4 285	3 898
	S2	112	3 701	3 165	19	502	464	131	4 203	3 629
	S3	110	3 605	3 038	17	465	346	127	4 070	3 384
	S4	113	3 669	2 992	13	365	193	126	4 034	3 185
	S5	114	3 637	2 795	18	467	293	132	4 104	3 088
	S6	116	3 855	2 820	20	546	266	136	4 401	3 086
	S7	0	0	0	9	220	164	9	220	164
	All Grades	679	22 223	18 234	116	3 094	2 200	795	25 317	20 434
Southern	S1	58	1 876	1 660	47	1 281	1 269	105	3 157	2 929
	S2	57	1 801	1 478	48	1 309	1 233	105	3 110	2 711
	S3	57	1 801	1 465	46	1 214	1 139	103	3 015	2 604
	S4	60	1 769	1 362	45	1 167	1 036	105	2 936	2 398
	S5	59	1 801	1 247	42	1 080	890	101	2 881	2 137
	S6	61	1 843	1 265	45	1 098	873	106	2 941	2 138
	S7	0	0	0	39	962	833	39	962	833
	All Grades	352	10 891	8 477	312	8 111	7 273	664	19 002	15 750
Yau Tsim Mong	S1	72	2 336	2 186	2	29	19	74	2 365	2 205
	S2	73	2 323	2 101	2	30	22	75	2 353	2 123
	S3	72	2 324	2 059	0	0	0	72	2 324	2 059
	S4	77	2 516	2 182	2	25	3	79	2 541	2 185
	S5	77	2 549	2 052	3	77	11	80	2 626	2 063
	S6	81	2 742	2 044	5	124	45	86	2 866	2 089
	S7	0	0	0	0	0	0	0	0	0
	All Grades	452	14 790	12 624	14	285	100	466	15 075	12 724

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sham Shui Po	S1	110	3 677	3 546	15	418	338	125	4 095	3 884
	S2	110	3 628	3 418	13	368	290	123	3 996	3 708
	S3	107	3 603	3 287	12	343	263	119	3 946	3 550
	S4	100	3 370	3 053	10	315	201	110	3 685	3 254
	S5	101	3 411	2 847	9	270	181	110	3 681	3 028
	S6	102	3 519	2 843	7	200	150	109	3 719	2 993
	S7	0	0	0	4	130	106	4	130	106
	All Grades	630	21 208	18 994	70	2 044	1 529	700	23 252	20 523
Kowloon City	S1	151	5 112	4 901	28	704	656	179	5 816	5 557
	S2	149	5 014	4 630	29	730	684	178	5 744	5 314
	S3	149	5 014	4 440	28	706	632	177	5 720	5 072
	S4	156	5 194	4 429	24	607	530	180	5 801	4 959
	S5	158	5 185	4 149	23	583	500	181	5 768	4 649
	S6	160	5 281	3 962	23	498	431	183	5 779	4 393
	S7	0	0	0	17	340	327	17	340	327
	All Grades	923	30 800	26 511	172	4 168	3 760	1 095	34 968	30 271
Wong Tai Sin	S1	92	2 988	2 880	4	140	114	96	3 128	2 994
	S2	93	2 936	2 791	4	140	106	97	3 076	2 897
	S3	90	2 872	2 598	3	105	104	93	2 977	2 702
	S4	95	2 904	2 511	3	105	77	98	3 009	2 588
	S5	94	2 904	2 487	3	105	74	97	3 009	2 561
	S6	95	3 054	2 365	3	105	77	98	3 159	2 442
	S7	0	0	0	0	0	0	0	0	0
	All Grades	559	17 658	15 632	20	700	552	579	18 358	16 184
Kwun Tong	S1	140	4 591	4 288	8	203	195	148	4 794	4 483
	S2	138	4 435	4 147	8	204	184	146	4 639	4 331
	S3	139	4 446	4 090	8	203	171	147	4 649	4 261
	S4	147	4 610	4 108	5	116	113	152	4 726	4 221
	S5	146	4 605	3 961	6	140	103	152	4 745	4 064
	S6	145	4 685	3 883	5	116	96	150	4 801	3 979
	S7	0	0	0	4	92	54	4	92	54
	All Grades	855	27 372	24 477	44	1 074	916	899	28 446	25 393
Sai Kung	S1	108	3 538	3 345	7	213	143	115	3 751	3 488
	S2	109	3 485	3 165	6	168	130	115	3 653	3 295
	S3	104	3 397	2 825	6	168	114	110	3 565	2 939
	S4	107	3 454	2 694	5	143	85	112	3 597	2 779
	S5	110	3 439	2 591	3	93	53	113	3 532	2 644
	S6	109	3 511	2 530	2	69	40	111	3 580	2 570
	S7	0	0	0	1	24	21	1	24	21
	All Grades	647	20 824	17 150	30	878	586	677	21 702	17 736

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sha Tin	S1	184	5 854	5 603	21	466	445	205	6 320	6 048
	S2	177	5 545	5 155	20	450	445	197	5 995	5 600
	S3	176	5 545	4 979	20	450	433	196	5 995	5 412
	S4	182	5 590	4 658	20	450	435	202	6 040	5 093
	S5	186	5 690	4 510	20	450	413	206	6 140	4 923
	S6	188	5 893	4 304	20	426	386	208	6 319	4 690
	S7	0	0	0	20	426	381	20	426	381
	All Grades	1 093	34 117	29 209	141	3 118	2 938	1 234	37 235	32 147
Tai Po	S1	85	2 786	2 544	4	97	88	89	2 883	2 632
	S2	81	2 584	2 368	4	97	81	85	2 681	2 449
	S3	78	2 470	2 232	2	49	24	80	2 519	2 256
	S4	77	2 432	2 012	1	24	18	78	2 456	2 030
	S5	76	2 356	1 875	0	0	0	76	2 356	1 875
	S6	77	2 455	1 822	0	0	0	77	2 455	1 822
	S7	0	0	0	0	0	0	0	0	0
	All Grades	474	15 083	12 853	11	267	211	485	15 350	13 064
North	S1	101	3 333	3 248	4	92	86	105	3 425	3 334
	S2	99	3 175	2 967	3	69	63	102	3 244	3 030
	S3	81	2 614	2 517	3	69	67	84	2 683	2 584
	S4	83	2 647	2 437	3	69	53	86	2 716	2 490
	S5	82	2 614	2 312	3	69	45	85	2 683	2 357
	S6	83	2 721	2 282	2	40	32	85	2 761	2 314
	S7	0	0	0	1	20	19	1	20	19
	All Grades	529	17 104	15 763	19	428	365	548	17 532	16 128
Yuen Long	S1	170	5 423	5 230	0	0	0	170	5 423	5 230
	S2	165	5 162	4 839	0	0	0	165	5 162	4 839
	S3	161	5 134	4 565	0	0	0	161	5 134	4 565
	S4	162	5 045	4 233	0	0	0	162	5 045	4 233
	S5	162	5 150	4 130	1	45	17	163	5 195	4 147
	S6	166	5 336	4 195	2	90	49	168	5 426	4 244
	S7	0	0	0	0	0	0	0	0	0
	All Grades	986	31 250	27 192	3	135	66	989	31 385	27 258
Tuen Mun	S1	139	4 402	4 092	6	144	128	145	4 546	4 220
	S2	132	4 172	3 727	6	144	128	138	4 316	3 855
	S3	130	4 076	3 490	8	192	121	138	4 268	3 611
	S4	133	3 980	3 225	8	192	105	141	4 172	3 330
	S5	135	4 140	3 065	8	192	92	143	4 332	3 157
	S6	135	4 303	3 111	8	192	85	143	4 495	3 196
	S7	0	0	0	8	192	73	8	192	73
	All Grades	804	25 073	20 710	52	1 248	732	856	26 321	21 442

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tsuen Wan	S1	51	1 707	1 635	0	0	0	51	1 707	1 635
	S2	51	1 660	1 559	0	0	0	51	1 660	1 559
	S3	51	1 660	1 576	0	0	0	51	1 660	1 576
	S4	55	1 660	1 558	0	0	0	55	1 660	1 558
	S5	56	1 692	1 468	0	0	0	56	1 692	1 468
	S6	57	1 740	1 482	0	0	0	57	1 740	1 482
	S7	0	0	0	0	0	0	0	0	0
	All Grades	321	10 119	9 278	0	0	0	321	10 119	9 278
Kwai Tsing	S1	122	3 927	3 678	0	0	0	122	3 927	3 678
	S2	120	3 808	3 493	0	0	0	120	3 808	3 493
	S3	120	3 776	3 442	0	0	0	120	3 776	3 442
	S4	124	3 808	3 374	0	0	0	124	3 808	3 374
	S5	124	3 808	3 214	0	0	0	124	3 808	3 214
	S6	124	3 927	3 200	0	0	0	124	3 927	3 200
	S7	0	0	0	0	0	0	0	0	0
	All Grades	734	23 054	20 401	0	0	0	734	23 054	20 401
Islands	S1	36	1 013	911	8	220	213	44	1 233	1 124
	S2	34	960	843	8	220	203	42	1 180	1 046
	S3	34	1 020	818	9	219	198	43	1 239	1 016
	S4	33	1 019	811	7	185	157	40	1 204	968
	S5	33	1 003	765	7	185	145	40	1 188	910
	S6	35	1 089	786	7	185	136	42	1 274	922
	S7	0	0	0	5	145	115	5	145	115
	All Grades	205	6 104	4 934	51	1 359	1 167	256	7 463	6 101
All Districts	S1	1 850	60 288	56 890	192	5 052	4 664	2 042	65 340	61 554
	S2	1 816	58 256	53 361	188	4 947	4 509	2 004	63 203	57 870
	S3	1 773	57 191	50 767	179	4 660	4 054	1 952	61 851	54 821
	S4	1 824	57 572	48 836	161	4 180	3 370	1 985	61 752	52 206
	S5	1 835	58 002	46 512	162	4 198	3 178	1 997	62 200	49 690
	S6	1 857	60 070	45 809	168	4 183	3 015	2 025	64 253	48 824
	S7	0	0	0	125	3 045	2 429	125	3 045	2 429
	All Grades	10 955	351 379	302 175	1 175	30 265	25 219	12 130	381 644	327 394

## 2020/21 school year

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	S1	52	1 734	1 649	11	329	308	63	2 063	1 957
	S2	52	1 734	1 596	10	301	292	62	2 035	1 888
	S3	51	1 703	1 535	10	295	286	61	1 998	1 821
	S4	54	1 661	1 408	10	295	274	64	1 956	1 682
	S5	54	1 661	1 336	10	265	226	64	1 926	1 562
	S6	54	1 694	1 261	12	259	193	66	1 953	1 454
	S7	0	0	0	12	247	207	12	247	207
	All Grades	317	10 187	8 785	75	1 991	1 786	392	12 178	10 571
Wan Chai	S1	66	2 235	1 943	8	217	167	74	2 452	2 110
	S2	66	2 235	1 956	8	217	170	74	2 452	2 126
	S3	64	2 164	1 795	7	187	164	71	2 351	1 959
	S4	66	2 194	1 791	5	127	115	71	2 321	1 906
	S5	67	2 254	1 621	6	152	136	73	2 406	1 757
	S6	69	2 314	1 586	6	152	125	75	2 466	1 711
	S7	0	0	0	7	177	122	7	177	122
	All Grades	398	13 396	10 692	47	1 229	999	445	14 625	11 691
Eastern	S1	116	3 822	3 381	18	483	440	134	4 305	3 821
	S2	114	3 756	3 341	18	503	447	132	4 259	3 788
	S3	114	3 701	3 103	18	515	415	132	4 216	3 518
	S4	112	3 605	2 966	14	316	222	126	3 921	3 188
	S5	113	3 669	2 777	16	364	274	129	4 033	3 051
	S6	114	3 637	2 629	17	372	245	131	4 009	2 874
	S7	0	0	0	10	190	140	10	190	140
	All Grades	683	22 190	18 197	111	2 743	2 183	794	24 933	20 380
Southern	S1	57	1 843	1 556	49	1 391	1 311	106	3 234	2 867
	S2	58	1 876	1 559	50	1 406	1 305	108	3 282	2 864
	S3	57	1 801	1 433	46	1 255	1 188	103	3 056	2 621
	S4	60	1 801	1 378	46	1 136	1 065	106	2 937	2 443
	S5	59	1 769	1 236	43	1 015	921	102	2 784	2 157
	S6	59	1 801	1 173	42	921	792	101	2 722	1 965
	S7	0	0	0	39	863	725	39	863	725
	All Grades	350	10 891	8 335	315	7 987	7 307	665	18 878	15 642
Yau Tsim Mong	S1	74	2 369	2 166	2	29	16	76	2 398	2 182
	S2	72	2 336	2 148	2	32	20	74	2 368	2 168
	S3	71	2 323	2 044	1	10	9	72	2 333	2 053
	S4	78	2 516	2 132	3	30	7	81	2 546	2 139
	S5	78	2 516	2 047	3	73	17	81	2 589	2 064
	S6	77	2 549	1 929	6	153	61	83	2 702	1 990
	S7	0	0	0	0	0	0	0	0	0
	All Grades	450	14 609	12 466	17	327	130	467	14 936	12 596

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sham Shui Po	S1	106	3 519	3 374	15	418	370	121	3 937	3 744
	S2	110	3 647	3 514	15	438	344	125	4 085	3 858
	S3	109	3 609	3 354	12	343	258	121	3 952	3 612
	S4	100	3 350	2 991	11	315	240	111	3 665	3 231
	S5	99	3 321	2 853	10	290	175	109	3 611	3 028
	S6	100	3 337	2 689	8	215	148	108	3 552	2 837
	S7	0	0	0	5	125	90	5	125	90
	All Grades	624	20 783	18 775	76	2 144	1 625	700	22 927	20 400
Kowloon City	S1	150	5 112	4 723	29	782	678	179	5 894	5 401
	S2	150	5 112	4 724	32	856	698	182	5 968	5 422
	S3	149	5 014	4 459	30	807	671	179	5 821	5 130
	S4	156	5 190	4 393	25	623	555	181	5 813	4 948
	S5	158	5 158	4 099	25	624	500	183	5 782	4 599
	S6	157	5 153	3 867	22	505	417	179	5 658	4 284
	S7	0	0	0	16	350	316	16	350	316
	All Grades	920	30 739	26 265	179	4 547	3 835	1 099	35 286	30 100
Wong Tai Sin	S1	91	3 021	2 721	4	140	130	95	3 161	2 851
	S2	92	2 988	2 807	4	140	107	96	3 128	2 914
	S3	93	2 936	2 728	3	105	95	96	3 041	2 823
	S4	94	2 872	2 498	3	105	85	97	2 977	2 583
	S5	95	2 904	2 405	3	105	64	98	3 009	2 469
	S6	94	2 904	2 374	3	105	63	97	3 009	2 437
	S7	0	0	0	0	0	0	0	0	0
	All Grades	559	17 625	15 533	20	700	544	579	18 325	16 077
Kwun Tong	S1	144	4 712	4 277	10	285	248	154	4 997	4 525
	S2	139	4 600	4 277	9	257	221	148	4 857	4 498
	S3	140	4 449	4 107	9	228	174	149	4 677	4 281
	S4	145	4 450	3 995	7	167	137	152	4 617	4 132
	S5	147	4 554	3 960	5	116	108	152	4 670	4 068
	S6	145	4 497	3 774	5	117	88	150	4 614	3 862
	S7	0	0	0	5	116	85	5	116	85
	All Grades	860	27 262	24 390	51	1 286	1 061	911	28 548	25 451
Sai Kung	S1	107	3 596	3 267	7	211	146	114	3 807	3 413
	S2	107	3 604	3 233	7	211	136	114	3 815	3 369
	S3	108	3 550	3 091	5	143	104	113	3 693	3 195
	S4	106	3 480	2 733	5	143	102	111	3 623	2 835
	S5	108	3 438	2 522	3	93	41	111	3 531	2 563
	S6	109	3 446	2 438	3	93	40	112	3 539	2 478
	S7	0	0	0	1	24	19	1	24	19
	All Grades	645	21 114	17 284	31	918	588	676	22 032	17 872

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sha Tin	S1	191	6 176	5 761	21	472	457	212	6 648	6 218
	S2	184	5 883	5 496	20	456	442	204	6 339	5 938
	S3	177	5 559	5 060	20	450	438	197	6 009	5 498
	S4	186	5 598	4 824	20	450	418	206	6 048	5 242
	S5	186	5 727	4 512	20	450	415	206	6 177	4 927
	S6	186	5 683	4 222	20	418	373	206	6 101	4 595
	S7	0	0	0	20	418	373	20	418	373
	All Grades	1 110	34 626	29 875	141	3 114	2 916	1 251	37 740	32 791
Tai Po	S1	87	2 811	2 513	8	207	155	95	3 018	2 668
	S2	84	2 811	2 463	5	128	110	89	2 939	2 573
	S3	80	2 609	2 337	4	96	64	84	2 705	2 401
	S4	76	2 513	2 132	2	48	21	78	2 561	2 153
	S5	76	2 481	1 919	1	24	17	77	2 505	1 936
	S6	76	2 440	1 779	0	0	0	76	2 440	1 779
	S7	0	0	0	0	0	0	0	0	0
	All Grades	479	15 665	13 143	20	503	367	499	16 168	13 510
North	S1	101	3 333	3 132	4	92	91	105	3 425	3 223
	S2	101	3 333	3 196	4	92	88	105	3 425	3 284
	S3	98	3 175	2 951	3	69	56	101	3 244	3 007
	S4	82	2 614	2 438	3	69	61	85	2 683	2 499
	S5	83	2 647	2 373	3	69	51	86	2 716	2 424
	S6	82	2 614	2 173	2	36	34	84	2 650	2 207
	S7	0	0	0	2	36	29	2	36	29
	All Grades	547	17 716	16 263	21	463	410	568	18 179	16 673
Yuen Long	S1	180	5 868	5 455	0	0	0	180	5 868	5 455
	S2	168	5 423	5 116	0	0	0	168	5 423	5 116
	S3	165	5 182	4 751	0	0	0	165	5 182	4 751
	S4	165	5 118	4 428	0	0	0	165	5 118	4 428
	S5	159	5 029	4 061	0	0	0	159	5 029	4 061
	S6	163	5 134	3 941	2	90	46	165	5 224	3 987
	S7	0	0	0	0	0	0	0	0	0
	All Grades	1 000	31 754	27 752	2	90	46	1 002	31 844	27 798
Tuen Mun	S1	140	4 402	4 051	6	130	132	146	4 532	4 183
	S2	137	4 402	4 012	6	130	132	143	4 532	4 144
	S3	132	4 172	3 689	8	130	135	140	4 302	3 824
	S4	134	4 076	3 388	8	130	135	142	4 206	3 523
	S5	133	3 980	3 071	8	96	97	141	4 076	3 168
	S6	134	4 140	2 924	8	96	94	142	4 236	3 018
	S7	0	0	0	8	96	78	8	96	78
	All Grades	810	25 172	21 135	52	808	803	862	25 980	21 938



District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tsuen Wan	S1	51	1 707	1 545	0	0	0	51	1 707	1 545
	S2	51	1 707	1 620	0	0	0	51	1 707	1 620
	S3	51	1 660	1 532	0	0	0	51	1 660	1 532
	S4	55	1 660	1 525	0	0	0	55	1 660	1 525
	S5	55	1 660	1 474	0	0	0	55	1 660	1 474
	S6	56	1 692	1 390	0	0	0	56	1 692	1 390
	S7	0	0	0	0	0	0	0	0	0
	All Grades	319	10 086	9 086	0	0	0	319	10 086	9 086
Kwai Tsing	S1	122	3 960	3 692	0	0	0	122	3 960	3 692
	S2	121	3 927	3 626	0	0	0	121	3 927	3 626
	S3	120	3 808	3 438	0	0	0	120	3 808	3 438
	S4	124	3 776	3 362	0	0	0	124	3 776	3 362
	S5	124	3 808	3 231	0	0	0	124	3 808	3 231
	S6	124	3 808	3 060	0	0	0	124	3 808	3 060
	S7	0	0	0	0	0	0	0	0	0
	All Grades	735	23 087	20 409	0	0	0	735	23 087	20 409
Islands	S1	34	1 018	882	8	220	208	42	1 238	1 090
	S2	35	1 047	899	8	220	198	43	1 267	1 097
	S3	33	983	808	9	219	194	42	1 202	1 002
	S4	33	1 063	793	8	210	164	41	1 273	957
	S5	34	1 087	757	7	185	140	41	1 272	897
	S6	33	1 046	735	7	185	129	40	1 231	864
	S7	0	0	0	6	170	119	6	170	119
	All Grades	202	6 244	4 874	53	1 409	1 152	255	7 653	6 026
All Districts	S1	1 869	61 238	56 088	200	5 406	4 857	2 069	66 644	60 945
	S2	1 841	60 421	55 583	198	5 387	4 710	2 039	65 808	60 293
	S3	1 812	58 398	52 215	185	4 852	4 251	1 997	63 250	56 466
	S4	1 826	57 537	49 175	170	4 164	3 601	1 996	61 701	52 776
	S5	1 828	57 663	46 254	163	3 921	3 182	1 991	61 584	49 436
	S6	1 832	57 889	43 944	163	3 717	2 848	1 995	61 606	46 792
	S7	0	0	0	131	2 812	2 303	131	2 812	2 303
	All Grades	11 008	353 146	303 259	1 211	30 259	25 752	12 219	383 405	329 011

## Notes:

- (1) Figures generally refer to the position as at mid-September of the respective school years, except as at mid-October for the 2020/21 school year.
- (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) 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.

- End -

**CONTROLLING OFFICER'S REPLY****EDB034****(Question Serial No. 2787)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Please set out the current number of teachers, class-to-teacher ratio and teacher-to-student ratio in, respectively, public sector and Direct Subsidy Scheme secondary schools.

Please provide the number of regular teachers employed on terms with a defined contract period in, respectively, government and aided secondary schools in the past 3 school years.

Please also provide the current percentage of graduate teachers in, respectively, government, aided and caput secondary schools.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 150)

Reply:

The number of teachers, average teacher-to-class ratio and average student-to-teacher ratio in public sector and Direct Subsidy Scheme (DSS) secondary schools in the 2020/21 school year are tabulated below:

School Year	Public Sector Secondary School (Government, Aided and Caput)			DSS Secondary School		
	No. of teachers <sup>#</sup>	Teacher-to-class ratio*	Student-to-teacher ratio*	No. of teachers <sup>#</sup>	Teacher-to-class ratio*	Student-to-teacher ratio*
2020/21 (Provisional figures)	22 830	2.4 : 1	11.3 : 1	4 210	2.6 : 1	10.8 : 1

# Figures are rounded to the nearest 10.

\* The teacher-to-class ratio and student-to-teacher ratio are calculated on the basis of the total number of teachers (i.e. including teachers within and outside the establishment) in schools. The teacher-to-class ratio and student-to-teacher ratio vary substantially among DSS secondary schools.

Schools should not employ regular teachers on defined contract period (DCP) terms unless they have actual operational needs and cogent reasons, and there are no teachers on DCP terms in government secondary schools. The number of regular teachers on DCP terms in aided secondary schools in each of the past 3 school years (from 2017/18 to 2019/20) is tabulated below:

School Year	2017/18	2018/19	2019/20
No. of teachers*	850	710	480

\* Figures are rounded to the nearest 10.

In the 2020/21 school year, the percentage of graduate teachers in government, aided and caput secondary schools is, respectively, 95.5%, 96.4% and 87.6% (provisional figures).

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB035**

**(Question Serial No. 2788)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Please list the number of students from the Mainland China that were admitted to a secondary school for the first time in various districts in the past 3 school years.

Please list the number of cross-boundary students currently studying in secondary schools and their percentage out of the total number of school places by district.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 151)

Reply:

The number of newly admitted students from the Mainland in secondary schools by district from the 2018/19 to 2020/21 school years is tabulated at Annex A.

In the 2020/21 school year, due to the development of the COVID-19 epidemic and the restrictions imposed by the anti-epidemic measures in Hong Kong and the Mainland, some cross-boundary students (CBS) are temporarily staying in Hong Kong to attend face-to-face classes in schools, while some CBS are unable to come to Hong Kong for school. As such, it is not possible for the Education Bureau (EDB) to gather accurate data on the number of CBS travelling daily across the boundary in the school year. In October 2020, the EDB collected information via schools on the number of students residing in the Mainland at that time. The number of students in secondary schools residing in the Mainland by district, as well as their percentage out of the total number of school places in the respective districts in the 2020/21 school year are tabulated at Annex B.

**Number of Newly Admitted Students from the Mainland in Secondary Schools  
by District from the 2018/19 to 2020/21 School Years**

<b>District</b>	<b>2018/19 school year</b>	<b>2019/20 school year</b>	<b>2020/21 school year</b>
Central and Western	39	28	2
Wan Chai	49	49	16
Eastern	84	100	18
Southern	42	58	21
Yau Tsim Mong	196	215	46
Sham Shui Po	245	212	33
Kowloon City	162	119	24
Wong Tai Sin	191	155	40
Kwun Tong	292	270	97
Sai Kung	67	64	13
Sha Tin	164	134	49
Tai Po	146	132	41
North	157	143	27
Yuen Long	174	170	51
Tuen Mun	136	132	39
Tsuen Wan	121	129	40
Kwai Tsing	181	195	32
Islands	31	35	7
<b>All Districts</b>	<b>2 477</b>	<b>2 340</b>	<b>596</b>

- Note: (1) Figures generally refer to the position as at September of the respective school years, except as at October for the 2020/21 school year. Such students were newly admitted during the 12-month period from October of the preceding year to September of the specified year.
- (2) Figures refer to newly admitted students from the Mainland who entered Hong Kong on a One-way Permit.
- (3) Figures include ordinary secondary day schools, but not special schools, international schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses.
- (4) Figures for the 2020/21 school year are provisional and subject to revision.
- (5) The number of children from the Mainland newly admitted to secondary schools in the 2020/21 school year was significantly smaller than before, probably attributed to the COVID-19 epidemic.

**Number of Students Studying in Secondary Schools in Hong Kong  
but Residing in the Mainland  
and their Percentage out of the Total Number of School Places by District  
in the 2020/21 School Year**

District	Number of students	Percentage out of the total number of school places in the district
Central and Western	1	0.0%
Wan Chai	1	0.0%
Eastern	25	0.1%
Southern	39	0.2%
Yau Tsim Mong	8	0.1%
Sham Shui Po	16	0.1%
Kowloon City	25	0.1%
Wong Tai Sin	21	0.1%
Kwun Tong	19	0.1%
Sai Kung	8	0.0%
Sha Tin	260	0.7%
Tai Po	1 648	10.2%
North	4 371	24.0%
Yuen Long	1 617	5.1%
Tuen Mun	1 201	4.6%
Tsuen Wan and Kwai Tsing	9	0.0%
Islands	86	1.1%

Note: (1) Figures are based on the survey on the number of students studying in schools in Hong Kong but residing in the Mainland conducted via schools in October 2020. Having regard to the COVID-19 epidemic situation and the anti-epidemic measures in Hong Kong and the Mainland, some CBS are temporarily staying with their relatives or friends in Hong Kong to attend face-to-face classes in schools, while some CBS who used to stay in Hong Kong on school days have returned to the Mainland since the beginning of the 2020/21 school year in response to the development of the epidemic and the anti-epidemic measures of the two places, and sustained learning at home through various learning modes (including e-learning). As such, the figures collected do not represent the number of CBS travelling daily across the boundary.

(2) Figures on school places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by 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**

**EDB036**

**(Question Serial No. 2789)**

Head: (156) Government Secretariat: Education Bureau

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

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 numbers of applicants and students receiving subsidies under the Mainland University Study Subsidy Scheme in the past year, with a breakdown by institution.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 152)

Reply:

A breakdown of the number of applicants and the number of students receiving full-rate “means-tested subsidy”, half-rate “means-tested subsidy” and “non-means-tested subsidy” by institution in the 2020/21 academic year (as at 28 February 2021) is at Annex. About 480 applications were still being processed.



## Mainland University Study Subsidy Scheme

Breakdown of the number of applicants and the number of students receiving subsidies  
by institution in the 2020/21 academic year  
(As at 28 February 2021)

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”
Shanghai University	1	0	0	1
Shanghai University of Traditional Chinese Medicine	32	17	5	8
Shanghai International Studies University	22	7	0	13
Shanghai Jiao Tong University	11	2	1	6
Shanghai Normal University	8	2	4	0
Shanghai University of Finance and Economics	7	2	0	4
Shanghai University of Sport	2	1	1	0
Shandong University	49	31	6	7
Shandong University of Traditional Chinese Medicine	2	2	0	0
Sun Yat-sen University	292	137	38	53
Central Academy of Fine Arts	7	2	1	3
Central Conservatory of Music	2	1	1	0
Central University of Finance and Economics	11	1	1	3
The Central Academy of Drama	2	1	0	0
Central South University	8	4	0	4
Zhongnan University of Economics and Law	19	10	3	2
Renmin University of China	5	3	0	2
China University of Geosciences (Wuhan)	2	1	0	0
China University of Political Science and Law	66	23	7	24
Ocean University of China	2	0	0	0
Communication University of China	15	3	4	6
Tianjin University	8	4	0	4
Tianjin University of Traditional Chinese Medicine	1	0	0	1
Tianjin Foreign Studies University	1	0	0	0
Tianjin Normal University	1	0	0	0
Taiyuan Normal University*	1	0	0	0
Peking University	51	14	5	26
Beijing University of Chinese Medicine	161	68	24	50
Beijing University of Chemical Technology	1	0	0	0
Beijing Foreign Studies University	4	1	0	3
Beijing Institute of Fashion Technology	7	7	0	0
Beijing Forestry University	1	1	0	0
Beijing Normal University	22	5	5	11
Beijing Normal University - Hong Kong Baptist University United International	2	0	0	0

<b>Mainland higher education institutions</b>	<b>No. of applicants (including new applications and renewals)</b>	<b>No. of students receiving full-rate “means-tested subsidy”</b>	<b>No. of students receiving half-rate “means-tested subsidy”</b>	<b>No. of students receiving “non-means-tested subsidy”</b>
College				
Beijing Normal University, Zhuhai	11	6	1	1
Beijing Institute of Technology	4	1	0	3
Beijing University of Posts and Telecommunications	14	4	1	7
Beijing Film Academy	2	0	1	0
Beijing Language and Culture University	16	8	2	6
Beijing Sport University	17	10	3	1
Sichuan University	46	12	7	20
Sichuan Normal University	10	4	0	1
Jilin University	7	3	1	3
Tongji University	14	5	6	2
Chengdu University of Traditional Chinese Medicine	20	9	5	2
Shantou University	9	6	1	1
Jiangxi University of Traditional Chinese Medicine	4	4	0	0
Northwest University	5	3	1	0
Xian Jiaotong University	11	2	3	3
Southwest University	8	7	0	0
Southwest University of Political Science and Law	9	2	1	4
Southwestern University of Finance and Economics	8	5	0	1
Northeastern University	3	2	0	0
Dongbei University of Finance and Economics	3	1	1	1
Southeast University	7	4	1	2
Donghua University	22	9	7	4
Wuhan University	49	10	4	28
Wuhan University of Technology	5	4	1	0
Southern Medical University	22	13	3	4
Nanjing University	10	2	1	6
Nanjing University of Chinese Medicine	77	49	16	6
Nanjing Normal University	32	14	8	6
Nanchang University	7	5	0	0
Nankai University	23	5	1	13
Xinghai Conservatory of Music	12	8	0	2
Chongqing University	35	18	5	3
Capital Normal University	1	0	0	1
Zhejiang University	4	1	1	2
Zhejiang Chinese Medical University	2	1	1	0
Zhejiang Normal University	9	6	1	0
Zhejiang Sci-Tech University	22	9	4	5
Hainan University	1	1	0	0
Shenzhen University	21	8	3	3
Tsinghua University	50	13	4	26
Fudan University	27	9	1	13
Hubei University	3	1	0	0
Hunan University	5	4	0	1
Hunan Normal University	28	11	4	2

<b>Mainland higher education institutions</b>	<b>No. of applicants (including new applications and renewals)</b>	<b>No. of students receiving full-rate “means-tested subsidy”</b>	<b>No. of students receiving half-rate “means-tested subsidy”</b>	<b>No. of students receiving “non-means-tested subsidy”</b>
Huazhong University of Science & Technology	6	3	0	2
Central China Normal University	18	9	3	3
East China University of Political Science and Law	19	6	1	9
East China Normal University	25	8	4	8
East China University of Science and Technology	12	5	2	1
South China Normal University	31	13	9	2
South China University of Technology	11	7	0	1
Huaqiao University	585	334	107	4
Jimei University	7	3	3	0
Yunnan University	2	2	0	0
Yunnan Normal University	5	3	1	0
Xiamen University	49	17	7	21
Wenzhou Medical University	2	0	0	0
University of Electronic Science and Technology of China	2	0	0	1
Ningbo University	2	2	0	0
University of International Business and Economics	26	3	4	6
Jinan University	1 500	830	285	120
Fuzhou University	12	7	2	0
Fujian University of Traditional Chinese Medicine	9	4	3	1
Fujian Normal University	13	5	4	2
Shaoguan University	2	2	0	0
Guangzhou University	9	5	1	0
Guangzhou University of Chinese Medicine	310	112	57	98
Guangzhou Academy of Fine Arts	14	8	1	3
Guangzhou Medical University	5	0	3	2
Guangxi University	1	1	0	0
Guangxi University Chinese Medicine	49	25	3	3
Guangdong University of Technology	2	1	1	0
Guangdong University of Foreign Studies	6	3	1	1
Guangdong University of Finance	6	4	1	0
Guangdong University of Finance and Economics	3	2	0	0
Zhengzhou University	6	4	1	1
Information not provided	2	0	0	0
<b>Total</b>	<b>4 272</b>	<b>2 077</b>	<b>710</b>	<b>703</b>

\* Not included in the list of designated Mainland institutions in the 2020/21 academic year.

- End -

**CONTROLLING OFFICER'S REPLY**

**(Question Serial No. 2793)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

- (1) Please provide the number of students of full-time locally-accredited self-financing undergraduate programmes in the past 3 years, with a breakdown by institution and place of origin;
- (2) Please provide the programmes offered, actual intakes and total tuition fees of locally-accredited self-financing research postgraduate programmes by institution, and the number of students by their place of origin in the past 3 years;
- (3) Please provide the number of programmes offered, actual intakes and total tuition fees of locally-accredited self-financing taught postgraduate programmes by institution, and the number of students by their place of origin in the past 3 years; and
- (4) Please provide the number and percentage of students of self-financing programmes who received subsidy by institution in the past 3 years.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 157)

Reply:

- (1) The number of students of full-time locally-accredited self-financing undergraduate programmes by institution and place of origin for the 2018/19 to 2020/21 academic years are at **Annex 1**.
- (2) The number of locally-accredited self-financing research postgraduate (RPg), their actual intakes, total tuition fees and number of students by place of origin by institution for the 2018/19 to 2020/21 academic years are at **Annex 2**.

- (3) The number of locally-accredited self-financing taught postgraduate (TPg) programmes, their actual intakes, total tuition fees and number of students by place of origin by institution for the 2018/19 to 2020/21 academic years are at **Annex 3**.
- (4) The number and percentage of students of full-time locally-accredited self-financing sub-degree and undergraduate (including top-up degree) programmes who benefited from the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) and Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong (NMTSS) implemented by the Education Bureau by institution for the 2018/19 to 2020/21 academic years are at **Annex 4**.

**Number of Students of Full-time Locally-accredited Self-financing Undergraduate Programmes by Institution and Place of Origin, 2018/19 to 2020/21**

Academic Year	Institution	No. of Students			
		Place of Origin			Total
		Local	Mainland China	Other Non-local	
2018/19	Caritas Institute of Higher Education	1 278	94	2	1 374
	Centennial College	125	8	3	136
	Chu Hai College of Higher Education	434	170	8	612
	Community College of City University / UOW College Hong Kong	1 369	1	7	1 377
	Gratia Christian College	99	0	1	100
	The Hang Seng University of Hong Kong	4 703	33	1	4 737
	HKCT Institute of Higher Education	@	@	@	@
	Hong Kong Art School	109	0	0	109
	Hong Kong Baptist University	2 158	136	0	2 294
	Hong Kong Institute of Technology	406	0	2	408
	Hong Kong Nang Yan College of Higher Education	75	3	0	78
	Hong Kong Shue Yan University	3 776	348	0	4 124
	SCAD Foundation (Hong Kong) Limited	220	71	338	629
	The Chinese University of Hong Kong	85	0	0	85
	The Education University of Hong Kong	1 180	47	4	1 231
	The Hong Kong Polytechnic University	2 540	102	2	2 644
	The Open University of Hong Kong	8 616	758	8	9 382
	The University of Hong Kong	376	0	16	392
	The Hong Kong University of Science and Technology	23	15	106	144
	Tung Wah College	2 044	6	3	2 053
	Vocational Training Council	5 268	12	9	5 289
Yew Chung College of Early Childhood Education	28	0	2	30	
2019/20	Caritas Institute of Higher Education	1 498	48	2	1 548
	Centennial College	65	1	2	68

Academic Year	Institution	No. of Students			
		Place of Origin			Total
		Local	Mainland China	Other Non-local	
	Chu Hai College of Higher Education	356	197	2	555
	The City University of Hong Kong	1 014	1	7	1 022
	Community College of City University/UOW College Hong Kong	235	0	7	242
	Gratia Christian College	109	0	0	109
	The Hang Seng University of Hong Kong	5 406	186	3	5 595
	HKCT Institute of Higher Education	@	@	@	@
	Hong Kong Art School	99	0	0	99
	Hong Kong Baptist University	2 168	171	0	2 339
	Hong Kong Institute of Technology	324	0	1	325
	Hong Kong Nang Yan College of Higher Education	84	3	0	87
	Hong Kong Shue Yan University	3 446	414	0	3 860
	Lingnan University	3	26	0	29
	SCAD Foundation (Hong Kong) Limited	236	48	327	611
	The Chinese University of Hong Kong	16	0	0	16
	The Education University of Hong Kong	854	55	2	911
	The Hong Kong Polytechnic University	2 156	166	2	2 324
	The Open University of Hong Kong	7 998	1 258	12	9 268
	The University of Hong Kong	323	0	28	351
	The Hong Kong University of Science and Technology	8	13	144	165
	Tung Wah College	2 221	10	1	2 232
	Vocational Training Council	4 786	32	11	4 829
	Yew Chung College of Early Childhood Education	62	0	2	64

Academic Year	Institution	No. of Students			
		Place of Origin			Total
		Local	Mainland China	Other Non-local	
2020/21 (provisional figures)	Caritas Institute of Higher Education	1 875	27	0	1 902
	Centennial College	28	0	2	30
	Chu Hai College of Higher Education	306	163	3	472
	The City University of Hong Kong	765	1	7	773
	UOW College Hong Kong	275	0	2	277
	Gratia Christian College	146	0	0	146
	The Hang Seng University of Hong Kong	5 846	259	3	6 108
	HKCT Institute of Higher Education	@	@	@	@
	Hong Kong Art School	97	0	0	97
	Hong Kong Baptist University	2 099	200	0	2 299
	Hong Kong Institute of Technology	283	0	1	284
	Hong Kong Nang Yan College of Higher Education	122	0	0	122
	Hong Kong Shue Yan University	3 402	431	0	3 833
	Lingnan University	9	82	0	91
	SCAD Foundation (Hong Kong) Limited	#	#	#	#
	The Chinese University of Hong Kong	0	0	0	0
	The Education University of Hong Kong	565	56	2	623
	The Hong Kong Polytechnic University	1 811	215	1	2 027
	The Open University of Hong Kong	7 985	1 462	9	9 456
	The University of Hong Kong	330	0	13	343
	The Hong Kong University of Science and Technology	9	15	122	146
	Tung Wah College	2 495	12	1	2 508
	Vocational Training Council	4 742	36	11	4 789
Yew Chung College of Early Childhood Education	123	0	3	126	

Note:

1. Figures include students of first-year-first-degree 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 that figures are not available from the institution.
4. “#” denotes that SCAD Foundation (Hong Kong) Limited has discontinued operation from 1 June 2020.



**Number of Locally-accredited Self-financing RPg Programmes, their Actual intakes, Total Tuition Fees and Number of Students by Place of Origin, 2018/19 to 2020/21**

Academic Year	Institution	No. of Programmes	Actual Intake	Total Tuition Fee (\$)	No. of Students			
					Place of Origin			Total
					Local	Mainland China	Other Non-local	
2018/19	The City University of Hong Kong	#	139	@	103	419	15	537
	Hong Kong Baptist University	#	21	@	56	129	26	211
	Lingnan University	#	0	@	3	3	0	6
	The Chinese University of Hong Kong	#	113	@	335	492	41	868
	The Education University of Hong Kong	#	0	@	6	8	2	16
	The Hong Kong Polytechnic University	#	128	@	164	591	125	880
	The Hong Kong University of Science and Technology	#	130	@	120	513	84	718
	The University of Hong Kong	#	86	@	309	270	40	619
	The Open University of Hong Kong	2	1	@	10	0	0	10
	Hong Kong Shue Yan University	24	6	138,000 - 207,000	4	0	0	4
2019/20	The City University of Hong Kong	#	138	@	121	639	66	827
	Hong Kong Baptist University	#	23	@	52	126	16	194
	Lingnan University	#	2	@	4	3	0	7
	The Chinese University of Hong Kong	#	118	@	293	503	35	831
	The Education University of Hong Kong	#	0	@	9	5	4	18
	The Hong Kong Polytechnic University	#	132	@	169	582	113	864
	The Hong Kong University of Science and Technology	#	210	@	138	687	104	929

Academic Year	Institution	No. of Programmes	Actual Intake	Total Tuition Fee (\$)	No. of Students			
					Place of Origin			Total
					Local	Mainland China	Other Non-local	
2020/21 (provisional figures)	The University of Hong Kong	#	93	@	305	306	40	650
	The Open University of Hong Kong	2	6	@	14	0	0	14
	Hong Kong Shue Yan University	24	8	138,000 - 207,000	10	1	0	11
	The City University of Hong Kong	#	208	@	132	1 160	140	1431
	Hong Kong Baptist University	#	49	@	46	170	18	234
	Lingnan University	#	9	@	6	3	6	15
	The Chinese University of Hong Kong	#	105	@	282	507	25	814
	The Education University of Hong Kong	#	0	@	9	11	4	24
	The Hong Kong Polytechnic University	#	229	@	164	668	140	972
	The Hong Kong University of Science and Technology	#	296	@	196	894	132	1221
	The University of Hong Kong	#	88	@	327	332	51	710
	The Open University of Hong Kong	2	*	@	*	*	*	*
	Hong Kong Shue Yan University	24	*	138,000 - 207,000	*	*	*	*

Notes:

1. Self-financing RPg programmes cover both full-time and part-time Master of Philosophy and Doctor of Philosophy programmes. The tuition fees above are based on the normal study period.
2. The place of origin of non-local students is determined having regard to their nationality or place of residence.
3. “#” denotes that the institution does not offer independent RPg programmes under individual disciplines for enrolment. Postgraduate students normally apply directly to the institution for research Master’s / Doctoral degree programmes and are admitted to a department associated with their research. As such, the number of programmes offered is not available.
4. “@” denotes that figures are not available from the institution.
5. “\*” denotes that the institution has yet to provide the relevant figures for that academic year.
6. Actual intakes of the University Grants Committee (UGC)-funded universities include students pursuing UGC-funded RPg programmes who were wholly financed by external funds.
7. Figures for students of self-financing RPg programmes include fully self-financing RPg students; and if RPg students are financed by the UGC-funded universities using both UGC and external funds, they will be counted towards different sources on a pro-rata basis. Figures may not add up to the corresponding totals due to rounding.

**Number of Locally-accredited Self-financing TPg Programmes, their Actual Intakes, Total Tuition Fees and Number of Students by Place of Origin, 2018/19 to 2020/21**

Academic Year	Institution	No. of Programmes	Actual Intake	Total Tuition Fee (\$)	No. of Students			
					Place of Origin			Total
					Local	Mainland China	Other Non-local	
2018/19	The City University of Hong Kong	61	3 988	44,280 - 714,210	2 254	3 094	74	5 422
	Hong Kong Baptist University	71	2 492	65,000 - 590,000	1 228	1 914	37	3 179
	Lingnan University	14	648	52,000 - 158,000	117	577	30	724
	The Chinese University of Hong Kong	179	5 731	63,000 - 710,000	5 713	3 066	155	8 934
	The Education University of Hong Kong	29	1 126	98,400 - 382,320	795	833	11	1 639
	The Hong Kong Polytechnic University	171	3 627	90,000 - 707,400	5 133	2 165	126	7 424
	The Hong Kong University of Science and Technology	66	2 351	55,000 - 1,288,000	1 026	2 005	297	3 328
	The University of Hong Kong	212	5 470	14,300 - 1,420,848	6 792	2 161	311	9 264
	Chu Hai College of Higher Education	5	128	80,000 - 200,000	53	105	0	158
	The Hong Kong Academy for Performing Arts	10	43	202,000 - 244,200	78	53	5	136
	The Hang Seng University of Hong Kong	1	8	100,800	13	0	1	14

Academic Year	Institution	No. of Programmes	Actual Intake	Total Tuition Fee (\$)	No. of Students			
					Place of Origin			Total
					Local	Mainland China	Other Non-local	
	Hong Kong Shue Yan University	10	57	76,800 - 180,000	90	19	0	109
	SCAD Foundation (Hong Kong) Limited	8	11	290,859 - 587,535	9	6	11	26
	The Open University of Hong Kong	40	469	31,500 - 231,600	434	346	6	786
2019/20	The City University of Hong Kong	60	4 142	48,360 - 1,000,000	1 913	3 512	58	5 483
	Hong Kong Baptist University	73	2 832	65,000 - 590,000	1 209	2 232	64	3 505
	Lingnan University	15	620	52,000 - 188,000	85	588	22	695
	The Chinese University of Hong Kong	173	5 782	66,000 - 764,000	5 494	3 266	137	8 897
	The Education University of Hong Kong	31	1 305	120,000 - 401,436	720	1 075	12	1 807
	The Hong Kong Polytechnic University	178	4 071	17,050 - 851,700	5 011	2 612	135	7 758
	The Hong Kong University of Science and Technology	68	2 392	60,000 - 1,377,000	1 033	2 165	307	3 505
	The University of Hong Kong	240	6 049	15,000 - 1,628,400	7 137	2 549	347	10 033
	Chu Hai College of Higher Education	5	159	80,000 - 200,000	67	130	0	197

Academic Year	Institution	No. of Programmes	Actual Intake	Total Tuition Fee (\$)	No. of Students			
					Place of Origin			Total
					Local	Mainland China	Other Non-local	
	The Hong Kong Academy for Performing Arts	10	56	202,000 - 244,200	79	46	5	130
	The Hang Seng University of Hong Kong	5	106	100,800 - 120,000	29	80	2	111
	Hong Kong Shue Yan University	10	127	76,800 - 180,000	88	0	17	105
	SCAD Foundation (Hong Kong) Limited	8	8	298,181 - 602,326	9	6	11	26
	The Open University of Hong Kong	41	658	31,500 - 231,600	396	597	10	1 003
2020/21 (provisional figures)	The City University of Hong Kong	60	@	54,000 - 1,000,000	@	@	@	@
	Hong Kong Baptist University	73	@	65,000 - 678,000	@	@	@	@
	Lingnan University	19	@	52,000 - 420,000	@	@	@	@
	The Chinese University of Hong Kong	169	@	69,500 - 764,000	@	@	@	@
	The Education University of Hong Kong	33	@	120,000 - 401,436	@	@	@	@
	The Hong Kong Polytechnic University	192	@	100,800 - 877,200	@	@	@	@
	The Hong Kong University of Science and Technology	70	@	60,000 - 1,439,900	@	@	@	@

Academic Year	Institution	No. of Programmes	Actual Intake	Total Tuition Fee (\$)	No. of Students			
					Place of Origin			Total
					Local	Mainland China	Other Non-local	
	The University of Hong Kong	230	@	15,500 - 1,628,400	@	@	@	@
	Chu Hai College of Higher Education	5	@	100,000 - 220,000	@	@	@	@
	The Hong Kong Academy for Performing Arts	10	@	202,000 - 244,200	@	@	@	@
	The Hang Seng University of Hong Kong	6	@	103,140 - 300,000	@	@	@	@
	Hong Kong Shue Yan University	10	@	76,800 - 180,000	@	@	@	@
	SCAD Foundation (Hong Kong) Limited	#	#	#	@	@	@	@
	The Open University of Hong Kong	30	@	31,500 - 231,600	@	@	@	@

Notes:

1. Self-financing TPg programmes cover both full-time and part-time Postgraduate Certificate with a minimum duration of one year, Postgraduate Diploma, Master's and Doctoral degree programmes.
2. The place of origin of non-local students is determined having regard to their nationality or place of residence.
3. "@" denotes that the institution has yet to provide the relevant figures for that academic year.
4. "#" denotes that SCAD Foundation (Hong Kong) Limited has discontinued operation from 1 June 2020.

**Number and Percentage of Students of Locally-accredited Self-financing Sub-degree and Undergraduate (including Top-up Degree) Programmes who Benefited from the SSSDP and NMTSS by Institution, 2018/19 to 2020/21**

Institution	2018/19 Academic Year				2019/20 Academic Year				2020/21 Academic Year			
	No. of Students				No. of Students				No. of Students			
	Total No. of students	Number of Students Receiving Subsidy		Percentage (%)	Total No. of students	Number of Students Receiving Subsidy		Percentage (%)	Total No. of students [Note 3]	Number of Students Receiving Subsidy		Percentage (%)
		SSSDP [Note 1]	NMTSS [Note 2]			SSSDP [Note 1]	NMTSS [Note 2]			SSSDP [Note 1]	NMTSS [Note 2]	
Caritas Bianchi College of Careers	272	Not Applicable	Not Applicable	Not Applicable	259	178	Not Applicable	69%	480	360	Not Applicable	75%
Caritas Institute of Community Education	105	Not Applicable	Not Applicable	Not Applicable	76	Not Applicable	Not Applicable	Not Applicable	18	Not Applicable	Not Applicable	Not Applicable
Caritas Institute of Higher Education	1 658	827	286	67%	1 869	1 066	260	71%	2 222	1 312	309	73%
Centennial College	136	Not Applicable	74	54%	68	Not Applicable	33	49%	30	Not Applicable	14	47%
Chu Hai College of Higher Education	612	105	203	50%	555	115	155	49%	472	118	126	52%
City University of Hong Kong –School of Continuing and Professional Education	6 775	Not Applicable	Not Applicable	Not Applicable	1 022	Not Applicable	Not Applicable	Not Applicable	773	Not Applicable	Not Applicable	Not Applicable
Community College of City University / UOW College Hong Kong [Note 4]					4 829	Not Applicable	207	4%	3 347	Not Applicable	271	8%
Gratia Christian College	119	Not Applicable	38	32%	156	Not Applicable	38	24%	198	Not Applicable	53	27%
The Hang Seng University of Hong Kong	4 737	696	3 577	90%	5 595	860	4 148	90%	6 108	957	4 340	87%
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 818	Not Applicable	Not Applicable	Not Applicable	2 147	1 155	Not Applicable	54%	2 167	1 380	Not Applicable	64%

Institution	2018/19 Academic Year				2019/20 Academic Year				2020/21 Academic Year			
	No. of Students				No. of Students				No. of Students			
	Total No. of students	Number of Students Receiving Subsidy		Percentage (%)	Total No. of students	Number of Students Receiving Subsidy		Percentage (%)	Total No. of students [Note 3]	Number of Students Receiving Subsidy		Percentage (%)
		SSSDP [Note 1]	NMTSS [Note 2]			SSSDP [Note 1]	NMTSS [Note 2]			SSSDP [Note 1]	NMTSS [Note 2]	
Hong Kong Art School	174	Not Applicable	4	2%	171	Not Applicable	8	5%	172	Not Applicable	7	4%
Hong Kong Baptist University and its School of Continuing Education / College of International Education / Academy of Film	5 612	Not Applicable	Not Applicable	Not Applicable	5 863	Not Applicable	Not Applicable	Not Applicable	5 781	Not Applicable	Not Applicable	Not Applicable
Hong Kong College of Technology and HKCT Institute of Higher Education	@	Not Applicable	17	Not Applicable	@	204	19	Not Applicable	@	210	20	Not Applicable
Hong Kong Institute of Technology	718	Not Applicable	72	10%	642	Not Applicable	63	10%	588	Not Applicable	84	14%
Hong Kong Nang Yan College of Higher Education	78	Not Applicable	13	17%	87	Not Applicable	3	3%	129	Not Applicable	7	5%
Hong Kong Shue Yan University	4 124	Not Applicable	3 450	84%	3 860	Not Applicable	3 067	79%	3 833	Not Applicable	2 908	76%
Lingnan University and its Institute of Further Education	973	Not Applicable	Not Applicable	Not Applicable	961	Not Applicable	Not Applicable	Not Applicable	915	Not Applicable	Not Applicable	Not Applicable
SCAD Foundation (Hong Kong) Limited [Note 5]	629	Not Applicable	32	5%	611	Not Applicable	40	7%	Not Applicable	Not Applicable	Not Applicable	Not Applicable
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 683	Not Applicable	Not Applicable	Not Applicable	1 719	Not Applicable	Not Applicable	Not Applicable	1 543	Not Applicable	Not Applicable	Not Applicable
The Education University of Hong Kong	1 231	Not Applicable	Not Applicable	Not Applicable	911	Not Applicable	Not Applicable	Not Applicable	623	Not Applicable	Not Applicable	Not Applicable



Institution	2018/19 Academic Year				2019/20 Academic Year				2020/21 Academic Year			
	No. of Students				No. of Students				No. of Students			
	Total No. of students	Number of Students Receiving Subsidy		Percentage (%)	Total No. of students	Number of Students Receiving Subsidy		Percentage (%)	Total No. of students [Note 3]	Number of Students Receiving Subsidy		Percentage (%)
		SSSDP [Note 1]	NMTSS [Note 2]			SSSDP [Note 1]	NMTSS [Note 2]			SSSDP [Note 1]	NMTSS [Note 2]	
The Hong Kong Polytechnic University School of Professional Education and Executive Development / Hong Kong Community College	12 077	Not Applicable	Not Applicable	Not Applicable	11 552	Not Applicable	Not Applicable	Not Applicable	11 184	Not Applicable	Not Applicable	Not Applicable
The Hong Kong University of Science and Technology	144	Not Applicable	Not Applicable	Not Applicable	165	Not Applicable	Not Applicable	Not Applicable	146	Not Applicable	Not Applicable	Not Applicable
The Open University of Hong Kong and Li Ka Shing School of Professional and Continuing Education	10 993	2 841	4 685	68%	11 079	3 607	4 154	70%	11 591	4 033	4 019	69%
HKU School of Professional and Continuing Education / HKU SPACE Community College	6 150	Not Applicable	Not Applicable	Not Applicable	6 955	Not Applicable	Not Applicable	Not Applicable	6 798	Not Applicable	Not Applicable	Not Applicable
Tung Wah College	2 528	1 370	530	75%	2 655	1 922	506	91%	2 913	2 143	548	92%
Vocational Training Council	9 037	1 630	3 640*	58%	8 145	1 329	3 273	57%	6 128	967	3 515	73%
Yew Chung College of Early Childhood Education	199	Not Applicable	26	13%	257	Not Applicable	58	23%	314	Not Applicable	111	35%
YMCA College of Careers	26	Not Applicable	Not Applicable	Not Applicable	12	12	Not Applicable	100%	7	7	Not Applicable	100%

Notes:

1. The SSSDP only covers designated full-time locally-accredited self-financing sub-degree and undergraduate (excluding top-up degree) programmes in selected disciplines.
2. The NMTSS only covers full-time locally-accredited local and non-local self-financing undergraduate (including top-up degree) programmes offered by eligible institutions.
3. Provisional figures as at the end of December 2020. The final number of students may vary.
4. The UOW College Hong Kong has become a participating institution of the NMTSS since the 2019/20 academic year.
5. SCAD Foundation (Hong Kong) Limited has discontinued operation from 1 June 2020.
6. “@” denotes that figures are not available from the institution.
7. “\*” denotes that in the 2018/19 academic year, some Vocational Training Council (VTC) – School for Higher and Professional Education (SHAPE) programmes jointly offered by the Open University of Hong Kong and SHAPE. The number of students receiving subsidy under such programmes is reflected only in the figures of the VTC (including SHAPE) in the above table.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB038**

**(Question Serial No. 2794)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational expenses  
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 a list of institutions operating self-financing undergraduate and sub-degree programmes under the Study Subsidy Scheme for Designated Professions/Sectors in the past 3 years, as well as the numbers of subsidised places, actual intakes, average annual tuition fees (before deduction of subsidy) and annual subsidy amounts involved.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 158)

Reply:

Information on the designated self-financing undergraduate programmes, numbers of subsidised places, actual intakes, average annual tuition fees (before deduction of subsidy) and annual subsidy amounts under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) for the cohorts admitted in the past 3 academic years is set out at Annex 1.

The coverage of the SSSDP has been expanded to include designated self-financing sub-degree programmes starting from the 2019/20 academic year. Information on these programmes, numbers of subsidised places, actual intakes, average annual tuition fees (before deduction of subsidy) and annual subsidy amounts under the SSSDP for the cohorts admitted in the 2019/20 and 2020/21 academic years is set out at Annex 2.

**Study Subsidy Scheme for Designated Professions/Sectors  
(for the cohort admitted in the 2018/19 academic year)  
Designated undergraduate programmes, number of subsidised places, actual intakes,  
average annual tuition fee (before deduction of subsidy)  
and annual subsidy amount**

<b>Institution</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Average annual tuition fee (before deduction of subsidy) (HK\$)</b>	<b>Annual subsidy amount (HK\$)</b>
Caritas Institute of Higher Education	Bachelor of Nursing (Honours)	200	200	107,240	71,700
	Bachelor of Science (Honours) in Digital Entertainment	30	10	75,180	41,000
Chu Hai College of Higher Education	Bachelor of Science (Honours) in Architecture	70	26	71,500	41,000
	Bachelor of Science (Honours) in Computer Science	90	9	71,500	41,000
The Hang Seng University of Hong Kong (Note)	Bachelor of Arts (Honours) in Applied and Human-Centred Computing	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
The Open University of Hong Kong	Bachelor of Arts with Honours in Creative Writing and Film Arts	80	43	73,070	41,000
	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

<b>Institution</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Average annual tuition fee (before deduction of subsidy) (HK\$)</b>	<b>Annual subsidy amount (HK\$)</b>
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	54	92,160	71,700
	Bachelor of Fine Arts with Honours in Cinematic Design and Photographic Digital Art	80	42	73,070	71,700
	Bachelor of International Hospitality and Attractions Management with Honours	80	42	73,070	41,000
	Bachelor of Nursing with Honours in General Health Care	270	270	114,480	71,700
	Bachelor of Nursing with Honours in Mental Health Care	70	70	114,480	71,700
	Bachelor of Sports and Recreation Management with Honours	40	21	73,070	41,000
Tung Wah College	Bachelor of Health Science (Honours) in Nursing	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
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Culinary Arts and Management	60	28	96,360	41,000
	Bachelor of Arts (Honours) in Fashion Design	60	41	100,650	71,700
	Bachelor of Arts (Honours) in Horticulture and Landscape Management	60	20	96,360	41,000
	Bachelor of Arts (Honours) in Landscape Architecture	45	27	96,360	41,000
	Design Bachelor of Arts (Honours) in Product Design	60	37	100,650	71,700
	Bachelor of Engineering (Honours) in Building Services Engineering	60	14	100,650	71,700
	Bachelor of Engineering (Honours) in Civil Engineering	90	39	104,445	71,700
	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	23	100,650	71,700
	Bachelor of Science (Honours) in Information and Communications Technology	66	24	80,355	41,000
	Bachelor of Science (Honours) in Multimedia Technology and Innovation	30	12	96,360	41,000

<b>Institution</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Average annual tuition fee (before deduction of subsidy) (HK\$)</b>	<b>Annual subsidy amount (HK\$)</b>
	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

Note: 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, number of subsidised places, actual intakes,  
average annual tuition fee (before deduction of subsidy)  
and annual subsidy amount**

<b>Institution</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Average annual tuition fee (before deduction of subsidy) (HK\$) (Note 1)</b>	<b>Annual subsidy amount (HK\$)</b>
Caritas Institute of Higher Education	Bachelor of Nursing (Honours)	360	359	108,850	72,800
	Bachelor of Science (Honours) in Digital Entertainment	30	9	76,310	41,700
Chu Hai College of Higher Education	Bachelor of Science (Honours) in Architecture	70	28	71,500	41,700
	Bachelor of Science (Honours) in Computer Science	30 (Note 2)	3	71,500	41,700
The Hang Seng University of Hong Kong	Bachelor of Arts (Honours) in Applied and Human-Centred Computing	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
The Open University of Hong Kong	Bachelor of Arts with Honours in Creative Writing and Film Arts	80	48	76,115	41,700
	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

<b>Institution</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Average annual tuition fee (before deduction of subsidy) (HK\$) (Note 1)</b>	<b>Annual subsidy amount (HK\$)</b>
	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 Mental Health Care	125	108	120,481	72,800
	Bachelor of Sports and Recreation Management with Honours	40	41	86,118	41,700
Tung Wah College	Bachelor of Health Science (Honours) in Nursing	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
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Culinary Arts and Management	60	11	97,845	41,700
	Bachelor of Arts (Honours) in Fashion Design	60	29	101,310	72,800
	Bachelor of Arts (Honours) in Horticulture and Landscape Management	60	14	97,845	41,700
	Bachelor of Arts (Honours) in Landscape Architecture	45	12	97,845	41,700
	Bachelor of Arts (Honours) in Product Design	60	14	101,310	72,800
	Bachelor of Engineering (Honours) in Building Services Engineering	60	8	101,310	72,800
	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	



<b>Institution</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Average annual tuition fee (before deduction of subsidy) (HK\$) (Note 1)</b>	<b>Annual subsidy amount (HK\$)</b>
	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

Note 1: 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.

Note 2: The Education Bureau was informed by the Chu Hai College of Higher Education in May 2019 that their number of intakes had been decreased from 90 to 30.

**Study Subsidy Scheme for Designated Professions/Sectors  
(for the cohort admitted in the 2020/21 academic year)**

**Designated undergraduate programmes, number of subsidised places, actual intakes,  
average annual tuition fee (before deduction of subsidy)  
and annual subsidy amount**

<b>Institution</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Average annual tuition fee (before deduction of subsidy) (HK\$) (Note 1)</b>	<b>Annual subsidy amount (HK\$)</b>
Caritas Institute of Higher Education	Bachelor of Nursing (Honours)	360	360	111,460	74,600
	Bachelor of Science (Honours) in Digital Entertainment Technology (Note 2)	30	20	78,140	42,800
Chu Hai College of Higher Education	Bachelor of Arts (Honours) in Communication and Crossmedia	30	4	71,500	42,800
	Bachelor of Science (Honours) in Architecture	60	18	71,500	42,800
	Bachelor of Science (Honours) in Computer Science	30	1	71,500	42,800
The Hang Seng University of Hong Kong	Bachelor of Arts (Honours) in Applied and Human-Centred Computing	60	36	89,275	42,800
	Bachelor of Business Administration (Honours) in Supply Chain Management	105	106	89,275	42,800
	Bachelor of Management Science and Information Management (Honours)	65	62	89,275	42,800
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	35	31	89,275	42,800
	Bachelor of Science (Honours) in Data Science and Business Intelligence	70	65	89,275	42,800
The Open University of Hong Kong	Bachelor of Arts with Honours in Creative Writing and Film Arts	80	28	77,880	42,800
	Bachelor of Business Administration with Honours in Financial Technology and Innovation	80	6	88,150	42,800
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	50	10	88,150	42,800
	Bachelor of Computing with Honours in Internet Technology	60	27	75,920	42,800
	Bachelor of Engineering with Honours in Testing and Certification	100	16	106,420	74,600

<b>Institution</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Average annual tuition fee (before deduction of subsidy) (HK\$) (Note 1)</b>	<b>Annual subsidy amount (HK\$)</b>
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	57	97,760	74,600
	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art (Note 3)	80	31	83,690	74,600
	Bachelor of International Hospitality and Attractions Management with Honours	80	24	88,150	42,800
	Bachelor of Nursing with Honours in General Health Care	325	325	123,360	74,600
	Bachelor of Nursing with Honours in Mental Health Care	125	125	123,360	74,600
	Bachelor of Science with Honours in Testing Science and Certification	30	29	80,280	74,600
	Bachelor of Sports and Recreation Management with Honours	40	38	88,150	42,800
Tung Wah College	Bachelor of Health Science (Honours) in Nursing	350	348	117,900	74,600
	Bachelor of Science (Honours) in Medical Laboratory Science	45	43	137,275	74,600
	Bachelor of Science (Honours) in Occupational Therapy	50	50	145,200	74,600
	Bachelor of Science (Honours) in Physiotherapy	50	50	147,700	74,600
	Bachelor of Science (Honours) in Radiation Therapy	15	13	141,825	74,600
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Culinary Arts and Management	40	7	100,155	42,800
	Bachelor of Arts (Honours) in Fashion Design	60	18	103,785	74,600
	Bachelor of Arts (Honours) in Landscape Architecture	45	10	100,155	42,800
	Bachelor of Arts (Honours) in Product Design	60	10	103,785	74,600
	Bachelor of Engineering (Honours) in Civil Engineering	90	15	108,405	74,600
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management (Note 4)	60	14	100,155	42,800
	Bachelor of Science (Honours) in Information and Communications Technology	66	4	83,490	42,800
	Bachelor of Science (Honours) in	30	4	100,155	42,800

<b>Institution</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Average annual tuition fee (before deduction of subsidy) (HK\$) (Note 1)</b>	<b>Annual subsidy amount (HK\$)</b>
	Multimedia Technology and Innovation				
	Bachelor of Science (Honours) in Surveying	60	9	100,155	42,800
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	60	13	108,405	42,800

- Note 1: 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.
- Note 2: The programme is renamed from Bachelor of Science (Honours) in Digital Entertainment to Bachelor of Science (Honours) in Digital Entertainment Technology in the 2020/21 academic year.
- Note 3: The programme is 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.
- Note 4: The programme is renamed from Bachelor of Arts (Honours) in Horticulture and Landscape Management to Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management 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, number of subsidised places, actual intakes,  
average annual tuition fee (before deduction of subsidy)  
and annual subsidy amount**

<b>Institution</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No of actual intakes</b>	<b>Average annual tuition fee (before deduction of subsidy) (HK\$) (Note)</b>	<b>Annual subsidy amount (HK\$)</b>
Caritas Bianchi College of Careers	Higher Diploma in Design	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
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	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
Hong Kong College of Technology	Higher Diploma in Tourism and Hospitality Management	100	51	57,000	20,850
	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	32	54,500	20,850
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	26	54,500	36,400
	Higher Diploma in Fitness, Coaching and Sports Management	80	32	54,500	20,850
The Open University of Hong Kong (including Li	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)	23	23	95,540	36,400
	Higher Diploma in Nursing Studies (Mental Health Care)	27	24	95,540	36,400

<b>Institution</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No of actual intakes</b>	<b>Average annual tuition fee (before deduction of subsidy) (HK\$) (Note)</b>	<b>Annual subsidy amount (HK\$)</b>
Ka Shing School of Professional and Continuing Education)	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
Tung Wah College	Higher Diploma in Health Science	50	27	77,650	36,400
	Higher Diploma in Nursing	150	149	92,200	36,400
YMCA College of Careers	Higher Diploma in Hotel and Tourism Management	30	4	53,500	20,850

Note: 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.

**Study Subsidy Scheme for Designated Professions/Sectors  
(for the cohort admitted in the 2020/21 academic year)  
Designated sub-degree programmes, number of subsidised places, actual intakes,  
average annual tuition fee (before deduction of subsidy)  
and annual subsidy amount**

<b>Institution</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Average annual tuition fee (before deduction of subsidy) (HK\$) (Note 1)</b>	<b>Annual subsidy amount (HK\$)</b>
Caritas Bianchi College of Careers	Higher Diploma in Design	100	47	70,890	37,300
	Higher Diploma in Health Care	80	111	63,500	37,300
	Higher Diploma in Hospitality Management	120	5	63,860	21,400
	Higher Diploma in Pharmaceutical Dispensing	80	95	67,260	37,300
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	30	26	58,360	37,300
	Higher Diploma in Health and Social Care	30	29	58,360	37,300
	Higher Diploma in Hotel Management	100	52	57,000	21,400
	Higher Diploma in Medical and Health Products Management	120	112	58,360	37,300
	Higher Diploma in Nutrition and Food Management	160	135	58,360	37,300
	Higher Diploma in Sport and Recreation Management	120	119	57,000	21,400
	Higher Diploma in Sport Coaching and Sport Performance	160	160	57,000	21,400
	Higher Diploma in Tourism and Events Management	100	61	57,000	21,400
	Higher Diploma in Tourism and Hospitality Management	100	75	57,000	21,400
Hong Kong College of Technology	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	31	55,808	21,400
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	24	55,808	37,300
	Higher Diploma in Fitness, Coaching and Sports Management	80	27	55,808	21,400
	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality / Tourism and Event Management) (Note 2)	160	31	55,808	21,400
The Open University of	Higher Diploma in Nursing Studies (General Health Care)	13	12	97,830	37,300

<b>Institution</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Average annual tuition fee (before deduction of subsidy) (HK\$) (Note 1)</b>	<b>Annual subsidy amount (HK\$)</b>
Hong Kong (including Li Ka Shing School of Professional and Continuing Education)	Higher Diploma in Nursing Studies (Mental Health Care)	23	23	97,830	37,300
	Higher Diploma in Aviation and Ramp Management	20	14	60,800	21,400
	Higher Diploma in Digital Fashion Creation	30	10	60,800	37,300
	Higher Diploma in Engineering (Civil Engineering)	30	19	64,900	37,300
	Higher Diploma in Health Care	300	384	66,950	37,300
	Higher Diploma in Interior Design	30	30	60,800	37,300
	Higher Diploma in Popular Music and Music Production	30	33	60,800	37,300
	Higher Diploma in Resort and Theme Park Management	30	26	60,800	21,400
	Higher Diploma in Tourism and Airline Studies	30	29	60,800	21,400
	Higher Diploma in Tourism and Hospitality Studies	30	9	60,800	21,400
Tung Wah College	Higher Diploma in Health Science	50	39	79,500	37,300
	Higher Diploma in Nursing	150	150	94,400	37,300
YMCA College of Careers	Higher Diploma in Hotel and Tourism Management	30	4	54,780	21,400

Note 1: Institutions are required to announce the tuition fees for each subsidised programme before the commencement of admission 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.

Note 2: The programme is 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**

**EDB039**

**(Question Serial No. 2795)**

Head: (156) Government Secretariat: Education Bureau

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

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 advise this Committee of the projects and amounts of loans approved under the Start-up Loan Scheme in the past 3 years.

Please also set out the projects and amounts of grants approved under the Quality Enhancement Support Scheme in the past 3 years.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 160)

Reply:

Under the Start-up Loan Scheme, 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. No loans have been approved under the Scheme in the past 3 years (from the 2018/19 to 2020/21 academic years).

Projects and the amounts of grants approved under the Quality Enhancement Support Scheme in the 2018/19 and 2019/20 academic years are set out at Annex. Since applications for the 2020/21 academic year are still being processed, relevant information is not available.

**Projects approved under the Quality Enhancement Support Scheme  
of the Self-financing Post-secondary Education Fund  
in the 2018/19 and 2019/20 academic years**

**2018/19 academic year**

<b>Project category</b>	<b>Project title</b>		<b>Grant approved (HK\$)</b>
Open-ended	1.	Learning Resource Centre for Health Sciences	2,255,056
	2.	A Learning Model in the Digital Age: Interactive Learning and Assessment Platform for Science Courses	2,319,381
	3.	Promoting Emotional Wellness and Resilience in the Self-financing Tertiary Education Sector (Phase II): Structured Professional Development Programme for Staff	2,406,582
	4.	Comprehensive Support Services for Students with Special Educational Needs	2,018,274
	5.	Establishing the Centre for Asian Languages and Cultures at the Hang Seng University of Hong Kong	1,897,898
	6.	Learning Effectiveness Enhancement through Virtual Reality and Co-Curricular Activities Engagement	2,354,314
	7.	Enhancing Learning Experience of Engineering Students in Technical English Communication	2,039,920
Industrial attachment	8.	The establishment of an integrated, institution-wide centre to promote students' workplace readiness and employability for life – Careers and Employability Centre	6,404,080
	9.	Enhancing Students' Employability through Internships under "the Belt and Road Initiative"	2,283,432

**2019/20 academic year**

<b>Project category</b>	<b>Project title</b>		<b>Grant approved (HK\$)</b>
Open-ended	1.	A mobile Comprehensive Learning Protocol to enhance learning motivation and study skills of students	1,320,000
	2.	Sustainable Teaching and Effective Engagement in Learning	2,086,470
	3.	Establishment of Planning Office	1,920,421
	4.	Setting Up English Language and Culture Centre	1,212,021
	5.	A College Level Student Learning Support System	2,377,760
	6.	A Multi-dimensional Approach to Narrow the Learning Gaps among Marginal Students	496,800

<b>Project category</b>	<b>Project title</b>		<b>Grant approved (HK\$)</b>
	7.	Art Cloud – Enhancement for Online Art Teaching and Learning Experience	1,851,000
	8.	One Stop Service for Students with Special Educational Needs	2,400,000
	9.	Interactive Online Learning Platform as a part of English Learning Edutainment	1,751,390
	10.	Mental Health Awareness and Personal Enhancement Project	1,978,260
	11.	Towards Student Success – Developing Holistic Support for Students with Special Educational Needs	2,336,661
	12.	Interactive artificial intelligence assisted chatbot for self-improving oral English proficiency	1,252,458
	13.	Improve student learning effectiveness by helping teachers to understand and implement blended learning	1,863,496
	14.	Enhancing Vocational and Professional Education and Training in Business Studies with Project-based Learning	2,136,456
	15.	Language Interaction in Augmented Educational Space	2,399,680
Industrial attachment	16.	International Experiential Learning and Application: Global Work-integrated Education and idea Generation Laboratory	5,971,600
	17.	Industrial Attachment Project for Science and Technology Students	9,304,000
Theme-based	18.	Development of Online Teaching, Learning and Assessment Solutions	22,651,590
	19.	Development of real-time cooperative VR multi-CAVE systems for collaborative and team learning	8,770,761

- End -

**CONTROLLING OFFICER'S REPLY****EDB040****(Question Serial No. 2796)**

Head: (156) Government Secretariat: Education Bureau

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

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 advise this Committee of the number of students that benefited from the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong, and the total amount of subsidies provided under the Scheme in the past 3 years.

Please also set out the amount of scholarships and awards given out under the Self-financing Post-secondary Scholarship Scheme in the past 3 years.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 161)

Reply:

The number of students subsidised and the total amount of subsidies disbursed under the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong from the 2018/19 to 2020/21 academic years are tabulated below:

<b>Academic year</b>	<b>No. of students subsidised</b>	<b>Total amount of subsidies (\$ million)</b>
2018/19	16 647	497.4
2019/20	16 032	491.1
2020/21 (as at February 2021)	16 332	521.3

The Self-financing Post-secondary Scholarship Scheme under the Self-financing Post-secondary Education Fund provides scholarships and awards to outstanding students pursuing full-time locally-accredited self-financing sub-degree or undergraduate programmes. Under this Scheme, scholarships and awards amounting to \$83.60 million and \$82.70 million were given out in the 2018/19 and 2019/20 academic years respectively. For the 2020/21 academic year, applications are being processed.

- End -

**CONTROLLING OFFICER'S REPLY****EDB041****(Question Serial No. 2797)**

Head: (156) Government Secretariat: Education Bureau

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

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 amount of subsidies disbursed under the Qualifications Framework Support Schemes and Qualifications Framework Fund in the past 3 years.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 162)

Reply:

Established in 2014, the Qualifications Framework (QF) Fund supports different schemes or initiatives for the sustainable development and implementation of the QF. From 2018-19 to 2020-21, the amount of subsidies disbursed under the QF Fund is as follows:-

<b>Financial Year</b>	<b>Amount of Subsidies Disbursed under the QF Fund (\$ million)</b>
2018-19	51.1
2019-20	46.3
2020-21 (as at end-February 2021)	54.1

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB042**

**(Question Serial No. 2800)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

For each type of special schools, please provide the current 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, and advise of the estimated number of classes and students in the 2021/22 school year.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 165)

Reply:

For the 2020/21 school year, the 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 each type of special schools are set out at Annex. For the 2021/22 school year, the estimated number of students and estimated number of classes in special schools are 8 500 and 860 respectively.

**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 each type of special schools for the 2020/21 school year**

School Type	2020/21 School Year						
	No. of Approved Classes	No. of Students (as at September 2020)	Teaching Staff Establishment <small>Note 2</small>	Average Unit Cost per School Place (HK\$)	Average Unit Cost per Boarding Place (HK\$)	Class-to-Teacher Ratio	Teacher-to-Student Ratio
Visual Impairment	18	125	51.6	477,000	211,000	1:2.9	1:2.4
Hearing Impairment	11	63	27.2	446,000	443,500	1:2.5	1:2.3
Physical Disability	103	880	234.1	403,500	395,500	1:2.3	1:3.8
Mild Intellectual Disability <small>Note 1</small>	233	3 314	645.7	251,000	NA <small>Note 3</small>	1:2.8	1:5.1
Moderate Intellectual Disability <small>Note 1</small>	232	2 188	607.4	349,000	338,000	1:2.6	1:3.6
Severe Intellectual Disability <small>Note 1</small>	105	708	229.9	455,000	440,500	1:2.2	1:3.1
School for Social Development	96	572	211.1	255,000	NA <small>Note 4</small>	1:2.2	1:2.7
Hospital School	34	373	67.7	241,000	NA <small>Note 5</small>	1:2.0	1:5.5

## Notes:

- Figures for the 5 schools for children with mild and moderate intellectual disability and 1 school for children with mild, moderate and severe 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, and the figures for this school are also categorised according to the respective class types.
- Teaching staff establishment excludes teachers employed under the following programmes: Resource Support Programme of the school for children with visual impairment, Enhanced Support Service of the school for children with hearing impairment, Home-bound Teaching Programme of the Hospital School and the Pilot Special Unit Scheme in schools for social development.
- 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.
- The Hospital School provides educational services to hospitalised students and does not need to provide boarding service.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB043**

**(Question Serial No. 2801)**

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:

Please provide this Committee with the following information for the past 3 years:

- (1) Distribution of public sector ordinary primary and secondary schools eligible for the Learning Support Grant by number of students with special educational needs requiring tier-2 support; and
- (2) Distribution of public sector ordinary primary and secondary schools eligible for the Learning Support Grant by number of students with special educational needs requiring tier-3 support.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 166)

Reply:

(1) and (2)

The Education Bureau has implemented a series of enhanced measures starting from the 2019/20 school year, including extending the Learning Support Grant (LSG) to all public sector ordinary schools to replace the Intensive Remedial Teaching Programme in Primary Schools and the Integrated Education Programme. The distribution of public sector ordinary primary and secondary schools provided with the LSG by number of students with special educational needs requiring tier-2 and tier-3 support from the 2017/18 to 2019/20 school years is set out at Annex.



**Distribution of public sector ordinary primary and secondary schools  
provided with the Learning Support Grant (LSG)  
by number of students with special educational needs (SEN)  
requiring tier-2 and tier-3 support  
from the 2017/18 to 2019/20 school years**

No. of students		No. of schools (Note)					
		2017/18		2018/19		2019/20	
		Primary	Secondary	Primary	Secondary	Primary	Secondary
No. of students requiring tier-2 support	0	9	1	0	1	0	0
	1-10	41	50	13	39	8	28
	11-20	23	67	18	54	19	63
	21-30	19	57	20	64	23	55
	31-40	47	34	31	36	25	48
	41-50	57	30	72	34	69	31
	51-60	65	21	80	21	85	20
	61-70	41	21	53	25	81	22
	71-80	28	14	46	19	54	26
	81-90	10	23	27	15	40	15
	91-100	8	18	13	15	22	11
Over 100	7	49	8	62	29	70	
No. of students requiring tier-3 support	0	66	60	32	50	28	49
	1-5	270	309	283	299	306	257
	6-10	12	9	41	21	78	62
	11-15	3	1	11	11	25	12
	16-20	1	3	6	0	13	5
	Over 20	3	3	8	4	5	4

Note:

In the 2018/19 school year and before, ordinary schools were provided with additional resources under various modes to support students with SEN, including the LSG, the Integrated Education (IE) Programme, the Intensive Remedial Teaching Programme in Primary Schools (IRTP), and a Mixed Mode of implementing IRTP while receiving the LSG. As schools were provided with additional resources under different modes, some schools (e.g. those adopting IRTP) were not required to report to the Education Bureau (EDB) the tier of support required by each of their students. Hence, the figures for the 2018/19 school year and before may be lower than the actual numbers. The EDB has implemented a series of enhanced measures starting from the 2019/20 school year, including extending the LSG to all public sector ordinary schools to replace the IRTP and the IE Programme. The above figures should be able to reflect the actual situation.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB044**

**(Question Serial No. 2802)**

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:

Please provide the number of public sector ordinary primary and secondary schools receiving the Learning Support Grant (LSG), adopting the Mixed Mode and adopting the Migration Mode in the past 3 years by range of provision for LSG.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 167)

Reply:

To help public sector ordinary schools cater for students with special educational needs (SEN), the Education Bureau (EDB) 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 modes to support students with SEN. They include the Learning Support Grant (LSG), the Intensive Remedial Teaching Programme (IRTP), the Integrated Education (IE) Programme as well as the Mixed Mode of implementing IRTP while receiving the LSG or the Migration Mode (i.e. migrating from the Mixed Mode to fully adopting the LSG within a period of up to 6 years).

Provision of the LSG is based on the number of students with SEN and academically low achievers (applicable to primary schools) and the tier of support they require. In the 2017/18 and 2018/19 school years, the ceilings of the LSG were \$1,613,705 and \$1,652,434 respectively; and for primary schools adopting the Mixed Mode and the Migration Mode, the ceilings of the LSG were \$0.35 million and \$0.6 million respectively.

Starting from the 2019/20 school year, the EDB has enhanced the LSG which has been extended to all public sector ordinary schools to replace the IRTP and the IE Programme, and the LSG grant rate for tier-3 support has been increased multifold. In addition, to enhance the support for schools with a comparatively large number of students with SEN, schools are eligible for conversion/provision of additional regular teaching post(s) titled Special Educational Needs Support Teacher if the total amount of the LSG received by them reaches

the specific threshold. The numbers of public sector ordinary primary and secondary schools provided with the LSG with an amount under \$0.6 million and an amount of \$0.6 million or above for the past 3 years (2017/18 to 2019/20 school years) are shown in the Annex.

**Number of public sector ordinary primary and secondary schools  
adopting the Learning Support Grant, the Mixed Mode and the Migration Mode  
by the range of Learning Support Grant allotment  
from the 2017/18 to 2019/20 school years**

School year		Number of schools		Learning Support Grant (LSG) Allotment	
				Under \$0.6 million	\$0.6 million or above
2017/18	Secondary school	LSG	174	211	
	Primary school	LSG	62	192	
		Mixed Mode	90	Not applicable <sup>(Note)</sup>	
		Migration Mode	0	11	
2018/19	Secondary school	LSG	150	235	
	Primary school	LSG	85	197	
		Mixed Mode	86	Not applicable <sup>(Note)</sup>	
		Migration Mode	0	13	
2019/20	Secondary school	LSG	180	209	
	Primary school	LSG	48	407	

Note: For primary schools adopting the Mixed Mode, the ceiling of the LSG is \$0.35 million.

- End -

**CONTROLLING OFFICER'S REPLY****EDB045****(Question Serial No. 2803)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Please provide the number of students with special educational needs (SEN) studying in public sector ordinary schools and Direct Subsidy Scheme schools by school level and by SEN type in the past 3 years; advise of the service expenditure involved in provision of additional support that was not covered by regular subvention in public sector ordinary schools in the past 3 years; and provide the number of students with SEN studying in the English Schools Foundation schools, other private international schools and private independent schools by school level and by SEN type in the past 3 years.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 168)Reply:

The number of students with special educational needs (SEN) studying in public sector ordinary primary and secondary schools by school level and SEN type in the past 3 years (2017/18 to 2019/20 school years) is set out at Annex 1. As regards Direct Subsidy Scheme (DSS) schools, the Learning Support Grant (LSG) is provided based on the number of students with SEN and academic low achievers (ALAs) (applicable to primary schools) in school starting from the 2019/20 school year. 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 Annex 2.

The expenditure on additional support provided for public sector ordinary schools in the past 3 years (2017/18 to 2019/20 school years) is tabulated below.

School year	2017/18	2018/19	2019/20
Expenditure (\$ million)	1,638	1,977	3,162

The number of students with SEN studying in private independent schools, the English Schools Foundation schools and other international schools in the past 3 years (2017/18 to 2019/20 school years) is set out at Annex 3. The figures are collected in the annual Student Enrolment Survey conducted by the EDB. However, since the mechanisms of classifying students with SEN of these schools may be different from those adopted in public sector schools, we are not able to provide the relevant figures.

**Number of students with special educational needs (SEN)  
studying in public sector ordinary primary and secondary schools  
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 refer to the position as at September of the respective school years. Starting from the 2017/18 school year, the Learning Support Grant covers 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. Hence, the number of students with MI in the 2017/18 school year is not included in the above table. In addition, given that some parents or students are not willing to have the information submitted to the Education Bureau by the schools, we assume that the number reported by schools may be smaller.

**Number of students with special educational needs studying in Direct Subsidy Scheme schools  
in the 2019/20 school year**

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
2019/20	Primary	180	0	100	130	0	0	10	0	0
	Secondary	1 480	70	680	1 170	30	10	40	20	120

Note:

Figures refer to the position as at September of the respective school years.



**Number of students with special educational needs in private independent schools (PIS),  
the English Schools Foundation (ESF) schools and other international schools  
from the 2017/18 to 2019/20 school years**

School year	PIS		ESF schools		Other international schools		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
2017/18	183	234	439	422	404	284	1 026	940
2018/19	177	291	365	458	482	348	1 024	1 097
2019/20	230	301	354	463	561	403	1 145	1 167

Note:  
The figures are collected in the annual Student Enrolment Survey conducted by the EDB and provided by schools. Figures refer to the position as at mid-September of the respective school years.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB046**

**(Question Serial No. 2804)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

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

Director of Bureau: Secretary for Education

Question:

Please provide information on the total funding, the number of school and organisation beneficiaries, and the number of projects launched for the School-based Grant and Community-based Project Grant under the School-based After-school Learning and Support Programmes in the past year.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 169)

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 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, the total funding for the Programme was about \$240 million, in which about \$112 million was for the School-based Grant and about \$128 million for the Community-based Project Grant. For the School-based Grant, 901 schools which constitute more than 90% of all the eligible schools in the territory participated in the Programme. Regarding the Community-based Project Grant, 169 NGOs participated in the Programme, and they organised a total of 414 projects.

- End -

**CONTROLLING OFFICER'S REPLY****EDB047****(Question Serial No. 2805)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the number of schools participating in the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland and the total expenditure of grant in the past 3 years.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 170)

Reply:

The Government has regularised the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland with effect from the 2018/19 school year to provide a recurrent grant and professional support for each local public sector and Direct Subsidy Scheme school (including special school) that has formed sister schools with its counterpart(s) in the Mainland. 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)
2017/18	250	260	25	535	64.20
2018/19	296	312	26	634	93.25
2019/20	305	329	28	662	102.42

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB048**

**(Question Serial No. 2806)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please set out the total amount of funds allocated to Federations of Parent-Teacher Associations of various districts and Parent-Teacher Associations of schools for organising parent activities in the past 3 years under the categories of primary school and secondary school.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 172)

Reply:

The Education Bureau (EDB) is always committed to facilitating home-school co-operation and promoting parent education. Subsidies are provided for Federations of Parent-Teacher Associations (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. In the 2018/19, 2019/20 and 2020/21 school years, the expenditure involved in parent activities organised by FPTAs and PTAs and subsidised by the EDB was \$27 million, \$50 million and \$49 million respectively.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB049**

**(Question Serial No. 2807)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

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

Director of Bureau: Secretary for Education

Question:

Please provide, by type, the number of complaints about suspected professional misconduct of teachers and the number of cases that warranted disciplinary actions in the past year.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 173)

Reply:

From mid-June 2019 to late December 2020, the Education Bureau (EDB) received a total of 269 complaints about suspected professional misconduct of teachers in relation to 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 type. We have largely completed the investigation of 244 cases, of which 95 were found unsubstantiated. As at end-February 2021, among the remaining cases, we have cancelled two teachers' registration and issued reprimand and warning letters to 28 and 24 teachers respectively, reminding them to uphold professional ethics and that recidivism will definitely be met with severe punishments, including the possibility of cancelling the teacher's registration. We have also issued written advice to 27 teachers and verbal reminders to another 28, reminding 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. For the remaining cases that are likely to be substantiated in our initial view, we are currently waiting for or considering the responses from the teachers concerned in accordance with the established procedures with a view to determining the appropriate follow-up actions.

- End -

**CONTROLLING OFFICER'S REPLY****EDB050****(Question Serial No. 2808)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (000) Operational expensesProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Please provide the numbers of planned places and actual intake of full-time subvented programmes offered by the Vocational Training Council in the past 3 years.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 174)

Reply:

The numbers of planned places and actual intakes of full-time subvented programmes offered by the Vocational Training Council from the 2018/19 to 2020/21 academic years are as follows:

Programmes	2018/19 academic year		2019/20 academic year		2020/21 academic year	
	Planned places	Intakes	Planned places	Intakes	Planned places	Intakes
Higher Diploma	9 300	9 439	9 300	8 735	8 520	8 366
Diploma of Foundation Studies	3 300	4 113	3 300	4 174	4 350	5 018
Diploma of Vocational Education	3 640	3 910	3 710	3 430	3 315	3 133
Other Diploma/ Certificate	1 142	1 031	1 185	1 025	890	907
Total	17 382	18 493	17 495	17 364	17 075	17 424

- End -

**CONTROLLING OFFICER'S REPLY****EDB051****(Question Serial No. 2810)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (000) Operational expensesProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Please advise on the number of public sector primary and secondary schools receiving School-based Educational Psychology Service and the total expenditures involved in the past 3 years.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 176)

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 has implemented the Enhanced SBEPS, with which the ratio of educational psychologists to schools has been progressively improved to 1:4 for public sector ordinary primary and secondary schools with a comparatively large number of students with special educational needs. The number of schools that have been provided with the SBEPS (including the Enhanced SBEPS) and the expenditure involved in the past 3 school years are tabulated as follows:

School year	2017/18	2018/19	2019/20
No. of schools	843	845	844 <sup>Note 1</sup>
Expenditure (\$ million)	127	139	165 <sup>Note 2</sup>

## Notes:

1. The decrease in the number of schools in the 2019/20 school year compared with that in the 2018/19 school year is due to the closure of a primary school in the 2019/20 school year.
2. The increase in expenditure is mainly due to the increase in the number of schools provided with the Enhanced SBEPS.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB052**

**(Question Serial No. 2812)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the School-based After-school Learning and Support Programmes and the Hong Kong Jockey Club Life-wide Learning Fund, please provide the provision, the participating schools/non-governmental organisations, the relevant number of students and their percentage shares in the past 3 years, with a breakdown by district.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 179)

Reply:

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 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). The annual provision of the Programme has been increased to about \$240 million since the 2014/15 school year.

In addition, the Hong Kong Jockey Club Charities Trust and the EDB jointly set up the Hong Kong Jockey Club Life-wide Learning Fund (Fund) to subsidise financially needy students to participate in life-wide learning activities organised or recognised by schools for whole-person development. The Fund ceased operation after the close of the 2018/19 school year. In 2018-19, the Government 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 its



number of students in receipt of the CSSA or full grant under the SFAS in the respective school year.

The provision, number of participating schools/NGOs and respective number of students of the above programmes and their related percentage shares by district from the 2017/18 to 2019/20 school years are at Annex.

**Provision, number of participating schools/NGOs and respective number of students 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 <sup>4</sup>	Number of students <sup>1,2</sup>	Percentage share <sup>5</sup>	Provision \$ ('000)	Number of schools	Number of students <sup>1,3</sup>	Percentage share <sup>5</sup>
Central & Western	1,935	21	4	2 080	N.A. <sup>5</sup>	840	27	2 050	N.A. <sup>5</sup>
Eastern	8,956	53	12	8 930	N.A. <sup>5</sup>	3,847	62	8 390	N.A. <sup>5</sup>
Islands	5,223	26	9	4 370	N.A. <sup>5</sup>	1,417	25	3 800	N.A. <sup>5</sup>
Southern	5,041	29	6	4 350	N.A. <sup>5</sup>	1,689	32	3 540	N.A. <sup>5</sup>
Wan Chai	2,536	30	5	2 680	N.A. <sup>5</sup>	864	33	2 410	N.A. <sup>5</sup>
Kowloon City	10,344	56	19	10 300	N.A. <sup>5</sup>	3,684	61	8 840	N.A. <sup>5</sup>
Kwun Tong	25,935	71	21	23 800	N.A. <sup>5</sup>	8,924	73	22 980	N.A. <sup>5</sup>
Sai Kung	8,423	46	19	8 570	N.A. <sup>5</sup>	3,411	47	10 080	N.A. <sup>5</sup>
Sham Shui Po	18,196	52	24	15 780	N.A. <sup>5</sup>	5,682	53	15 130	N.A. <sup>5</sup>
Wong Tai Sin	13,851	51	16	13 470	N.A. <sup>5</sup>	5,485	57	14 820	N.A. <sup>5</sup>
Yau Tsim Mong	7,977	36	13	7 790	N.A. <sup>5</sup>	2,830	37	7 600	N.A. <sup>5</sup>
North	17,379	49	15	16 750	N.A. <sup>5</sup>	5,920	49	16 490	N.A. <sup>5</sup>
Sha Tin	17,428	81	29	16 510	N.A. <sup>5</sup>	5,758	79	15 430	N.A. <sup>5</sup>
Tai Po	9,465	41	13	10 040	N.A. <sup>5</sup>	3,183	39	9 160	N.A. <sup>5</sup>
Kwai Tsing	23,313	68	25	18 710	N.A. <sup>5</sup>	7,101	67	18 130	N.A. <sup>5</sup>
Tsuen Wan	8,220	30	8	6 570	N.A. <sup>5</sup>	2,472	34	6 210	N.A. <sup>5</sup>
Tuen Mun	20,850	74	27	16 780	N.A. <sup>5</sup>	5,869	72	15 720	N.A. <sup>5</sup>
Yuen Long	35,084	88	37	25 900	N.A. <sup>5</sup>	9,064	89	24 710	N.A. <sup>5</sup>
<b>Total</b>	<b>240,156</b>	<b>902</b>	<b>302</b>	<b>213 380</b>	<b>N.A.<sup>5</sup></b>	<b>78,040</b>	<b>936</b>	<b>205 460</b>	<b>N.A.<sup>5</sup></b>

- The numbers of students are rounded to the nearest 10. Eligible students under the Programme are students from families in receipt of the CSSA, receiving full grant under the SFAS or those under the discretionary quota 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 EDB in April 2017 for the 2017/18 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. receiving half grant, new arrivals, single parent households, etc.) who do not receive the CSSA or full grant.
- Eligible students under the Fund are primary and secondary students from families in receipt of the CSSA or 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% to benefit more needy students (e.g. receiving half grant, new arrivals, single parent households, etc.) who do not receive the CSSA or full grant.
- 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.
- 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, and schools may offer the discretionary quota for needy students who are not in receipt of the CSSA or full grant to participate in the programmes, the overall respective percentage share cannot be worked out.

**Provision, number of participating schools/NGOs and respective number of students by district under  
School-based After-school Learning and Support Programmes and Hong Kong Jockey Club Life-wide Learning Fund  
in the 2018/19 school year**

District	School-based After-school Learning and Support Programmes (Programme)					Hong Kong Jockey Club Life-wide Learning Fund (Fund)			
	Provision \$ ('000)	Number of schools	Number of NGOs <sup>4</sup>	Number of students <sup>1,2</sup>	Percentage share <sup>5</sup>	Provision \$ ('000)	Number of schools	Number of students <sup>1,3</sup>	Percentage share <sup>5</sup>
Central & Western	1,912	21	4	1 950	N.A. <sup>5</sup>	816	26	2 470	N.A. <sup>5</sup>
Eastern	8,990	53	12	8 330	N.A. <sup>5</sup>	3,773	63	8 340	N.A. <sup>5</sup>
Islands	5,327	26	12	3 800	N.A. <sup>5</sup>	1,323	25	4 490	N.A. <sup>5</sup>
Southern	4,857	29	7	4 120	N.A. <sup>5</sup>	1,582	32	3 860	N.A. <sup>5</sup>
Wan Chai	2,625	30	5	2 470	N.A. <sup>5</sup>	874	31	2 200	N.A. <sup>5</sup>
Kowloon City	10,715	56	19	10 230	N.A. <sup>5</sup>	3,688	62	8 390	N.A. <sup>5</sup>
Kwun Tong	25,115	70	22	22 620	N.A. <sup>5</sup>	8,623	72	21 400	N.A. <sup>5</sup>
Sai Kung	8,711	45	19	7 730	N.A. <sup>5</sup>	3,185	48	9 000	N.A. <sup>5</sup>
Sham Shui Po	17,822	52	20	14 780	N.A. <sup>5</sup>	5,443	52	14 090	N.A. <sup>5</sup>
Wong Tai Sin	13,828	50	15	12 800	N.A. <sup>5</sup>	5,293	56	15 030	N.A. <sup>5</sup>
Yau Tsim Mong	7,807	36	15	7 470	N.A. <sup>5</sup>	2,686	37	6 680	N.A. <sup>5</sup>
North	17,986	49	17	16 680	N.A. <sup>5</sup>	5,893	50	16 280	N.A. <sup>5</sup>
Sha Tin	17,108	80	27	15 720	N.A. <sup>5</sup>	5,554	79	13 760	N.A. <sup>5</sup>
Tai Po	9,784	42	12	10 110	N.A. <sup>5</sup>	3,265	40	8 930	N.A. <sup>5</sup>
Kwai Tsing	23,920	67	27	17 420	N.A. <sup>5</sup>	6,643	67	17 210	N.A. <sup>5</sup>
Tsuen Wan	8,180	30	9	6 170	N.A. <sup>5</sup>	2,334	33	5 880	N.A. <sup>5</sup>
Tuen Mun	20,637	74	28	15 710	N.A. <sup>5</sup>	5,688	73	16 010	N.A. <sup>5</sup>
Yuen Long	34,653	88	35	23 570	N.A. <sup>5</sup>	8,465	90	24 740	N.A. <sup>5</sup>
<b>Total</b>	<b>239,977</b>	<b>898</b>	<b>305</b>	<b>201 680</b>	<b>N.A.<sup>5</sup></b>	<b>75,128</b>	<b>936</b>	<b>198 740</b>	<b>N.A.<sup>5</sup></b>

- The numbers of students are rounded to the nearest 10. Eligible students under the Programme are students from families in receipt of the CSSA, receiving full grant under the SFAS or those under the discretionary quota 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 EDB in April 2018 for the 2018/19 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. receiving half grant, new arrivals, single parent households, etc.) who do not receive the CSSA or full grant.
- Eligible students under the Fund are primary and secondary students from families in receipt of the CSSA or 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% to benefit more needy students (e.g. receiving half grant, new arrivals, single parent households, etc.) who do not receive the CSSA or full grant.
- 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.
- 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, and schools may offer the discretionary quota for needy students who are not in receipt of the CSSA or full grant to participate in the programmes, the overall respective percentage share cannot be worked out.

**Provision, number of participating schools/NGOs and respective number of 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 <sup>3</sup>			
	Provision \$ ('000)	Number of schools	Number of NGOs <sup>4</sup>	Number of students <sup>1,2</sup>	Percentage share <sup>5</sup>	Provision \$ ('000)	Number of schools	Number of students <sup>1,3</sup>	Percentage share <sup>5</sup>
Central & Western	1,722	22	4	1 790	N.A. <sup>5</sup>	763	26	1 590	N.A. <sup>5</sup>
Eastern	8,779	53	10	8 190	N.A. <sup>5</sup>	3,509	57	6 720	N.A. <sup>5</sup>
Islands	5,793	26	12	4 340	N.A. <sup>5</sup>	1,791	27	3 880	N.A. <sup>5</sup>
Southern	4,935	29	6	4 030	N.A. <sup>5</sup>	1,600	32	3 060	N.A. <sup>5</sup>
Wan Chai	2,574	30	5	2 480	N.A. <sup>5</sup>	1,101	32	2 080	N.A. <sup>5</sup>
Kowloon City	10,973	56	20	9 810	N.A. <sup>5</sup>	4,208	64	8 170	N.A. <sup>5</sup>
Kwun Tong	23,484	71	20	21 830	N.A. <sup>5</sup>	8,561	70	17 390	N.A. <sup>5</sup>
Sai Kung	8,533	48	19	7 880	N.A. <sup>5</sup>	3,238	50	6 240	N.A. <sup>5</sup>
Sham Shui Po	18,541	52	20	14 600	N.A. <sup>5</sup>	5,444	51	11 110	N.A. <sup>5</sup>
Wong Tai Sin	13,553	50	15	12 480	N.A. <sup>5</sup>	5,228	51	10 460	N.A. <sup>5</sup>
Yau Tsim Mong	8,297	36	17	7 280	N.A. <sup>5</sup>	2,755	38	5 690	N.A. <sup>5</sup>
North	18,627	49	19	16 990	N.A. <sup>5</sup>	6,575	50	13 770	N.A. <sup>5</sup>
Sha Tin	17,027	81	25	15 430	N.A. <sup>5</sup>	6,420	86	12 870	N.A. <sup>5</sup>
Tai Po	9,869	41	14	9 410	N.A. <sup>5</sup>	3,993	42	8 090	N.A. <sup>5</sup>
Kwai Tsing	23,896	66	24	17 380	N.A. <sup>5</sup>	6,812	66	13 500	N.A. <sup>5</sup>
Tsuen Wan	7,806	30	7	5 880	N.A. <sup>5</sup>	2,445	34	5 050	N.A. <sup>5</sup>
Tuen Mun	20,944	74	29	15 350	N.A. <sup>5</sup>	6,302	75	12 750	N.A. <sup>5</sup>
Yuen Long	34,366	87	34	22 500	N.A. <sup>5</sup>	8,989	91	18 510	N.A. <sup>5</sup>
<b>Total</b>	<b>239,719</b>	<b>901</b>	<b>300</b>	<b>197 650</b>	<b>N.A.<sup>5</sup></b>	<b>79,734</b>	<b>942</b>	<b>160 930</b>	<b>N.A.<sup>5</sup></b>

1. The numbers of students are rounded to the nearest 10. Eligible students under the Programme are students from families in receipt of the CSSA, receiving full grant under the SFAS or those under the discretionary quota in primary and secondary schools.
2. 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 EDB in April 2019 for the 2019/20 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. receiving half grant, new arrivals, single parent households, etc.) who do not receive the CSSA or full grant.
3. The EDB has provided 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 the 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 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, and schools may offer the discretionary quota for needy students who are not in receipt of the CSSA or full grant to participate in the programmes, the overall respective percentage share cannot be worked out.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB053**

**(Question Serial No. 2831)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

What is the respective number of dropouts in primary and secondary schools (including government, aided and Direct Subsidy Scheme schools) and post-secondary institutions (including University Grants Committee-funded and self-financing institutions) in the past 3 years? What measures are in place to support schools affected by the wave of dropout?

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 85)

Reply:

According to the latest figures provided by University Grants Committee-funded universities, 1 873, 1 888 and 2 161 students discontinued their studies in the 2017/18, 2018/19 and 2019/20 academic years respectively. We do not maintain relevant data on primary and secondary schools, as well as self-financing post-secondary institutions.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB054**

**(Question Serial No. 2841)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding 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, please provide information on the year-end balance, amount of injection into these funds and the operating expenses directly covered by these funds in the past 3 years.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 178)

Reply:

The year-end balance of the funds, amount of injection into the funds and the operating expenses directly covered by the funds in the past 3 school/academic years (2017/18 to 2019/20 school/academic years) are set out at **Annex**.

## Funds under the management of the Education Bureau (EDB)

Name of Fund	School/ Academic Year	Year-end Balance \$ million	Amount of Injection \$ million	Operating Expenses Directly Covered by the Fund <sup>(1)</sup> \$ million
Language Fund	2017/18	6,475	-	-
	2018/19	6,550	-	-
	2019/20	6,657	-	-
Quality Education Fund	2017/18	9,494	-	55.7
	2018/19	9,426	-	69.4
	2019/20	9,923	-	111.3
Education Development Fund <sup>(2)</sup>	2017/18	136	-	-
	2018/19	1	-	-
	2019/20	-	-	-
HKSAR Government Scholarship Fund	2017/18	2,499	-	6.3
	2018/19	3,248	800	6.5
	2019/20	3,379	-	6.1
Research Endowment Fund <sup>(3)</sup>	2017/18	29,210	3,000	-
	2018/19	49,257	20,000	-
	2019/20	49,729	-	-
Self-financing Post-secondary Education Fund	2017/18	3,969	-	10.7
	2018/19	3,946	-	9.8
	2019/20	4,071	-	8.0
Qualifications Framework Fund	2017/18	2,276	1,200	-
	2018/19	2,300	-	-
	2019/20	2,323	-	-

<b>Name of Fund</b>	<b>School/ Academic Year</b>	<b>Year-end Balance \$ million</b>	<b>Amount of Injection \$ million</b>	<b>Operating Expenses Directly Covered by the Fund <sup>(1)</sup> \$ million</b>
Gifted Education Fund	2017/18	824	-	-
	2018/19	1,625	800	-
	2019/20	1,640	-	-
Student Activities Support Fund <sup>(4)</sup>	2018/19	2,533	2,500	-
	2019/20	2,582	-	-

Notes

- (1) The operating expenses directly covered by the funds are extracted from the audited financial statements of the respective school/academic 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 departments concerned, and cannot be separately identified.
- (2) The Education Development Fund came to a close at the end of the 2018/19 school year.
- (3) The injection into the Research Endowment Fund is covered by Head 190 – University Grants Committee under the General Revenue Account.
- (4) The Student Activities Support Fund was set up in 2019.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB055**

**(Question Serial No. 2842)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

On the provision of learning and teaching resources for promoting Basic Law education, please set out the actual expenditure in the past 3 years and the estimated expenditure for the current year.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 171)

Reply:

The promotion of Basic Law education is an ongoing task of the Education Bureau (EDB) and schools. The EDB has been continuously adopting a wide array of measures, which include developing learning and teaching resources, providing related training for school sponsoring bodies/school leaders/teachers, organising life-wide learning activities for students, etc., to support schools' effective planning and implementation of Basic Law education, so that teachers and students can gain a better 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 understand that the Basic Law is the cornerstone of Hong Kong's development and is closely related to our daily lives.

In the recent two years, the EDB has enhanced the support measures for promoting Basic Law education in primary and secondary schools by further developing various learning and teaching resources, such as the Basic Law Knowledge Enrichment/Advanced Online Courses for teachers and the Basic Law Online Course for Students' Self-directed Learning, and by launching a Basic Law education website to serve as a one-stop platform for providing schools with learning and teaching resources related to the Constitution and the Basic Law. In 2020, the EDB stepped up efforts to enhance such work in commemoration of the 30th anniversary of the promulgation of the Basic Law. The EDB's expenditure on the production of learning and teaching resources for Basic Law education (not covering staff cost for the EDB personnel involved in the production) from 2018-19 to 2021-22 is as follows:

2018-19 <sup>@</sup>	2019-20 <sup>@#</sup>	2020-21 <sup>@*</sup>	2021-22 <sup>@++</sup>
\$180,000	\$280,000	\$2,250,000	\$1,300,000

@ The expenditure on manpower resources involved is subsumed under the recurrent expenditure of the EDB

# Actual figure revised from last year's estimate

\* Provisional figure

++ Estimated figure

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB056**

**(Question Serial No. 2861)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide information on the destinations, dates, number and actual expenditure of duty visits outside Hong Kong made by the Secretary for Education in the past year.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 250)

Reply:

The Secretary for Education did not make any duty visits outside Hong Kong in 2020-21.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB057**

**(Question Serial No. 2122)**

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:

Please advise this Committee of the following:

- (1) In the form of a table, please give the wastage rate of various types of kindergarten (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 (2016/17 to 2020/21);
- (2) In the past year, how many KGs ceased operation as a result of class suspension during the epidemic, and how many teachers and staff were affected? What measures are in place to support KGs' teaching in the epidemic to ensure the quality of KG education? and
- (3) 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.: 27)

Reply:

- (1) The wastage rate of local kindergarten (KG) teachers with Certificate in Early Childhood Education (C(ECE)) or above qualifications, other teacher training and no relevant training, as well as the overall wastage rate of local KG teachers in the school years from 2016/17 to 2020/21 are set out below:

School year	2016/17 (%)	2017/18 (%)	2018/19 (%)	2019/20 (%)	2020/21 (%) (Note 3)
Wastage rate of teachers with C(ECE) or above qualifications	9.0	9.2	11.4	11.1	9.6
Wastage rate of teachers with other teacher training (Note 2)	18.0	26.0	22.9	25.3	19.1
Wastage rate of teachers with no relevant training	34.7	26.8	29.8	27.8	26.4
Overall teacher wastage rate	10.5	10.5	12.3	12.0	10.2

Note:

1. “Wastage” generally refers to a 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 (as at mid-October for the 2020/21 school year). “Wastage rate” generally refers to the wastage figure as a percentage of the total number of teachers as at mid-September of the preceding school year.
2. Teachers with other teacher training refer to qualified KG teachers and qualified assistant KG teachers.
3. Figures of the 2020/21 school year are provisional. Information provided under the Programme reflects the position in October 2020, whereas the analysis above is based on the information updated in February 2021.

(2) KGs operate on a market-driven basis. Every year, there are closures or mergers of KGs owing to a variety of factors such as profitability and tenancy matters. From the beginning of 2020 to mid-February 2021, 10 KGs were closed (including 2 KGs that merged with another KG under the same school sponsoring body). All of these KGs have not joined the KG education scheme (Scheme). As KGs not joining the Scheme (non-Scheme KGs) are not required to regularly report the number of their students and staff, we are unable to provide the number of those affected. Overall, these KGs were small in scale. The schools and the Education Bureau (EDB) have rendered assistance to the students affected according to the needs.

During the suspension of face-to-face classes, KGs maintain close liaison with parents and provide support as necessary. In regard to students’ learning at home, the EDB gathered the implementation experiences at schools, and issued a letter to all KGs on 11 May 2020 to outline the pertinent principles and strategies. In November 2020, a seminar on KG students’ learning at home was held to explore practical strategies and share experiences. In addition, the EDB launched in December 2020 the Gift Book Scheme and the Do It Yourself (DIY) Handicraft and Learning Package Scheme in Scheme-KGs. Under the Gift Book Scheme, the EDB will, in the 2 school years of 2020/21 and 2021/22, give one printed book to each student in Scheme-KGs per school year, with the amount of grant at \$100 per student per school year. Such provision is to support schools in cultivating students’ interest in reading and encouraging parent-child reading. Under the DIY Handicraft and Learning Package Scheme, a successful KG applicant will receive a grant capped at \$50,000 or \$80,000, depending on its size. Such provision is to encourage KGs to demonstrate creativity in designing enjoyable activities that cater for students’ interests, abilities and learning needs. For example, KGs may provide teaching resources or materials for parents to do exercise or play with children at home and thus promote interaction among family members. We will continue to maintain close communication with the sector to understand the needs of schools and provide them with appropriate support.

(3) 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 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. 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. The review is still underway and is expected to be completed in mid-2021.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB058**

**(Question Serial No. 2123)**

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:

The Education Bureau has all along been responsible for administering the allocation exercise for vacant school premises (VSP). Please advise this Committee on:

- (1) a detailed account of the uses of reallocated VSP, organisations using these VSP, site areas and tenancy lengths in 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 of VSP not yet with designated use, 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) to gainful use. The EDB strives to facilitate the utilisation of VSP in an expeditious manner as far as practicable. 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 not required to be retained 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 PlanD's consideration of suitable alternative long-term uses. The EDB does not maintain any information pertaining to the re-allocated uses of VSP returned under the Central Clearing House Mechanism.

According to the EDB's prevailing school allocation mechanism, if the VSP earmarked for school use is suitable for allocation through an open School Allocation Exercise (SAE), the EDB will make relevant announcement through press releases and on its website and invite applications from all eligible organisations. When assessing the applications, quality of education is the prime consideration of the School Allocation Committee (SAC), which comprises official and non-official members. Other factors, including the schools' operation track records, conditions of existing school premises (where applicable), and school proposals will also be considered. On the other hand, when a VSP earmarked for school use is relatively small in size and is adjacent to a school requiring physical extension, or there is a need to re-provision a special school or meet certain policy needs, the VSP concerned will be allocated to the school sponsoring body concerned through direct allocation without an open SAE after consulting the SAC.

In the past 3 years (2018 to 2020), the EDB has allocated 8 VSP through the school allocation mechanism for school uses. Details are set out in the table below. Regarding the length of tenancy, schools allocated with the VSP shall enter into a tenancy agreement in accordance with established arrangements. Except for a time-limited school whose tenancy was determined based on its specified period of operation, the rest were granted a 5-year tenancy which may be renewed for another 5 years.

<b>Allocation year</b>	<b>District</b>	<b>Former school name</b>	<b>Location of school premises</b>	<b>Use of allocated school premises</b>	<b>Site area of school premises (m<sup>2</sup>) (Note 1)</b>
2018	Kwai Tsing	Buddhist Ho Lai Fung Primary School	Lai Yiu Estate, Kwai Chung, New Territories	Physical extension of T.W.G.H.s Ko Ho Ning Memorial Primary School	4 400 (Note 3)
2019	Wan Chai	Wanchai School	Oi Kwan Road, Wan Chai	Reprovisioning of Hong Chi Lions Morninghill School	2 000
2019	Kowloon City	Kowloon Docks Memorial Primary School	Tsing Chau Street, Hung Hom, Kowloon	Reprovisioning of Holy Angels Canossian School (Note 2)	3 600
2019	Sha Tin	Sung Lan Middle School	Mei Lam Estate, Sha Tin, New Territories	Reprovisioning of Christian Alliance H.C. Chan Primary School of the Kowloon Tong Church of the Chinese Christian and Missionary Alliance, Hong Kong	5 800 (Note 3)



<b>Allocation year</b>	<b>District</b>	<b>Former school name</b>	<b>Location of school premises</b>	<b>Use of allocated school premises</b>	<b>Site area of school premises (m<sup>2</sup>) (Note 1)</b>
2019	Tuen Mun	Po Leung Kuk Vicwood K.T. Chong No.2 Primary School	Tai Hing Estate Tuen Mun, New Territories	Physical extension of Toi Shan Association Primary School	3 400 (Note 3)
2020	Mong Kok	The Church of Christ in China Mongkok Church Kai Oi School	Sai Yeung Choi Street South, Mong Kok	Operating a time-limited special school (Note 4)	500
2020	Wong Tai Sin	S.K.H. Ching Shan Primary School	Luk Lau Avenue, Wong Tai Sin	Reprovisioning of the Church of Christ in China Kei Wa Primary School	3 700
2020	Wong Tai Sin	S.K.H. Yat Sau Primary School			

Note 1: Rounded to the nearest 100 m<sup>2</sup>.

Note 2: The ex-premises of Kowloon Docks Memorial Primary School was originally allocated for physical extension of Holy Angels Canossian School. Having regard to the structural investigation results, the age and condition of the VSP concerned, we considered that redeveloping the VSP into a new school premises for reprovisioning Holy Angels Canossian School would allow a face-lift improvement to the school's teaching and learning environment, as well as to enhance its facilities. It would also ensure that land resources can be put to more effective use. Holy Angels Canossian School was reallocated with the VSP concerned for reprovisioning instead of physical extension as originally planned.

Note 3: 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.

Note 4: Tung Wah Group of Hospitals (T.W.G.H.s) was allocated a new school premises at Renfrew Road, Kowloon Tong in the Second SAE 2018 for operating a special school for children with mild intellectual disability and moderate intellectual disability (MoID) with boarding facilities for children with MoID. To meet the projected demand for school places concerned, the T.W.G.H.s was allocated the VSP concerned through direct allocation for advance operation of the special school to provide related services pending completion of the new school premises at Renfrew Road, Kowloon Tong.

In addition, as at end- February 2021, there are 2 VSP that have not been designated for specified uses. The EDB will consider returning the VSP for other uses in accordance with the mechanism mentioned in the first paragraph. Details of these VSP are set out below :-

	<b>District</b>	<b>Former school name</b>	<b>Address</b>	<b>Year in which the school premises became vacant</b> (Note 1)	<b>Site area of school premises (m<sup>2</sup>)</b> (Note 2)
1	Southern	St. Peter's Secondary School	220 Aberdeen Main Road, Hong Kong	2012	6 000
2	Eastern	HongKong Japanese School	9 Hau Yuen Path, Braemar Hill Road, North Point, Hong Kong	2018	2 900

Note 1: Some VSP have been put to temporary use after the original schools ceased to operate. "Year in which the school became vacant" refers to the year when the premises were last used.

Note 2 : Rounded to the nearest 100 m<sup>2</sup>.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB059**

**(Question Serial No. 2124)**

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:

Please advise this Committee of the following:

- (1) the total number of ethnic minority (EM) students (including Indonesian, Filipino, Indian, Pakistani, Nepalese and other non-Chinese speaking students) currently studying in kindergartens, primary schools and secondary schools in the territory;
- (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 so, the details; and
- (4) the Government policy in supporting 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.: 29)

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 Enrolment Survey, the number of ethnic minority (EM) students studying in kindergartens and the number of NCS EM students studying in public sector schools and Direct Subsidy Scheme (DSS) schools in the 2020/21 school year 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) and (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, including the implementation of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") in primary and secondary schools. Applied Learning Chinese (for NCS students) (ApL(C)) has also been provided at the senior secondary level for NCS students to obtain an alternative Chinese Language qualification through an additional channel, and prepare for further studies and career pursuits. In addition to the Hong Kong Diploma of Secondary Education Examination (HKDSE) qualification, ApL(C) is also pegged at Levels 1 to 3 of the Qualifications Framework.

Furthermore, all public sector primary and secondary schools and DSS primary and secondary schools admitting 10 or more NCS students and offering the local curriculum are provided with an additional funding ranging from \$0.8 million to \$1.5 million per year depending on the number of NCS students admitted to adopt diversified intensive learning and teaching modes as appropriate, with a view to enhancing the effectiveness of NCS students' learning of Chinese. As regards schools admitting a relatively small number of NCS students (i.e. 1 to 9 students), they might also apply for an additional funding of \$50,000 on a need basis to offer after-school Chinese language support programmes up to the 2019/20 school year. Starting from the 2020/21 school year, EDB has provided a new funding mode for schools admitting 1 to 9 NCS students, under which these schools are provided with an additional funding of \$0.15 million or \$0.3 million per year depending on the number of NCS students admitted. The support measures for NCS students' learning of Chinese (including the implementation of the Learning Framework) and the expenditure in the 2020/21 school year are tabulated at [Annex B](#).

EDB continually develops diversified learning and teaching resources to provide teachers with guidelines and support in respect of curriculum planning, learning and teaching, and assessment. 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"). Jointly developed by EDB, language experts and teachers, the Assessment Tools comprise mainly tests and exercises in conjunction with the expected learning outcomes across different levels of the Learning Framework. From student performance in the tests and exercises, teachers can keep track of their learning progress. 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 appropriate assessment feedback to NCS students, and setting progressive learning targets for them.

The educational measure for NCS students to learn the Chinese language using Cantonese is unique to Hong Kong. The measure will be refined on a need basis while it takes time for such a measure to take root. Besides, we need to understand that the learning effectiveness of NCS students is also affected by other factors (such as parents' expectation and cooperation, and students' learning attitude). It is therefore neither possible nor appropriate

to assess the effectiveness of the measures solely based on the improvement in the Chinese proficiency of NCS students. EDB will continue collecting and taking into consideration the views and information provided by teachers and other stakeholders such as principals and language experts, etc., so as to refine the Learning Framework as necessary.

(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. The expenditure involved is 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, work experience programmes, etc., to help them make informed choices about further studies and careers, set personal goals and plan their future. It is estimated that in the 2020/21 school year, 620 students will be provided with the service, and the expenditure is about \$1.4 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, encourage them to arrange for their children to study in local kindergartens and strengthen communication with schools. Starting from the 2020/21 school year, a series of parent education programmes have been provided for parents of NCS students (including parent education talks cum exhibitions and community activities) 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 estimated expenditure for the 2020/21 school year is about \$2 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 the Chinese Language subject. To help NCS students attain these qualifications, EDB subsidises these NCS students to enter for internationally recognised alternative Chinese Language examinations, including the 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 and Advanced Level for admission to the University Grants Committee (UGC)-funded universities and post-secondary institutions, 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 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 this measure from the 2018/19 to 2020/21 school years is around \$4.2 million, \$5.14 million and \$6.73 million (estimate) respectively.

The number of local NCS students (i.e. local students whose spoken language at home is not Chinese) admitted to UGC-funded undergraduate degree programmes from the 2016/17 to 2020/21 academic years is 210, 296, 313, 290 and 371 (provisional figure) respectively. UGC has not collected statistics of EM or NCS students who have completed UGC-funded post-secondary programmes. We do not maintain statistics of EM students who have completed self-financing degree programmes either.

**Number of ethnic minority (EM) students studying in kindergartens and  
number of non-Chinese speaking (NCS) EM students studying in  
primary and secondary schools by ethnicity  
in the 2020/21 school year**

School level	Ethnicity						
	Indonesian	Filipino	Indian	Pakistani	Nepalese	Others	Total
Kindergarten	191	622	1 291	1 483	986	5 291	9 864
Primary School	212	1 325	1 162	3 151	1 885	1 911	9 646
Secondary School	114	1 487	1 323	3 406	1 446	1 425	9 201

Notes:

1. Figures refer to the position as at mid-October 2020.
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 primary and secondary schools include public sector and Direct Subsidy Scheme (DSS) primary and secondary schools, but exclude special schools.
4. Figures include students whose ethnicity is Chinese but who are categorised as NCS students based on the spoken language at home.
5. Figures for kindergartens include EM students who use Chinese as the spoken language at home. Figures for primary and secondary schools exclude students whose ethnicity is not Chinese, but use Chinese as the spoken language at home. Besides, one DSS secondary school offering only non-local curriculum is excluded as no information on the ethnicity of its NCS students is provided.

**Support measures for NCS students' learning of Chinese  
in the 2020/21 school year**

<b>Support measures</b>	<b>Revised estimate for the 2020/21 school year (\$ million)</b> (Note 1)
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"), support for NCS students' learning of Chinese, as well as the creation of an inclusive learning environment in schools. All schools admitting a relatively small number of NCS students are provided with a new two-tiered subsidy with increased amount of additional funding.	358.1
Development of the Learning Framework and the supporting learning and teaching materials	3.0
Training programmes for Chinese Language teachers teaching NCS students	(Note 2)
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 Chinese, 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 supporting NCS students' learning of Chinese	4.3
Summer Bridging Programme for NCS students in primary schools. Parents of NCS students can accompany their children, with a view to enhancing their exposure to and use of Chinese and hence the support for their children.	0.3
Student grant for Applied Learning Chinese (for NCS students)	6.4
Subsidising eligible school candidates entering for the examinations under the General Certificate of Secondary Education (GCSE) (Chinese), the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary Level and Advanced Level, 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 Diploma of Secondary Education Examination (HKDSE)	6.7 (Note 3)
Secondary schools admitting NCS students were provided with additional resources to support their NCS students in using Chinese to learn Chinese History.	(Note 4)



Support measures	Revised estimate for the 2020/21 school year (\$ million) (Note 1)
Enhancing parent education to encourage parents of NCS students to arrange for their children to study in local kindergartens (KGs), and strengthen communication with schools. Providing a series of parent education programmes for parents of NCS students 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.	2.0 (Note 5)
District-based programmes organised in collaboration with non-governmental organisations under the Language Fund to motivate NCS children to learn Chinese through activities such as games and creative art	1.0
Providing KGs admitting NCS students with school-based professional support services, which include the school-based support services provided by commissioned post-secondary institutions, so as to enhance the professional capacity of teachers in teaching Chinese to NCS students.	6.7 (Note 6)
<p>With the implementation of the new KG education policy from the 2017/18 school year:</p> <p>(a) The subsidy for KGs admitting NCS children has been enhanced with a 5-tiered subsidy which is provided based on the number of NCS children admitted, replacing the flat-rate subsidy for KGs admitting 8 or more NCS children.</p> <p>(b) Specific training courses on supporting NCS children have been provided for KG teachers.</p>	<p>116.7</p> <p>3.0 (Note 7)</p>

**Notes:**

1. The expenditure incurred by the measures excludes the manpower resources and administrative expenses of different sections under the Education Bureau (EDB). The relevant expenses have been subsumed under EDB's overall expenditure and/or different funds, and a breakdown of expenditure by item is not available.
2. The programmes have been subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.
3. With the Government paying the examination fees for school candidates of the 2021 HKDSE, the "subsidised examination fee" for eligible NCS students entering for the non-local Chinese Language examinations concerned in the 2020/21 school years is waived accordingly.
4. EDB has provided all public sector and Direct Subsidy Scheme secondary schools with junior secondary NCS students pursuing the local curriculum in the 2018/19 and 2019/20 school years with a non-recurrent grant totalling about \$26 million to support their NCS students in using Chinese to learn Chinese History at the junior secondary level. Due to the impact of the COVID-19 epidemic, EDB has extended the period in which the grant may be used by one year. In the 2020/21 school year, schools which have received the grant can continue to make use of the unspent balance until 31 August 2021.
5. The initiative will involve non-recurrent funding totalling about \$15 million over 5 years.
6. As the services are provided in both KGs and primary schools, a breakdown of expenditure by KG and by primary school is not available.
7. 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 children. The expenditure on the supply teacher grant has been included in the actual and estimated expenditure for these training courses.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB060**

**(Question Serial No. 2125)**

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:

Please advise this Committee:

- (1) of the details of the funding arrangements for the measure to pay examination fees for school candidates sitting for the 2022 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.: 30)

Reply:

- (1) A series of relief measures are announced in the 2021-22 Budget. These include the proposed one-off initiative to pay examination fees for school candidates sitting for the 2022 Hong Kong Diploma of Secondary Education (HKDSE) Examination. About 43 700 school candidates will be benefitted. The estimated expenditure is \$149.5 million, which includes provision for contingencies.

The total amount actually paid to the Hong Kong Examinations and Assessment Authority for candidates will depend on the actual number of subject entries made by school candidates sitting for the 2022 HKDSE Examination. This initiative does not involve the provision of additional manpower by the EDB.

- (2) The HKDSE examination fees are charged in line with the user-pay principle. While users bear a portion of the costs, the Government has put in place an assistance mechanism to support needy candidates. The Government will continue to, in light of the circumstances of each year, review the initiative of subsidising examination fees of candidates sitting for the HKDSE Examination.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB061**

**(Question Serial No. 2126)**

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:

It is mentioned under 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 of and expenditures on the Mainland exchange programmes for students and professional exchange programmes for teachers organised by the Education Bureau (EDB) in the past 5 years (2016/17 to 2020/21);
- (2) the numbers of secondary and primary students as well as teachers participating in Mainland exchange activities, the respective percentages out of the total numbers of students or teachers in the past 5 years, and a distribution of the provinces and municipalities 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 affected; and
- (4) whether the Administration has evaluated the effectiveness of Mainland exchange programmes for students and professional exchange programmes for teachers; if yes, the details.

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

Reply:

(1) to (3)

Schools can arrange students to participate in Mainland exchange activities by different means, which include organising the Mainland exchange activities on their own according to their school-based needs by using relevant subsidies (such as Life-wide Learning Grant) or applying to join the Mainland exchange programmes commissioned

by the EDB. In addition, through exchanges with sister schools, schools can enable teachers and students to have a better understanding of the education in the Mainland, facilitate cultural exchange and broaden students' horizons.

To dovetail with the school curriculum and the latest developments of our country, the EDB organises Mainland exchange programmes for students or subsidises those organised by schools with diversified themes and destinations. These programmes cover different provinces and cities in the Mainland, including 22 provinces, 4 autonomous regions and 4 municipalities, to let participants gain first-hand experience of our country's developments in such aspects as history, culture, economy, education, science and technology from multiple perspectives. Teachers participate in the aforesaid Mainland exchange programmes for students as learning facilitators in a ratio of 1 teacher to 10 students. The EDB also organises various Mainland professional exchange activities for teachers to deepen their understanding of the Mainland's latest development, thereby widening their horizons and enhancing their professional competence. Destinations of these professional exchange activities cover different provinces and cities (e.g. Beijing, Wuhan, Chengdu, Nanning, Hefei, and cities in the Guangdong Province), and generally include visits to schools, thematic seminars, visits to enterprises and cultural facilities, etc.

Due to the COVID-19 epidemic, all Mainland exchange programmes organised or subsidised by the EDB and professional exchange activities for teachers organised by the EDB have been suspended or postponed since end-January 2020. The EDB only has the numbers of teacher participants and student participants in each trip, and does not collect or keep information of student participants or the percentage of student participants out of the total number of students, the percentage of teacher participants out of the total number of teachers as well as the number of Mainland exchange activities that were cancelled by schools at the last minute.

The numbers of secondary and primary students joining the Mainland exchange programmes and the numbers of teachers participating in the Mainland professional exchange activities from the 2016/17 to 2020/21 school years are as follows:

School year	No. of students (Rounded down to the nearest hundred)		No. of teachers (Rounded down to the nearest ten)
	Secondary students	Primary students	
2016/17	35 300	24 500	690
2017/18	40 200	26 800	760
2018/19	42 100	32 400	1 680
2019/20 <sup>#</sup>	2 500	5 500	400
2020/21 <sup>*</sup>	2 200	2 300	1 140

# Actual figures revised from last year's estimates

\* Provisional figures

The expenditures on the Mainland exchange programmes for students and the Mainland professional exchange activities for teachers from the 2016/17 to 2020/21 school years are as follows:

School year	Expenditure (\$ million)	
	Programmes for secondary and primary students	Activities for teachers
2016/17	64.2	2.9
2017/18	85.4	5.5
2018/19	108.9	7.1
2019/20 <sup>#</sup>	14.9	5.0
2020/21 <sup>*</sup>	6.0	6.3

# Actual figures revised from last year's estimates

\* Provisional figures

- (4) The EDB has been attaching great importance to the quality of Mainland exchange programmes for students and professional exchange activities for teachers. There is a regular mechanism to gauge participants' opinions of these programmes and activities. It generally includes having meetings with service providers, deploying staff to attend these programmes and activities to assess the appropriateness of the content, making observations and collecting participants' immediate responses and views, conducting questionnaire surveys as well as arranging interviews and post-programme sharing sessions. Such efforts are conducive to continuous enhancements and exploration of diverse themes for Mainland exchange programmes and professional exchange activities for teachers. On the whole, the feedback from teachers and students is positive.

- End -

**CONTROLLING OFFICER'S REPLY****EDB062****(Question Serial No. 2127)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Please advise this Committee of the following:

- (1) In the past 5 years (from 2016 to 2020), 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 the EDB's policy on handling complaints about teachers' professional misconduct and strategies for reducing such incidents? What are the financial resources and manpower involved?
- (3) How many complaints about teachers' professional 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 suspension of duties and dismissal.

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

- (1) The total number of cases involving ethical or professional misconduct of teachers (including those involving criminal offences) handled by the Education Bureau (EDB) and the number of cases with investigation concluded in the past 5 years (from 2016 to 2020) are as follows:-

Year	Total no. of cases (Note)	No. of cases with investigation concluded and/or follow-up actions taken
2020	163	98
2019	110	97
2018	47	47
2017	35	35
2016	60	60

Note: Figures exclude cases that were found unsubstantiated upon investigation.

For cases that are still under investigation, we are currently handling the cases in accordance with the established procedures, including waiting for or considering the responses from the teachers concerned, with a view to determining the appropriate follow-up actions.

- (2) If a teacher is involved in an act of professional misconduct, the EDB will follow up the case seriously and determine the actions to be taken in accordance with the Education Ordinance. If a teacher is suspected of committing a criminal offence, the EDB will review his/her 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. For cases involving teachers suspected of violating professional conduct, the EDB will, under the current mechanism, first request the school concerned to conduct an investigation upon receiving the complaint. The school will look into the case, let the teacher concerned explain, take appropriate school-based follow-up actions, and submit a report to the EDB. We will then examine the content of the report carefully, request the school to submit supplementary information as necessary, and issue a letter to invite the teacher concerned to submit written representations. We will fully consider the information collected (including the school's report and the teacher's representations), and take appropriate action based on the severity of the incident. If a teacher is no longer regarded as being fit and proper to teach after thorough consideration, the EDB will cancel his/her registration pursuant to the Education Ordinance. If the case does not warrant the cancellation of registration, the EDB will, in light of the nature and severity of the case, take actions including issuing a reprimand, warning or advisory letter to remind the teacher concerned that he/she should uphold professional ethics and recidivism will definitely be met with severe punishments which may include cancelling the teacher's registration.

To safeguard the well-being of students, teachers who have committed serious professional misconduct or are incompetent will not be allowed to teach after their teacher registrations have been cancelled. With regard to the appointment of teachers, schools should strive to ensure that the appointees are proper persons. To this end, schools should verify with the EDB the potential appointees' teacher registration information, including whether his/her teacher registration status is valid, whether his/her registration/application has been cancelled/refused, and whether any reprimand/warning/advisory letter has been issued in connection with his/her teacher registration or there are circumstances that warrant the EDB's examination of his/her registration status. Schools, as employers of teachers, have the responsibility to supervise their teachers. If a teacher is found to have committed an act of professional misconduct or misbehaved, schools should, in compliance with the Employment Ordinance, the Codes of Aid and the terms of the employment contract signed with the teacher concerned, take appropriate follow-up actions according to the school-based mechanism. The EDB will continue to handle cases involving teachers' misconduct or illegal behaviour pursuant to the Education Ordinance and support schools in guarding against appointing improper persons as teachers by being stringent in the selection process and strengthening management measures on appointment.

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

- (3) Among cases with investigation concluded and follow-up actions taken in the past 5 years (from 2016 to 2020), the EDB cancelled the registration of 27 teachers, and issued reprimand letters to 35 teachers, warning letters to 124 teachers, and advisory letters to 61 teachers. 90 other cases where the teachers concerned received verbal advice and were recorded for future reference. In addition, having regard to the case's nature and severity, the school concerned may, in compliance with the Employment Ordinance, the Codes of Aid and the terms of the employment contract signed with the teacher concerned, take disciplinary actions against the teacher concerned according to the school-based mechanism, including issuing verbal or written warnings, transferring him/her to other duties, deferring his/her incremental date, suspending his/her duties, as well as demoting, dismissing or summarily dismissing him/her. In some cases, the teachers concerned failed to have their contracts renewed or had resigned of their own volition.

- End -



**CONTROLLING OFFICER'S REPLY****EDB063****(Question Serial No. 2128)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

(1) What is the number of school bullying cases reported to the Education Bureau (EDB) in the past 5 years (2016/17 to 2020/21)? Among the students involved, please provide a breakdown of the number of students with special educational needs and those without, and the number of those who are Chinese speaking and those who are not.

(2) What is the EDB's policy on handling school bullying? Will the EDB step up its current policy initiatives for combating school bullying and providing victims with better support? If yes, what are the specific arrangements?

(3) What are the financial resources and manpower involved in combating school bullying? Will additional resources be allocated for such purpose?

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

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 (including students with special educational needs (SEN) involved in school bullying in the past 5 years (i.e. from the 2015/16 to 2019/20 school years) is as follows:

School Year	2015/16	2016/17	2017/18	2018/19	2019/20
Number of student cases involved in school bullying (students with SEN)	204 (30)	124 (48)	202 (48)	226 (45)	346 (43)

We have not separately collected information regarding non-Chinese speaking students in the survey.

(2) and (3)

All along, the EDB has been adopting a “zero tolerance” policy on any act of bullying in schools. Any bullying act, irrespective of the form or for whatever reasons, is totally unacceptable. We adopt a multi-pronged approach to implement the policy of prevention and handling of school bullying through different aspects. These include further nurturing students’ positive values and empathy for others through school curriculum, learning and teaching resources and diversified student learning activities, as well as cultivating in students a sense of mutual trust, inclusion and friendship through various student guidance programmes/activities. The EDB requires schools to adopt a Whole School Approach in formulating and implementing anti-bullying strategies, which should include a clear stance on “zero tolerance”, reporting mechanism and handling procedures, highly transparent monitoring and an attitude to handle each school bullying incident proactively and seriously. In addition, we continuously organise professional development programmes with different themes for teachers to enhance their professional knowledge and capability of preventing and handling bullying in schools.

At the curriculum level, learning elements related to personal growth, responsibility and resilience in facing temptations are covered in the Key Learning Areas, subjects and the curricula of moral and civic education of primary and secondary schools. The EDB develops learning and teaching as well as promotional resources, and organises professional development programmes for teachers and student activities (e.g. “My Pledge to Act” activity series) to support the implementation of the initiatives in schools on an on-going basis. 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, thus raising their anti-bullying awareness. Students are also trained to acquire skills on peer mediation, so that they can assist in resolving conflicts on campus. In recent years, the EDB has launched the Harmonious School Net and the Wise NET School Recognition Scheme for inter-school sharing of information and successful experience. The expenditure of the above programmes in 2020-21 is about \$78 million.

Besides, the Government has continued to allocate resources to enhance guidance service in schools. Schools are staffed with professionals, including guidance personnel, school social workers and school-based educational psychologists etc., to provide students in need with necessary support and mediation. To enable schools to better cater for the needs of students, the Government has enhanced student guidance service in primary schools since the 2018/19 school year under a new funding mode to implement the policy of “one school social worker for each school”. A school may, having regard to its own circumstances, employ at least one school-based registered graduate social worker with professional qualifications to further enhance the overall quality of guidance services. 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 \$492 million, and over 80% of public sector primary schools are served by school-based registered graduate social workers. As for secondary schools, the Social Welfare Department has since the 2019/20 school year implemented the policy of “two school social workers for each school” in more than 460 secondary schools in Hong Kong with enhanced

supervisory support. The above enhancement measures enable schools to provide more remedial, preventive and developmental guidance services for students, with the aim of preventing and minimising the occurrence of bullying incidents. The 2020-21 revised estimate for secondary school social work service is \$755 million.

To further enhance schools' capability of preventing and handling bullying in schools, the EDB will enhance the promotion of further 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 for creation of a harmonious and caring school environment. Professional guidance officers of the EDB will continue to offer appropriate assistance to schools through professional consultation, school visits and school-based training activities in light of their actual needs. We firmly believe that with the concerted efforts of schools, teachers and other stakeholders, as well as co-operation among different sectors in the community, we can build a harmonious and caring school environment under which our students can grow up healthily. The EDB will continue to keep in view the situation of schools and provide support in a timely manner, for the purpose of preventing bullying incidents in schools and safeguarding the well-being of our students.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB064**

**(Question Serial No. 2129)**

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:

Please inform this Committee of the following:

- (1) How will the Administration enhance the training requirements of newly-joined and in-service teachers as well as teachers aspiring for promotion in 2021/22?
- (2) How will the Administration enhance teacher training in respect of national security education and national education? What is the expenditure involved?
- (3) What is the expenditure required for strengthening education on the Constitution and the Basic Law in schools (including education on the national anthem and national security)?

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

Reply:

(1) & (2) Starting from the 2020/21 school year, the Education Bureau (EDB) has enhanced teacher training and stepped up training requirements for newly-joined and in-service teachers and teachers aspiring for promotion, covering areas related to teachers' professional roles, values and conduct; education development at the local, national and international levels; as well as national education and national security education. To help teachers acquire a proper understanding of the constitutional status of the Hong Kong Special Administrative Region and our country's development, the core training programmes cover contents about the Constitution, the Basic Law and national security education. Other specific details are as follows:-

- (a) Training for Newly-joined Teachers: Teachers appointed to teach in public sector or Direct Subsidy Scheme schools for the first time are required to complete 30

hours of core training within the first 3 years of service, and not less than 60 hours of elective training based on individual professional development needs. In addition to the Constitution, the Basic Law and national security education, the contents of core training programmes cover teachers' professional roles, local education policies and initiatives, as well as national and international education development.

- (b) Training for In-service Teachers: In-service teachers are required to spare a minimum of 30 hours, in each 3-year cycle, to take part in 2 categories of professional development programmes, namely "Teachers' Professional Roles, Values and Conduct" and "Local, National and International Education Issues", with not less than 6 hours spent on each category.
- (c) Enhanced Arrangements of Training for Promotion: The total number of required training hours remains unchanged. The training includes the Core and Elective Parts. For the Core Part, teachers must complete 30 hours of training programmes, which focus on the necessary competencies required of school leaders. In addition to the Constitution, the Basic Law and national security education, other focuses of these training programmes include professional conduct and values, national and international development, education issues, as well as leadership and reflective skills. For the Elective Part, teachers must undertake 60 hours (for promotion to Senior Graduate Master/Mistress or Primary School Master/Mistress) or 100 hours (for promotion to Principal Graduate Master/Mistress or Senior Primary School Master/Mistress) of training, based on the professional knowledge needed for respective promotion posts. Teachers must complete the training programmes in the Core Part and the required number of hours of training in the Elective Part within 5 years prior to the date of substantive promotion.

The training programmes set out above have been rolled out in November 2020 and received positive feedback from the participants. Moreover, the EDB has collaborated with relevant organisations in organising a 3-day training programme on the theme of "Respecting the Law, Reinforcing the Rule of Law". Topics include a detailed analysis of the history of the reunification of Hong Kong with China and Hong Kong's legal system, the Constitution as the overarching law for administering and bringing security to the country, the status of the Basic Law and its essential contents, the responsibility of Hong Kong in safeguarding national security, and the path leading to a society that upholds the rule of law. The EDB has also invited legal experts to speak on related topics.

As provision of teacher training is part of the regular work of the EDB, the manpower and expenditure involved are subsumed under the overall estimated expenditure, hence a breakdown is not available.

(3) National education is an integral part of the school curriculum, and national security, Constitution, Basic Law and national anthem education is inseparable from national education. The promotion of national education is an ongoing task of schools and their responsibility to implement it. To support schools in strengthening Constitution and Basic Law education, the EDB has been providing teacher training related to national education (including Constitution, Basic Law, national anthem and national security education), which

includes structured professional development programmes (such as the National Security Education Knowledge Enrichment Seminar Series and the Online Knowledge Enrichment Programmes on “Understanding Our Country” for primary and secondary school teachers) and self-learning online courses (such as the Basic Law Knowledge Enrichment/Advanced Online Courses for teachers). The related expenditure and estimates are subsumed under the recurrent expenditure of the EDB and cannot be identified separately.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB065**

**(Question Serial No. 2130)**

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:

The Education Bureau allocates funding to schools admitting 10 or more non-Chinese speaking (NCS) students ranging from \$0.8 million to \$1.5 million per year to implement the “Chinese Language Curriculum Second Language Learning Framework” (Learning Framework). Schools can adopt different modes like pull-out teaching, split-class/group learning, after-school consolidation, increasing Chinese Language lesson time, learning Chinese across the curriculum, allocating more teachers or teaching assistants to a class, etc. Schools with fewer than 10 NCS 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 the following:

- a. the number of schools and additional funding received according to the funding model with a breakdown by school type (i.e. government school, aided school and Direct Subsidy Scheme (DSS) school) in the school years 2016/17, 2017/18, 2018/19, 2019/20 and 2020/21:

School year	No. of NCS students	Total funding provided (primary schools)	Total no. of primary schools (with and without funding)	No. of primary schools receiving the additional funding				Total funding provided (secondary schools)	Total no. of secondary schools (with and without funding)	No. of secondary schools receiving the additional funding			
				Government school	Aided school	DSS school	Total no. of school			Government school	Aided school	DSS school	Total no. of school
2016/17	None												
	Fewer than 10												
	10 – 25												
	26 – 50												
	51 – 75												
	76 – 90												
	91 or more												

School year	No. of NCS students	Total funding provided (primary schools)	Total no. of primary schools (with and without funding)	No. of primary schools receiving the additional funding				Total funding provided (secondary schools)	Total no. of secondary schools (with and without funding)	No. of secondary schools receiving the additional funding			
				Government school	Aided school	DSS school	Total no. of school			Government school	Aided school	DSS school	Total no. of school
2017/18	None												
	Fewer than 10												
	10 – 25												
	26 – 50												
	51 – 75												
	76 – 90												
	91 or more												
2018/19	None												
	Fewer than 10												
	10 – 25												
	26 – 50												
	51 – 75												
	76 – 90												
	91 or more												
2019/20	None												
	Fewer than 10												
	10 – 25												
	26 – 50												
	51 – 75												
	76 – 90												
	91 or more												
2020/21	None												
	Fewer than 10												
	10 – 25												
	26 – 50												
	51 – 75												
	76 – 90												
	91 or more												

- b. the number of schools without NCS students in the 2020/21 school year by school type (i.e. government school, aided school and DSS school);
- c. the measures that can ensure the accountability and transparency of the use of funding; whether the evaluation report is accessible to the public; if yes, of the link to these reports; if no, of the reasons;
- d. the number of NCS students in each stage according to the Learning Framework;
- e. the respective number of kindergartens, primary and secondary schools with 1 to 9 NCS students; those that received the related funding for supporting NCS students, and the amount of funding involved, with a breakdown by government school, aided school and DSS school in the school years 2016/17, 2017/18, 2018/19, 2019/20 and 2020/21;
- f. the use of the funding in the school years 2016/17, 2017/18, 2018/19, 2019/20 and 2020/21 with details as tabulated below:



Use of funding	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 materials			
Hiring teaching assistants whose main duty is providing in-class support for NCS students and supporting teachers' teaching in Chinese Language lessons			
Hiring teaching assistants whose main duty is assisting teachers in designing teaching activities and compiling teaching materials (including e-learning materials)			
Hiring teaching assistants/teachers whose main duty is providing after-school support			
Hiring teaching assistants whose main duty is providing support for 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 liaising with parents of NCS students			
Hiring ethnic minority assistants whose main duty is communicating with parents of NCS students, translating school notices, assisting to explain 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 inclusive activities			
Procuring teaching resources			
Hiring professional services			
Major initiatives to create an inclusive learning environment			
Others (please specify)			

- g. the support measures for NCS students and the respective number of schools finding such mode effective in the school years from 2016/17 to 2020/21 with details in the table below.

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				
Increasing Chinese Language lesson time				
Learning Chinese across the curriculum				
Allocating more teachers or teaching assistants to a class				
Others (please specify)				

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 35)

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 effectiveness of NCS students in learning Chinese. As regards schools admitting a relatively small number of NCS students (i.e. 1 to 9 students), they might also apply for an additional funding of \$50,000 per year on a need basis to offer after-school Chinese language support programmes up to the 2019/20 school year. Starting from the 2020/21 school year, EDB has provided a new funding mode for schools admitting 1 to 9 NCS students, under which these schools are provided with an additional funding of \$0.15 million or \$0.3 million per year depending on the number of NCS students admitted. The number of schools provided with and not provided with the above-mentioned funding and the expenditures (with breakdown by school type, funding tier and number of NCS students) from the 2016/17 to 2020/21 school years are tabulated at Annex A.

- b. In the 2020/21 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 school 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 school plans on the use of funding of the schools concerned, and verify them against their 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 primary and secondary schools and DSS primary and secondary schools offering the local curriculum that admitted NCS students and are provided with the additional funding are required to specify in this column the additional support measures provided for their NCS students to facilitate their learning of the Chinese language and the creation of an inclusive learning environment. 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 school webpages.
- d. The Learning Framework is not another Chinese Language curriculum. Designed on the basis of the mainstream Chinese Language curriculum, it 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 develop school-based curriculum and teaching materials for NCS students with different starting points and abilities, so as to help them use a "small-step" learning approach to learn Chinese progressively. The Learning Framework is applicable to all schools admitting NCS students. The respective number of NCS students at different learning stages under the Learning Framework is not available.
- e. The respective number of public sector primary schools and DSS primary schools offering the local curriculum and admitting 1 to 9 NCS students from the 2016/17 to 2020/21 school years is 207, 203, 205, 195 and 202, while the respective number for secondary schools is 175, 184, 186, 185 and 189. Starting from the 2020/21 school year, all the schools concerned are provided with a two-tiered subsidy (i.e. those admitting 1 to 5 NCS students and those admitting 6 to 9 NCS students). Application is not required. The breakdown of the number of schools provided with the additional funding and the amount of funding involved by government, aided and DSS schools is at [Annex A](#).

As for kindergartens (KGs), the respective number of KGs (both local and non-local KGs) admitting 1 to 9 NCS students from the 2016/17 to 2020/21 school years is 361, 340, 351, 364 and 398. 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. In the 2017/18 and 2018/19 school years, 149 and 152 KGs received the additional grant respectively, and the expenditures involved are 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. In the 2019/20 and 2020/21 school years (as at February 2021), 433 and 441 KGs have been provided with the grant respectively, and the actual and estimated annual expenditures are about \$110 million and \$120 million respectively.

f. According to the reports on the usage of the above-mentioned funding for the 2016/17 to 2019/20 school years, as well as the plans on the usage of funding for the 2020/21 school year submitted by the schools concerned, 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 assistants of different races, 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 learning environment in schools from the 2016/17 to 2020/21 school years is tabulated at Annex B. As the schools have adopted a holistic and diversified approach to flexibly plan and deploy resources and manpower to support NCS students' learning of the Chinese language and the creation of an inclusive learning environment, further breakdown of the usage of funding by specific duties of the additional teachers, teaching assistants and assistants of different races 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 2016/17 to 2020/21 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 primary and secondary schools provided with/not provided with the additional funding and the expenditures from the 2016/17 to 2020/21 school years (by school type, funding tier and number of non-Chinese speaking (NCS) students)**

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
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	5.65		10	100	3	113	5.05		6	89	1	5	101
	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
2020/21	0	N.A.	476	8	119	6	133	N.A.	451	10	116	1	13	140
	1-5	24.00		11	145	4	160	22.80		14	125	1	12	152
	6-9	12.60		5	36	1	42	11.10		2	31	0	4	37
	10-25	54.40		4	60	4	68	44.80		3	47	0	6	56
	26-50	34.20		3	32	1	36	23.75		1	18	0	6	25
	51-75	7.70		0	6	1	7	14.30		0	9	0	4	13
	76-90	2.50		0	1	1	2	3.75		0	1	0	2	3
	91 or more	42.00		3	22	3	28	36.00		1	12	0	11	24

Notes:

1. Figures for schools provided with the additional funding 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. From the 2016/17 to 2019/20 school years, there were schools which 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.
3. Starting from the 2020/21 school year, all public sector primary and secondary schools and DSS primary and secondary schools admitting a relatively small number of NCS students (i.e. 1 to 9 students) and offering the local curriculum are provided with a two-tiered subsidy. Figures for the 2020/21 school year (including the number of schools and expenditures) are provisional. Actual figures are not available yet.

**Usage of funding by schools provided with the additional funding  
from the 2016/17 to 2020/21 school years**

Use of funding	Number of schools and expenditures														
	2016/17			2017/18			2018/19			2019/20			2020/21		
	Expenditure (\$ million)	Primary schools	Secondary Schools	Expenditure (\$ million)	Primary schools	Secondary Schools	Expenditure (\$ million)	Primary schools	Secondary Schools	Expenditure (\$ million)	Primary schools	Secondary Schools	Expenditure (\$ million)	Primary schools	Secondary Schools
Appointment of additional teachers	150.68	136	109	147.15	127	118	169.31	132	121	188.01	144	122	212.82	170	161
Appointment of additional teaching assistants	38.89	110	93	46.60	130	112	50.54	129	115	49.90	134	107	79.19	236	176
Appointment of assistants of different races	10.54	23	23	9.77	20	23	11.38	24	25	12.06	28	24	11.74	33	20
Purchase of learning and teaching resources	4.09	88	105	3.54	90	123	3.31	87	114	3.28	93	104	6.42	168	176
Procurement of professional services	6.30	94	68	8.74	121	94	10.86	143	112	4.34	118	82	14.55	160	146
Organising activities to promote an inclusive environment in schools	2.88	50	65	4.03	75	86	3.33	94	98	1.73	75	74	5.65	148	160

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 2020/21 school year (including the number of schools and expenditures) are provisional.

**The intensive learning and teaching modes adopted by schools provided with the additional funding  
from the 2016/17 to 2020/21 school years**

<b>Number of schools adopting such mode</b>										
<b>Intensive learning and teaching modes</b>	<b>2016/17</b>		<b>2017/18</b>		<b>2018/19</b>		<b>2019/20</b>		<b>2020/21</b>	
	<b>Primary schools</b>	<b>Secondary Schools</b>	<b>Primary schools</b>	<b>Secondary Schools</b>	<b>Primary schools</b>	<b>Secondary Schools</b>	<b>Primary schools</b>	<b>Secondary Schools</b>	<b>Primary schools</b>	<b>Secondary Schools</b>
Pull-out learning	81	76	82	83	92	92	100	94	157	163
Split-class/ group learning	30	36	29	39	41	37	36	35	76	50
Increasing Chinese Language lesson time	39	28	48	29	52	25	55	27	48	25
Learning Chinese across the curriculum	19	20	20	16	31	31	24	28	33	30
Co-teaching with 2 or more teachers/ teaching assistants to provide in-class support	70	34	76	34	77	34	102	33	139	41
After-school consolidation	202	165	217	191	230	197	238	195	303	238

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 2020/21 school year are provisional.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB066**

**(Question Serial No. 2131)**

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:

Will the Government tabulate the details of all support programmes provided for non-Chinese speaking (NCS) students by the Education Bureau from the 2015/16 to 2020/21 school years, including the “Chinese Language Curriculum Second Language Learning Framework”, the Supplementary Guide to the Chinese Language Curriculum for Non-Chinese Speaking Students, teacher training, Chinese Language Learning Support Centres and examination fee subsidies for entering for alternative Chinese Language qualifications, and advise this Committee of the actual total expenditure on support measures for NCS students in the 2015/16, 2016/17, 2017/18, 2018/19, 2019/20 and 2020/21 school years, and the estimated total expenditure on support measures for NCS students in the 2019/20 school year.

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 36)

Reply:

The support measures for non-Chinese speaking students from the 2016/17 to 2020/21 school years and the expenditure are tabulated at Annex.

**Educational support measures for non-Chinese speaking (NCS) students  
from the 2016/17 to 2020/21 school years**

Support measures	Actual expenditure (\$ million) (Note 1)				Revised estimate (\$ million) (Note 1)
	2016/17 school year	2017/18 school year	2018/19 school year	2019/20 school year	2020/21 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"), support for NCS students' learning of Chinese, 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 Chinese. Starting from the 2020/21 school year, all schools admitting a relatively small number of NCS students are provided with a new two-tiered subsidy with increased amount of additional funding.	245.1	259.1	271.0	282.4	358.1
Development of the "Learning Framework" and the supporting learning and teaching materials	3.0	3.0	3.0	3.0	3.0
Training programmes for Chinese Language teachers teaching NCS students	(Note 2)	(Note 2)	(Note 2)	(Note 2)	(Note 2)

<b>Support measures</b>	<b>Actual expenditure (\$ million)</b> (Note 1)				<b>Revised estimate (\$ million)</b> (Note 1)
	<b>2016/17 school year</b>	<b>2017/18 school year</b>	<b>2018/19 school year</b>	<b>2019/20 school year</b>	<b>2020/21 school year</b>
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 Chinese, 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 supporting NCS students' learning of Chinese	3.9	4.7	3.4	2.1	4.3
Summer Bridging Programme for NCS students in primary schools. Parents of NCS students can accompany their children, with a view to enhancing their exposure to and use of Chinese and hence the support for their children.	2.6	2.3	2.1	2.0	0.3
Student grant for Applied Learning Chinese (for NCS students)	6.7	7.4	6.6	6.0	6.4

Support measures	Actual expenditure (\$ million) (Note 1)				Revised estimate (\$ million) (Note 1)
	2016/17 school year	2017/18 school year	2018/19 school year	2019/20 school year	2020/21 school year
Subsidising eligible school candidates entering for the examinations under the General Certificate of Secondary Education (GCSE) (Chinese), the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary Level and Advanced Level, 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 Diploma of Secondary Education Examination (HKDSE)	2.6	2.9	4.2 (Note 3)	5.1 (Note 3)	6.7 (Note 3)
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. The measure has been implemented starting from the 2019/20 school year.	-	-	-	28.1	30.4
Secondary schools admitting NCS students were provided with additional resources to support their NCS students in using Chinese to learn Chinese History. The measure was implemented in the 2018/19 and 2019/20 school years.	-	-	12.7 (Note 4)	13.3 (Note 4)	-

Support measures	Actual expenditure (\$ million) (Note 1)				Revised estimate (\$ million) (Note 1)
	2016/17 school year	2017/18 school year	2018/19 school year	2019/20 school year	2020/21 school year
Enhancing parent education to encourage parents of NCS students to arrange for their children to study in local kindergartens (KGs), and strengthen communication with schools. Providing a series of parent education programmes for parents of NCS students 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 measure has been implemented starting from the 2020/21 school year.	-	-	-	-	2.0 (Note 5)
District-based programmes organised in collaboration with non-governmental organisations under the Language Fund to motivate NCS children to learn Chinese through activities such as games and creative art	1.2	1.7	3.7	0.6	1.0
Providing school-based professional support services for KGs admitting NCS students:  (a) Under the University-School Support Programmes financed by the Education Development Fund, 2 projects were carried out 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.	8.3 (Note 6)	2.9 (Note 6)	5.5 (Note 6)	-	-

Support measures	Actual expenditure (\$ million) (Note 1)				Revised estimate (\$ million) (Note 1)
	2016/17 school year	2017/18 school year	2018/19 school year	2019/20 school year	2020/21 school year
(b) 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. The measure has been implemented starting from the 2019/20 school year.	-	-	-	1.7 (Note 6)	6.7 (Note 6)
With the implementation of the new KG education policy from the 2017/18 school year:					
(a) A grant comparable to the mid-point salary of the salary range of a KG teacher was provided to KGs admitting 8 or more NCS children for supporting NCS children. The measure was implemented in the 2017/18 and 2018/19 school years.	-	54.0	57.1	-	-
(b) The subsidy for KGs admitting NCS children has been enhanced with a 5-tiered subsidy which is provided based on the number of NCS children admitted, replacing the flat-rate subsidy for KGs admitting 8 or more NCS children. The measure has been implemented starting from the 2019/20 school year.	-	-	-	111.9	116.7
(c) Specific training courses on supporting NCS children have been provided for KG teachers.	-	1.4	2.0 (Note 7)	0.05 (Note 7)& (Note 8)	3.0 (Note 7)

Notes:

1. The expenditure incurred by the measures excludes the manpower resources and administrative expenses of different sections under the Education Bureau (EDB). The relevant expenses have been subsumed under EDB's overall expenditure and/or different funds, and a breakdown of expenditure by item is not available.
2. The programmes have been subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.
3. With the Government paying the examination fees for school candidates of the 2019, 2020 and 2021 HKDSE, the "subsidised examination fee" for eligible NCS students entering for the non-local Chinese Language examinations concerned in the 2018/19, 2019/20 and 2020/21 school years is waived accordingly.
4. EDB has provided all public sector secondary schools and Direct Subsidy Scheme secondary schools with junior secondary NCS students pursuing the local curriculum in the 2018/19 and 2019/20 school years with a non-recurrent grant totalling about \$26 million to support their NCS students in using Chinese to learn Chinese History at junior secondary level. Due to the impact of the COVID-19 epidemic, EDB has extended the period in which the grant may be used by one year. In the 2020/21 school year, schools which have received the grant can continue to make use of the unspent balance until 31 August 2021.
5. The initiative will involve non-recurrent funding totalling about \$15 million over 5 years.
6. As the services are provided in both KGs and primary schools, a breakdown of expenditure by KG and by primary school is not available.
7. 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 children. The expenditure on the supply teacher grant has been included in the actual and estimated expenditure for these training courses.
8. Due to the impact of the COVID-19 epidemic, most of the courses originally scheduled for the 2019/20 school year have to be postponed to the 2020/21 school year. Since the payment for courses run as scheduled will also be made in the 2020/21 school year, the actual expenditure for the 2019/20 school year only includes the expense for the supply teacher grant.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB067**

**(Question Serial No. 2132)**

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:

The Education Bureau (EDB) spent \$184,000 on formulating an evaluation research framework to evaluate the effectiveness of various measures for supporting non-Chinese speaking (NCS) students' learning of Chinese. Data collection and associated study under the research framework have started upon the close of the 2014/15 school year when initial data on NCS students' performance and feedback on the impact of various support measures have become available. The EDB indicated that where appropriate, it would share with stakeholders the findings, including the overall performance of NCS students in learning Chinese, schools' feedback on the support services, and recommendations for improvement.

According to the Government, a review would be conducted after the research framework had been implemented for 3 years.

- (1) Given that this is the seventh year of the implementation of the research framework, will the Government share with this Committee the data on NCS students' learning performance, their feedback on the usefulness of various support measures, their overall performance in learning Chinese, schools' feedback on the support services, as well as the recommendations for improvement? If no, please explain why and provide the timetable for releasing the data collected and the findings of the associated study conducted under the research framework.
- (2) Will the EDB make known the research framework for the evaluation study on the Chinese Language Curriculum Second Language Learning Framework and make available the content of the entire report so that stakeholders can get hold of the full details rather than just the initial findings?
- (3) The EDB issued earlier circular memorandum No. 25/2019 on refinements to the Chinese Language Curriculum Second Language Learning Framework. Did the Curriculum Development Council consult teachers on the refinements? If yes, using



the table below, please provide details of the form and scale of consultation since the 2014/15 school year.

Form of consultation	Target participants	Date	No. of stakeholders consulted	Expenditure

- (4) How many briefing sessions have been organised by the EDB on the Chinese Language Curriculum Second Language Learning Framework? Please advise of the date, venue, number of attendance and number of enrollment of the briefing sessions held since the 2014/15 school year.

Type of briefing session	Target participants	Date	Venue	No. of enrollment	No. of attendance	Expenditure	Evaluation method

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 37)

Reply:

Starting from the 2014/15 school year, the Education Bureau (EDB) has implemented the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) in primary and secondary schools. The Learning Framework is not another Chinese Language curriculum. Designed on the basis of the mainstream Chinese Language curriculum, it 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 non-Chinese speaking (NCS) students. Teachers can develop school-based curriculum and teaching materials for NCS students with different starting points and abilities, so as to help them use a “small-step” learning approach to learn Chinese progressively. 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 educational measure for NCS students to learn Chinese language using Cantonese is unique to Hong Kong. The measure will be refined on a need basis while it takes time for such a measure to take root. Supporting NCS students’ learning of the Chinese language (including the design of school-based curriculum, teaching strategies, arrangements for assignments/teaching materials and assessment of progress) is a task that requires expertise and educational and professional leadership. We will continue, through school visits and exchanges with teachers, to look into the learning objectives set and the curriculum planning of schools, the appropriateness of teaching materials and strategies adopted, the ways to assess language proficiency and learning motivation of NCS students, as well as other contributing factors for effective learning. Nevertheless, the learning effectiveness of NCS students is

affected by other factors (such as parents' expectation and cooperation, and students' learning attitude), and it is impracticable to quantify the importance of each factor. To have a more objective overview of NCS students' proficiency in Chinese, the EDB commissioned a tertiary academic institution in mid-2020 to initiate a baseline study with some local primary schools. The study seeks to gauge Chinese proficiency of NCS students at Primary One level in the 2020/21 school year for the purpose of providing feedback to schools and enhancing the 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 Curriculum Development Council Committee (CDCC) on Chinese Language Education, etc. so that refinements could be made. In general, teachers consider that the Learning Framework is useful for curriculum planning, teaching and assessment in teaching Chinese to NCS students. The CDCC on Chinese Language Education also concurs 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 "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, assessment tools and teaching resources have been updated accordingly.

The EDB has been continuously organising systematic and diversified professional development programmes to deepen teachers' understanding of the Learning Framework and related teaching methods, and enhance their professional capability in teaching NCS students. These training programmes have been launched since the 2014/15 school year. As at February 2021, teachers (with attendance of around 5 500) from about 750 primary and secondary schools have participated in the seminars and workshops organised by the Curriculum Development Institute of the EDB. As the relevant work is subsumed under the overall expenditure of the EDB, a breakdown of the expenditure is not available.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB068**

**(Question Serial No. 2135)**

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:

Since 2014 primary and secondary schools with 1 to 9 non-Chinese speaking (NCS) students can apply for an additional funding of \$50,000 to support after-school Chinese learning of NCS students. Will the Government inform this Committee of the following:

- (a) the total number of primary schools with 1-9 NCS students, the number of primary schools receiving the additional NCS funding, and the percentage of these schools out of all schools from the 2015/16 to 2020/21 school years disaggregated by district;
- (b) the total number of secondary schools with 1-9 NCS students, the number of secondary schools receiving the additional NCS funding, and the percentage of these schools out of all schools from the 2015/16 to 2020/21 school years disaggregated by district;
- (c) Regarding the school plans and reports required when applying for the additional funding, the Education Bureau (EDB) has mentioned that it may include detailed internal information which is not intended for disclosure to the public. Can EDB provide this Committee with the list of internal information involved?
- (d) What are the learning indicators of NCS students' Chinese learning at schools with the 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 figures and support employed by the schools. How does EDB ensure the accountability and effectiveness of the additional funding to the public?

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 38)

Reply:

(a) and (b)

To enhance the support for non-Chinese speaking (NCS) students' learning of the Chinese language 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 (DSS) schools offering the local curriculum are provided with an additional funding depending on the number of NCS students admitted. Among them, schools admitting a relatively small number of NCS students (i.e. 1 to 9 students) might apply for an additional funding of \$50,000 per year on a need basis. Starting from the 2020/21 school year, all primary and secondary schools admitting 1 to 9 NCS students are provided with a new two-tiered subsidy. The amount of additional funding provided for schools admitting 1 to 5 NCS students is increased to \$0.15 million. The amount of additional funding provided for schools admitting 6 to 9 NCS students is increased to \$0.3 million. In other words, all the schools concerned are provided with the additional funding. Application is not required.

The number of primary and secondary schools, the number of primary and secondary schools admitting 1 to 9 NCS students, 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 2016/17 to 2020/21 school years are tabulated at **Annex 1** and **Annex 2** respectively.

(c) to (e)

Schools mainly deployed the above-mentioned additional funding of \$50,000 each year to offer after-school Chinese language support programmes to consolidate what their NCS students have learnt in Chinese Language classes. As for the new additional funding provided starting from the 2020/21 school year, schools may choose to hire professional services or additional teachers/teaching assistants in light of their school-based circumstances to enhance the support for NCS students' learning of the Chinese language and the creation of an inclusive learning environment in schools. In this connection, the Education Bureau (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.

The educational measure for NCS students to learn the Chinese language using Cantonese is unique to Hong Kong. The measure will be refined on a need basis while it takes time for such a measure to take root. Besides, we need to understand that the learning effectiveness of NCS students is also affected by other factors (such as parents' expectation and cooperation, and students' learning attitude), and it is impracticable to quantify the importance of each factor. Supporting NCS students' learning of the Chinese language (including the design of school-based curriculum, teaching strategies, arrangements for assignments/teaching materials and assessment of progress) is a task that requires expertise and educational and professional leadership. Schools are a community of practice in education. Teachers may make reference to the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") and the "Chinese Language Assessment Tools for NCS Students" provided by EDB to develop school-based curriculum and design appropriate internal assessment for NCS students, so as to keep track of students' learning progress and help NCS students learn the Chinese language. EDB will continue collecting and taking into consideration the views and information provided by teachers, principals and language experts, so as to refine the Learning Framework as necessary.

**Number of primary schools, number of primary schools admitting 1 to 9 non-Chinese speaking (NCS) students, number of primary schools admitting 1 to 9 NCS students and provided with the additional funding, and their percentage share among the total number of primary schools by district from the 2016/17 to 2020/21 school years**

District	2016/17				2017/18				2018/19			
	Number of primary schools in the district	Number of primary schools admitting 1 to 9 NCS students	Number of primary schools provided with the additional funding	Percentage share of primary schools provided with the additional funding among the total number of primary schools in the district	Number of primary schools in the district	Number of primary schools admitting 1 to 9 NCS students	Number of primary schools provided with the additional funding	Percentage share of primary schools provided with the additional funding among the total number of primary schools in the district	Number of primary schools in the district	Number of primary schools admitting 1 to 9 NCS students	Number of primary schools provided with the additional funding	Percentage share of primary schools provided with the additional funding among the total number of primary schools in the district
Central & Western	16	11	3	18.8%	16	10	3	18.8%	16	9	3	18.8%
Wan Chai	16	4	2	12.5%	16	4	3	18.8%	16	5	2	12.5%
Eastern	27	13	6	22.2%	27	13	7	25.9%	27	12	4	14.8%
Southern	13	8	4	30.8%	13	10	4	30.8%	13	10	5	38.5%
Yau Tsim Mong	21	11	3	14.3%	21	9	6	28.6%	21	9	5	23.8%
Sham Shui Po	24	8	5	20.8%	24	10	5	20.8%	24	8	4	16.7%
Kowloon City	35	18	8	22.9%	35	16	8	22.9%	35	15	5	14.3%
Wong Tai Sin	25	11	3	12.0%	25	16	7	28.0%	25	13	6	24.0%
Kwun Tong	35	14	4	11.4%	35	11	5	14.3%	35	13	8	22.9%
Sai Kung	26	12	8	30.8%	26	11	9	34.6%	26	12	11	42.3%
Sha Tin	40	20	9	22.5%	40	19	10	25.0%	41	21	14	34.1%
Tai Po	18	8	5	27.8%	18	7	5	27.8%	19	7	4	21.1%
North	28	10	4	14.3%	28	11	6	21.4%	28	10	6	21.4%
Yuen Long	48	24	12	25.0%	48	21	11	22.9%	48	24	13	27.1%
Tuen Mun	35	19	9	25.7%	35	16	9	25.7%	35	17	11	31.4%
Tsuen Wan	21	7	4	19.0%	21	10	5	23.8%	21	12	8	38.1%
Kwai Tsing	31	8	2	6.5%	31	8	3	9.7%	31	8	3	9.7%
Islands	16	1	1	6.3%	16	1	1	6.3%	16	0	0	0.0%
All districts	475	207	92	19.4%	475	203	107	22.5%	477	205	112	23.5%

## Annex 1 (Cont'd)

District	2019/20				2020/21			
	Number of primary schools in the district	Number of primary schools admitting 1 to 9 NCS students	Number of primary schools provided with the additional funding	Percentage share of primary schools provided with the additional funding among the total number of primary schools in the district	Number of primary schools in the district	Number of primary schools admitting 1 to 9 NCS students	Number of primary schools provided with the additional funding	Percentage share of primary schools provided with the additional funding among the total number of primary schools in the district
Central & Western	16	6	2	12.5%	16	7	7	43.8%
Wan Chai	15	4	3	20.0%	15	4	4	26.7%
Eastern	28	13	3	10.7%	28	11	11	39.3%
Southern	13	10	4	30.8%	13	9	9	69.2%
Yau Tsim Mong	21	9	6	28.6%	21	10	10	47.6%
Sham Shui Po	24	9	3	12.5%	24	12	12	50.0%
Kowloon City	34	16	9	26.5%	34	15	15	44.1%
Wong Tai Sin	25	16	8	32.0%	25	16	16	64.0%
Kwun Tong	35	15	6	17.1%	35	16	16	45.7%
Sai Kung	26	9	9	34.6%	26	12	12	46.2%
Sha Tin	41	20	15	36.6%	41	19	19	46.3%
Tai Po	19	7	5	26.3%	19	6	6	31.6%
North	28	8	5	17.9%	28	10	10	35.7%
Yuen Long	48	18	11	22.9%	48	16	16	33.3%
Tuen Mun	35	15	9	25.7%	35	15	15	42.9%
Tsuen Wan	21	9	7	33.3%	21	10	10	47.6%
Kwai Tsing	31	8	5	16.1%	31	11	11	35.5%
Islands	16	3	3	18.8%	16	3	3	18.8%
All districts	476	195	113	23.7%	476	202	202	42.4%

## Notes:

- Figures include public sector primary schools and Direct Subsidy Scheme primary schools, but not special schools.
- From the 2016/17 to 2019/20 school years, there were schools which 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. Starting from the 2020/21 school year, all public sector primary and secondary schools and Direct Subsidy Scheme primary and secondary schools offering the local curriculum and admitting a relatively small number of NCS students (i.e. 1 to 9 students) are provided with a two-tiered subsidy. The number of schools concerned for the 2020/21 school year are provisional figures.
- School district is determined by the District Council district in which the major school premises are located. For schools with a decanting campus, their district is based on the District Council district of the original campus.

**Number of secondary schools, number of secondary schools admitting 1 to 9 non-Chinese speaking (NCS) students, number of secondary schools admitting 1 to 9 NCS students and provided with the additional funding, and their percentage share among the total number of secondary schools by district from the 2016/17 to 2020/21 school years**

District	2016/17				2017/18				2018/19			
	Number of secondary schools in the district	Number of secondary schools admitting 1 to 9 NCS students	Number of secondary schools provided with the additional funding	Percentage share of secondary schools provided with the additional funding among the total number of secondary schools in the district	Number of secondary schools in the district	Number of secondary schools admitting 1 to 9 NCS students	Number of secondary schools provided with the additional funding	Percentage share of secondary schools provided with the additional funding among the total number of secondary schools in the district	Number of secondary schools in the district	Number of secondary schools admitting 1 to 9 NCS students	Number of secondary schools provided with the additional funding	Percentage share of secondary schools provided with the additional funding among the total number of secondary schools in the district
Central & Western	11	3	2	18.2%	11	3	1	9.1%	11	3	2	18.2%
Wan Chai	17	4	1	5.9%	17	4	2	11.8%	17	4	2	11.8%
Eastern	30	17	8	26.7%	30	17	10	33.3%	30	17	10	33.3%
Southern	15	9	4	26.7%	15	11	6	40.0%	15	9	6	40.0%
Yau Tsim Mong	18	13	10	55.6%	18	13	10	55.6%	18	13	10	55.6%
Sham Shui Po	26	8	6	23.1%	26	9	7	26.9%	26	7	5	19.2%
Kowloon City	35	20	8	22.9%	35	19	7	20.0%	35	18	9	25.7%
Wong Tai Sin	24	9	4	16.7%	24	8	5	20.8%	24	10	4	16.7%
Kwun Tong	34	8	5	14.7%	34	9	5	14.7%	33	10	5	15.2%
Sai Kung	26	8	4	15.4%	26	10	6	23.1%	26	11	4	15.4%
Sha Tin	44	12	6	13.6%	44	12	8	18.2%	44	13	6	13.6%
Tai Po	20	6	3	15.0%	20	7	4	20.0%	20	7	3	15.0%
North	20	5	2	10.0%	20	5	1	5.0%	20	4	1	5.0%
Yuen Long	39	15	7	17.9%	39	14	7	17.9%	39	17	12	30.8%
Tuen Mun	38	13	6	15.8%	37	15	11	29.7%	37	17	10	27.0%
Tsuen Wan	14	8	2	14.3%	14	8	3	21.4%	14	8	2	14.3%
Kwai Tsing	31	14	7	22.6%	31	18	11	35.5%	31	15	12	38.7%
Islands	11	3	2	18.2%	11	2	2	18.2%	11	3	1	9.1%
All districts	453	175	87	19.2%	452	184	106	23.5%	451	186	104	23.1%



District	2019/20				2020/21			
	Number of secondary schools in the district	Number of secondary schools admitting 1 to 9 NCS students	Number of secondary schools provided with the additional funding	Percentage share of secondary schools provided with the additional funding among the total number of secondary schools in the district	Number of secondary schools in the district	Number of secondary schools admitting 1 to 9 NCS students	Number of secondary schools provided with the additional funding	Percentage share of secondary schools provided with the additional funding among the total number of secondary schools in the district
Central & Western	11	3	2	18.2%	11	3	3	27.3%
Wan Chai	17	4	2	11.8%	17	4	4	23.5%
Eastern	30	17	11	36.7%	30	16	16	53.3%
Southern	15	9	6	40.0%	15	11	11	73.3%
Yau Tsim Mong	18	12	9	50.0%	18	10	10	55.6%
Sham Shui Po	26	9	6	23.1%	26	10	10	38.5%
Kowloon City	36	16	9	25.0%	36	16	16	44.4%
Wong Tai Sin	23	11	5	21.7%	23	11	11	47.8%
Kwun Tong	33	12	4	12.1%	33	14	14	42.4%
Sai Kung	26	11	3	11.5%	26	10	10	38.5%
Sha Tin	43	15	9	20.9%	43	14	14	32.6%
Tai Po	20	7	2	10.0%	20	10	10	50.0%
North	20	4	0	0.0%	20	4	4	20.0%
Yuen Long	39	15	8	20.5%	39	16	16	41.0%
Tuen Mun	37	16	12	32.4%	37	15	15	40.5%
Tsuen Wan	14	6	1	7.1%	14	5	5	35.7%
Kwai Tsing	31	15	10	32.3%	31	17	17	54.8%
Islands	11	3	2	18.2%	11	3	3	27.3%
All districts	450	185	101	22.4%	450	189	189	42.0%

Notes:

- Figures include public sector secondary schools and Direct Subsidy Scheme secondary schools offering the local curriculum, but not special schools.
- From the 2016/17 to 2019/20 school years, there were schools which 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. Starting from the 2020/21 school year, all public sector primary and secondary schools and Direct Subsidy Scheme primary and secondary schools offering the local curriculum and admitting a relatively small number of NCS students (i.e. 1 to 9 students) are provided with a two-tiered subsidy. The number of schools concerned for the 2020/21 school year are provisional figures.
- School district is determined by the District Council district in which the major school premises are located. For schools with a decanting campus, their district is based on the District Council district of the original campus.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB069**

**(Question Serial No. 2202)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

- (a) What is the expenditure involved in the promotion of national education and national security education at primary, secondary and tertiary levels? What is the specific plan for using the funds?
- (b) What is the expenditure involved in stepping up training requirements for teachers, which cover professional roles, values and conduct of teachers, and education development at local, national and international levels? What is the specific plan for using the funds?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 2)

Reply:

- (a) National education is an integral part of the school curriculum, and national security education is inseparable from national education. It is their responsibility to implement it. National education seeks to deepen students' understanding of our country's history, culture and development, the Constitution and the Basic Law, and the concepts and aspects of national security education. In the 2021/22 school year, the Education Bureau (EDB) will continue to strengthen national education with a "multi-pronged and co-ordinated" approach through updating the curriculum, developing learning and teaching resources, providing training for teachers, and organising student activities and Mainland exchange programmes for teachers and students, etc., to support schools in promoting national education within and beyond the classroom, so that teachers and students can gain a better understanding of our country, and develop a sense of national identity, an awareness of national security, and a sense of law-abidingness and responsibility.

In respect of the curriculum, the EDB has been progressively implementing the revised junior secondary Chinese History curriculum, starting with Secondary One from the 2020/21 school year. The revised curriculum enables students to learn about our country's history and development in a holistic and structured manner. In parallel, learning contents on Chinese culture and Chinese geography will be enriched under subjects like Chinese Language and Geography, and a supplement about national security is incorporated into the existing standalone module on "Constitution and the Basic Law" at the junior secondary level. To facilitate a systematic and holistic planning and implementation of national security education in schools, the EDB issued the *Curriculum Framework of National Security Education in Hong Kong*, together with subject-based examples in February 2021. The EDB will release successively the national security education curriculum frameworks for other subjects.

In respect of learning and teaching resources, the EDB has developed a student self-learning platform for aligning with the implementation of the revised junior secondary Chinese History curriculum, and continued with the production of learning and teaching materials on Basic Law and national security education, such as online self-learning programmes on the Basic Law, the audio picture book entitled "Let's Learn about National Security", and online games. All these are aimed at promoting national security and national education, and heightening students' sense of law-abidingness.

At the same time, the EDB organises diversified student activities on an ongoing basis. Examples include the Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Chinese Culture, Territory-wide Primary Schools Quiz Competition on Chinese History and Chinese Culture, Chinese Classic Sayings campaign, Territory-wide Inter-school Basic Law Competition, Online Quiz Competition on the Constitution Day, School Bulletin Board Design Competition on National Security, as well as Basic Law Student Ambassadors Training Scheme, under which thematic seminars, visits and Mainland learning tours are arranged for student ambassadors. To facilitate schools in organising school-based national education activities on important days, the EDB has also produced the Basic Law Education: School-based Events Calendar.

In respect of teachers' professional development, training (including online self-learning programmes) in Basic Law and national security education is enhanced. Starting from the 2020/21 school year, the core training programmes for newly-joined, serving teachers and teachers aspiring for promotion have already covered contents pertinent to the Constitution, the Basic Law and the National Security Law. The estimated expenditure on these items is subsumed under the EDB's recurrent expenditure, and no breakdown of figures is available.

In addition, the EDB will continue to organise various Mainland professional exchange programmes for teachers to deepen their understanding of Mainland's latest development, widen their horizons and enhance their professional competence. Mainland exchange programmes for students cover diversified themes and destinations to let students gain first-hand experience of our country's developments in such aspects as history, culture, economy, education, science and technology from multiple perspectives, understand the opportunities and challenges brought about by the country's

developments to Hong Kong, and strengthen their sense of national identity. For the 2021/22 school year, the estimated expenditure on Mainland professional exchange programmes for teachers is \$12.7 million and that on Mainland exchange programmes for students is \$115 million.

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 boost their sense of national identity. Universities 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 good use of their resources to take forward the promotion, education and research on such topics as the Basic Law and “one country, two systems”. A breakdown of expenditure is not available.

- (b) The EDB is actively implementing the recommendations made by the Task Force on Professional Development of Teachers, including establishing the Professional Ladder for Teachers. In a nutshell, with the prevailing Continuing Professional Development policy for teachers (including the soft target of completing 150 hours of professional development activities in every 3-year cycle) remains unchanged, the EDB has provided structured training for newly-joined and in-service teachers, and enhanced the arrangements of training for promotion starting from the 2020/21 school year. Details on the new training requirements are as follows:
- (i) Training for Newly-joined Teachers: Teachers appointed to teach in public sector or Direct Subsidy Scheme schools for the first time are required to complete 30 hours of core training within the first 3 years of service, and not less than 60 hours of elective training based on individual professional development needs. The core training covers teachers’ professional roles, local education policies and initiatives, as well as national and international education development.
  - (ii) Training for In-service Teachers: In-service teachers are required to spare a minimum of 30 hours, in each 3-year cycle, to take part in 2 categories of professional development programmes, namely “Teachers’ Professional Roles, Values and Conduct” and “Local, National and International Education Issues”, with not less than 6 hours spent on each category.
  - (iii) Enhanced Arrangements of Training for Promotion: The total number of required training hours remains unchanged. The training includes the Core and Elective Parts. For the Core Part, teachers must complete 30 hours of training programmes, which focus on the necessary competencies required of school leaders, including professional conduct and values, national and international development, education issues, as well as leadership and reflective skills. For the Elective Part, teachers must undertake 60 hours (for promotion to Senior Graduate Master/Mistress or Primary School Master/Mistress) or 100 hours (for promotion to Principal Graduate Master/Mistress or Senior Primary School Master/Mistress) of training, based on the professional knowledge needed for respective promotion posts. Teachers must complete the training programmes in the Core Part and the

required number of hours of training in the Elective Part within 5 years prior to the date of substantive promotion.

To help teachers correctly understand the constitutional status of the Hong Kong Special Administrative Region and enhance their understanding of our country's development, the aforementioned core training programmes have covered our country's Constitution, the Basic Law, and national security education. As provision of teacher training is part of the regular work of the EDB, the manpower and expenditure involved are subsumed under the overall estimated expenditure, hence a breakdown is not available.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB070**

**(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

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

Director of Bureau: Secretary for Education

Question:

What is the number of schools that applied for the Moral and National Education Support Grant in the recent 3 years? What is the amount of funding involved? What assessment has the Administration conducted to find out whether the use of the Grant has achieved the policy objectives and delivered results?

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

Reply:

The Moral and National Education Support Grant was a one-off cash grant disbursed in August 2012. Schools were not required to apply for the Grant. Each government, aided, caput and Direct Subsidy Scheme secondary, primary and special school was provided that year with the Grant of \$530,000, which could be drawn on until it was used up.

Under the principle of school-based management, schools should ensure the effective use of the Grant. As is the case for other recurrent funding and designated grants, the deployment of the Grant should be included in the School Annual Reports for scrutiny and endorsement by their School Management Committees/Incorporated Management Committees.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB071**

**(Question Serial No. 2204)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the following information for the past 3 years:

- (a) details of the activities subsidised by the Hong Kong Jockey Club Life-wide Learning Fund; and
- (b) a breakdown of the provision and number of student beneficiaries under the Fund by school district.

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 4)

Reply:

(a) and (b)

The Hong Kong Jockey Club Life-wide Learning Fund was jointly established by the Hong Kong Jockey Club Charities Trust and the Education Bureau to support primary and secondary students with financial needs, including those receiving Comprehensive Social Security Assistance (CSSA) or full grant under the School Textbook Assistance Scheme (STAS), or meeting the school-based criteria for identifying financially needy students, to participate in life-wide learning activities organised or recognised by schools for whole-person development. The Fund ceased operation after the close of the 2018/19 school year. The provision and number of student beneficiaries under the Fund in the 2017/18 and 2018/19 school years are set out by district at Annex.

**Provision and number of student beneficiaries by district  
under the Hong Kong Jockey Club Life-wide Learning Fund  
in the 2017/18 and 2018/19 school years**

District	2017/18 school year		2018/19 school year	
	Provision \$ (‘000)	Number of student beneficiaries*	Provision \$ (‘000)	Number of student beneficiaries*
Central & Western	840	2 050	816	2 470
Eastern	3,847	8 390	3,773	8 340
Islands	1,417	3 800	1,323	4 490
Southern	1,689	3 540	1,582	3 860
Wan Chai	864	2 410	874	2 200
Kowloon City	3,684	8 840	3,688	8 390
Kwun Tong	8,924	22 980	8,623	21 400
Sai Kung	3,411	10 080	3,185	9 000
Sham Shui Po	5,682	15 130	5,443	14 090
Wong Tai Sin	5,485	14 820	5,293	15 030
Yau Tsim Mong	2,830	7 600	2,686	6 680
North	5,920	16 490	5,893	16 280
Sha Tin	5,758	15 430	5,554	13 760
Tai Po	3,183	9 160	3,265	8 930
Kwai Tsing	7,101	18 130	6,643	17 210
Tsuen Wan	2,472	6 210	2,334	5 880
Tuen Mun	5,869	15 720	5,688	16 010
Yuen Long	9,064	24 710	8,465	24 740
Total	78,040	205 460	75,128	198 740

\* The number of student beneficiaries includes primary and secondary students receiving CSSA or full grant under the STAS or meeting the school-based criteria for identifying financially needy students. 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.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB072**

**(Question Serial No. 2207)**

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:

- (a) Has the Administration kept a list of all existing “matchbox-style school premises”? What is the status of related improvement works or relocation exercises?
- (b) Is there a mechanism for the Administration to identify school premises with sub-standard facilities, evaluate their needs for maintenance or redevelopment and provide the necessary funds in a timely fashion? If yes, how many school premises have been identified as sub-standard?
- (c) Many items on the Education Bureau’s (EDB) “Furniture and Equipment List for New Schools” (the List) are considered irrelevant in this day and age. Will the EDB expeditiously improve the list?
- (d) How is the recent comprehensive review of the List progressing and what is the review mechanism?

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

Reply:

(a) & (b)

At present, there are about 900 public sector 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 2021, about 200 of them were built according to prevailing standards. We will improve the facilities of school premises through the annual Major Repairs exercise and Emergency Repairs mechanism according to the needs and circumstances of individual schools.

In general, cuboidal-shaped premises constructed between mid-1960s and 1980 in public housing estates for primary school use are often referred to as “matchbox-style school premises”. We do not have a set of criteria or a definition for the so-called “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) or new school premises in 2018 and 2019, there are 25 public sector primary schools operating in such premises as at March 2021. Among these 25 schools, 6 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. The information of those 21 schools is set out at [Annex](#).

Based on the consensus reached with the sector earlier on, the Education Bureau (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 reviewed technically feasible means for more flexible use of existing space, such as exploring the feasibility of making minor internal conversion and installation of moveable partition walls to turn existing facilities into temporary special rooms. We have completed most of the improvement works in accordance with the schools’ indications and needs, and will continue to discuss with the schools concerned on the arrangements for the remaining projects, with a view to improving the teaching and learning environment within the constraints of space and existing building design.

The EDB will continue to review the sites for new school premises and VSP under its purview and arrange school allocation through the prevailing mechanism so as to meet the reprovisioning needs of schools currently operating in aged school premises (including “matchbox-style school premises”) with facilities that are below the prevailing building standards.

(c) & (d)

The 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. The 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 in respect of a newly established or reprovisioned/redeveloped school. To cater for school-based teaching and learning needs, when compiling their procurement list, schools

may include F&E items that are not on the reference lists, provided that such procurement is in line with the cost-effective principle and are supported with brief justifications. 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 for durable goods.

We have just completed a preliminary review on the F&E lists to remove items that are no longer relevant from the lists. Mindful of the prevailing learning and teaching needs and taking reference to actual F&E items procured for redevelopment and reprovisioning projects of public sector schools in recent years, we are currently updating the lists from the perspectives of curriculum development, school administration and development, etc.. The comprehensive review is expected to be completed by the end of the year and schools will be provided with the updated lists.

**21 public sector primary schools  
operating in “matchbox-style school premises”**

	Name of school
1.	Asbury Methodist Primary School
2.	Carmel Leung Sing Tak School
3.	CNEC Ta Tung School
4.	Father Cucchiara Memorial School
5.	Hong Kong Taoist Association Wun Tsuen School
6.	Islamic Primary School
7.	Lei Muk Shue Catholic Primary School
8.	Man Kiu Association Primary School
9.	Pak Tin Catholic Primary School
10.	Ping Shek Estate Catholic Primary School
11.	Po Yan Oblate Primary School
12.	S. K. H. Holy Spirit Primary School
13.	S. K. H. Chu Yan Primary School
14.	Shatin Tsung Tsin School
15.	Sir Robert Black College of Education Past Students' Association Lu Kwong Fai Memorial School
16.	The Evangelical Lutheran Church of Hong Kong Faith Love Lutheran School
17.	The Evangelical Lutheran Church of Hong Kong Kwai Shing Lutheran Primary School
18.	The Evangelical Lutheran Church of Hong Kong Wo Che Lutheran School
19.	The Little Flower's Catholic Primary School
20.	Toi Shan Association Primary School
21.	Tsuen Wan Public Ho Chuen Yiu Memorial School

Note: School names are listed in alphabetical order.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB073**

**(Question Serial No. 2208)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

What were 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.: 9)

Reply:

The promotion of Basic Law education is an ongoing task of the Education Bureau (EDB) and schools. The EDB has been continuously adopting a wide array of measures, which include updating curriculum guides, developing learning and teaching resources, providing related training for school sponsoring bodies/school leaders/teachers, organising life-wide learning activities for students, etc., to support schools' planning and implementation of Basic Law education. Through these measures, teachers and students can gain a better understanding that the Constitution and the Basic Law form the constitutional basis of the Hong Kong Special Administrative Region, serve as the cornerstone of “one country, two systems” and provide a firm guarantee for Hong Kong's long-term prosperity and stability, while being an important part of national education and closely related to our daily lives.

At the kindergarten level, the EDB helps 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 the Basic Law at the primary level. At the primary and secondary levels, the resources and projects related to Basic Law education are made available in various forms. On curriculum resources, the EDB has produced “Let's Learn the Basic Law: Learning Package”, “Basic Law Learning Package and Assessment Bank”, and an audio picture book titled “Our National Flag, National Anthem and Regional Flag” for the primary level; a standalone module on “Constitution and the Basic Law” with the incorporation of a supplement on national security

in 2021 for the junior secondary level for aligning with the implementation of the National Security Law; and three sets of wallchart resources on the themes of “Event Book on Hong Kong’s Return to China”, “Human Rights and the Rule of Law” and “The Constitution and the Basic Law” for both primary and secondary levels. Moreover, the EDB has developed online self-learning programmes and online games, etc. on the Basic Law for teachers and students, and launched a Basic Law education website to serve as a one-stop platform for providing schools with learning and teaching resources relating to the Constitution and the Basic Law.

With regard to student activities, the EDB organises the Territory-wide Inter-school Basic Law Competition every year, starting from the 2014/15 school year. To commemorate the 30th anniversary of the promulgation of the Basic Law, the EDB issued a circular memorandum to schools in 2020 providing an overview of pertinent learning and teaching resources as well as activities for schools’ reference. Among others, the Basic Law Education: School-based Events Calendar has been produced to encourage schools to conduct related school-based learning activities (including display of the national flag and the regional flag as well as playing and singing of the national anthem) on important days (such as the National Day, the Constitution Day and the anniversary of promulgation of the Basic Law). Besides, the Basic Law Student Ambassadors Training Scheme was implemented in 2020, through diversified training activities, to equip primary and secondary students with a deeper understanding of the Constitution and the Basic Law. We will continuously enhance and step up the relevant work to enrich students’ understanding of the Constitution, the Basic Law and “one country, two systems”.

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 boost their sense of national identity. Universities 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 good use of their resources to take forward the promotion, education and research on such topics as the Basic Law and “one country, two systems”. A breakdown of expenditure is not available.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB074**

**(Question Serial No. 2209)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding national education, what are the manpower and expenditure 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.: 10)

Reply:

National education is an integral part of the school curriculum and it is the responsibility of schools to implement it. National education seeks to deepen students' understanding of our country's history, culture and development, the Constitution and the Basic Law, and the concepts and aspects of national security education. The Education Bureau (EDB) has been adopting a "multi-pronged and co-ordinated" approach through updating the curriculum, developing learning and teaching resources, providing training for teachers, and organising student activities, etc., to support schools in promoting national education within and beyond the classroom, so that teachers and students can gain a better understanding of our country, and develop a sense of national identity and an awareness of national security. The estimated expenditure on these items is subsumed under the EDB's recurrent expenditure, and no breakdown of figures is available.

In respect of Mainland exchange activities, the average annual expenditure on the Mainland exchange programmes for students organised by the EDB from the 2016/17 to 2018/19 school years was \$86.2 million. Due to the COVID-19 epidemic, all Mainland exchange programmes organised or subsidised by the EDB have been suspended or postponed since end-January 2020. In this regard, the actual expenditure for the 2019/20 school year and the estimated expenditure for the 2020/21 school year have decreased to \$14.9 million and \$6

million respectively. The estimated expenditure for the 2021/22 school year is \$115 million, comparable to that before the epidemic.

The numbers of primary and secondary students joining the Mainland exchange programmes in the past 5 school years (from 2016/17 to 2020/21) and in the 2021/22 school year are tabulated below. The EDB will keep in view the development of the epidemic and the arrangement for re-opening of borders and resume Mainland exchange programmes at an appropriate time. The estimated number of participants in the relevant programmes for the 2021/22 school year is comparable to that before the epidemic.

School year	No. of primary and secondary students (rounded down to the nearest hundred)
2016/17	59 800
2017/18	67 000
2018/19	74 500
2019/20 #	8 000
2020/21 *	4 500
2021/22 ++	108 900

# Actual figure revised from last year's estimate

\* Provisional figure

++ Estimated figure

The numbers of teachers joining the Mainland professional exchange programmes and the expenditures involved in the past 5 school years (from 2016/17 to 2020/21) and in the 2021/22 school year are as follows:

School year	No. of teachers (rounded down to the nearest ten)	Expenditure (\$ million) @
2016/17	690	2.9
2017/18	760	5.5
2018/19	1 680	7.1
2019/20 #	400	5
2020/21 *	1 140	6.3
2021/22 ++	2 220	12.7

@ Manpower resources for the provision of the 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**

**EDB075**

**(Question Serial No. 2210)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please give a list by school type of the average amount of Government subsidy for 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.: 11)

Reply:

The average amount of subsidy for each student of the respective provisions under the General Revenue Account is set out in the Annex.

**Average Amount of Subsidy for Each Student  
of the Respective Provisions under the General Revenue Account**

	<b>Average Amount of Subsidy for Each Student</b>				
	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Revised</b>
	\$	\$	\$	\$	Estimate
					\$
Government primary schools <sup>1</sup>	66,631	70,129	76,638	82,873	85,900
Aided primary schools	57,417	59,763	63,449	70,863	73,900
English Schools Foundation junior schools	21,494	22,249	23,471	25,712	31,250
Primary schools under the Direct Subsidy Scheme	54,850	58,287	61,313	67,729	71,530
Government secondary schools <sup>1</sup>	78,872	82,132	87,400	92,049	92,660
Aided secondary schools	75,360	80,457	86,686	93,825	95,870
Caput schools	72,910	76,037	80,591	89,176	87,560
English Schools Foundation secondary schools	29,187	29,219	29,273	29,572	29,440
Secondary schools under the Direct Subsidy Scheme	63,534	67,694	71,049	78,062	80,570
Aided special schools	259,728	277,256	298,981	325,579	343,230
University Grants Committee-funded Universities	248,345	250,531	257,996	268,693	275,230

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****EDB076****(Question Serial No. 2211)**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 (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

There are views that Direct Subsidy Scheme (DSS) schools have a comparative advantage over government and aided schools in terms of resources as they receive government subsidies while charging a high level of school fees. What is the average amount of government subsidy for each student of DSS primary and secondary schools per annum respectively? What is the average amount of school fee charged to each student in DSS primary and secondary schools respectively? Has the Administration conducted regular reviews to look at the difference between DSS schools, and government and aided schools upon receipt of subsidies and funds (including school fees) for the purpose of timely adjustments to the level of subsidy for different types of schools?

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

The Government provides Direct Subsidy Scheme (DSS) schools with a recurrent subsidy in the form of a block grant. The amount of the subsidy (i.e. the DSS 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. The DSS unit subsidy rate in the 2020/21 school year is tabulated below:

		DSS unit subsidy rate <sup>@</sup> (i.e. annual subsidy rate per student)(\$)
Primary school		66,282 or 69,044
Secondary school	S1 to S3	68,540 or 70,660
	S4 to S6	80,375 or 82,861

<sup>@</sup> The amount refers to the DSS unit subsidy rate for each eligible student at the commencement of the school year. The higher rates apply to schools with an age of 16 years or above while the lower rates to those with an age below 16 years.

In the 2020/21 school year, the average amount of school fees charged by DSS primary and secondary schools is tabulated below:

		Average amount of school fees charged (\$)
Primary school <sup>#</sup>		28,883
Secondary school <sup>*</sup>	S1 to S3	23,362
	S4 to S6	26,268

<sup>#</sup> Exclusive of school fees payable by non-local students

<sup>\*</sup> Exclusive of school fees payable by non-local students, and school fees charged for non-local curriculum programmes by schools that offer both local and non-local curricula

On top of the recurrent block grant provided by the Education Bureau (EDB), DSS schools may also collect school fees for providing students with additional teaching and supporting services as well as for improving school facilities and teaching environment, with a view to fulfilling the school's mission and educational goals and catering for students' diverse needs. In addition, DSS schools are required to set aside no less than 10% of the total school fee income for fee remission or scholarship purposes to ensure that students' learning will not be affected by the financial hardship of their family. As DSS schools are publicly funded schools, when assessing these schools' applications for school fee revision, the EDB will scrutinise the budget and justifications for adjustment they submit and ensure that the schools have consulted parents, provided them with the schools' financial information and explained to them the justifications for upward adjustment. The EDB will keep prevailing policies under review to facilitate the sustainable development of various types of schools and enable them to cater for the needs of different students more effectively.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB077**

**(Question Serial No. 2212)**

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:

- (1) Among different types of schools (including schools under the Direct Subsidy Scheme, aided schools and private schools) in the territory, how many kindergartens, primary schools and secondary schools held ceremonies to display the national flag/regional flag, play and sing the national anthem on important days and special occasions other than the New Year's Day (1 January), the Hong Kong Special Administrative Region Establishment Day (1 July) and the National Day (1 October) during the past year? Please provide information by the schools' scheduled number of flag-raising ceremonies each year and school type.
- (2) Are there any plans at this stage to increase the number of days on which schools in the territory are required to display the national flag/regional flag as well as to play and sing the national anthem each year?

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

Reply:

- (1) According to Education Bureau (EDB) Circular No. 9/2020, primary and secondary schools must display the national flag and the regional flag as well as play and sing the national anthem when holding celebration activities for the New Year's Day (1 January), the Hong Kong Special Administrative Region (HKSAR) Establishment Day (1 July) and the National Day (1 October). The EDB strongly advises schools to display the national flag and the regional flag, as well as to play and sing the national anthem on important days and special occasions, such as the first day of a school year, open day, graduation ceremony, swimming gala/sports day, school anniversary events and Chinese Culture Day; and encourages schools to display the national flag and the regional flag, and/or play and sing the national anthem regularly. The EDB does not collect information about ceremonies held

by schools to display the national flag/regional flag as well as to play and sing the national anthem.

- (2) The Government is in the process of amending the National Flag and National Emblem Ordinance, with a view to implementing provisions in the Law of the People's Republic of China on the National Flag and the Law of the People's Republic of China on the National Emblem that are applicable to the HKSAR and fulfilling its constitutional responsibility. Following the enactment of the amended legislation, the EDB will timely update the guidelines on the display of the national flag and holding of flag-raising ceremonies by schools accordingly.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB078**

**(Question Serial No. 2213)**

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) There will be considerable changes to the Hong Kong Diploma of Secondary Education (HKDSE) Examination starting from next year. Take Liberal Studies as an example. Significant revamp will be seen in its curriculum content and the grading system will be replaced by a pass-or-fail system. For Chinese Language, oral and listening examinations will also be cancelled. Has the Administration assessed whether such drastic changes to the examination coverage will affect the international credibility of the HKDSE Examination?
- (2) What measures will be put in place to further increase the credibility of the HKDSE Examination in the Mainland and overseas?

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

Reply:

- (1) For the senior secondary core subjects covered by the current exercise of optimisation, their curriculum content, as well as assessment objectives and requirements should largely remain unchanged. The senior secondary curriculum under the New Academic Structure has been implemented for over 10 years, and the attainments in and standards of the Hong Kong Diploma of Secondary Education (HKDSE) Examination are now widely known and highly recognised among international communities. Hence, any changes to individual subjects, their curriculum content, assessment mode, grading system or result reporting, will not undermine the international recognition of the HKDSE Examination. While there have been changes to the curriculum and assessment of individual HKDSE subjects before, the recognition of the HKDSE Examination has not been compromised. The Hong Kong Examinations and Assessment Authority (HKEAA) has explained on different occasions that the international recognition of HKDSE will not be affected by the optimisation of individual subjects at the senior secondary level. The HKEAA will keep overseas

institutions informed of this optimisation so that they are fully aware that the overall standards of the HKDSE Examination will be maintained.

- (2) It has been years since the HKDSE Examination was introduced. Both locally and internationally, the HKDSE Examination is well received. All along, the HKEAA has maintained close communication with local, Mainland and overseas institutions, international educational organisations and employers for the sake of regularly promoting the qualifications and standards of the HKDSE Examination to relevant parties. In addition, the HKEAA participates in Mainland and international seminars on assessment and conferences on educational assessment frequently to enhance the understanding of the HKDSE Examination among other participants. Should there be changes to the curriculum and assessment of the HKDSE Examination, the HKEAA will give stakeholders a timely update on the relevant arrangements and keep up its promotional efforts through different channels to ensure that the qualifications of the HKDSE Examination and the subjects it covers continue to be widely recognised, and that the HKDSE Examination continues to open up for candidates multiple pathways for academic and career pursuits.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB079**

**(Question Serial No. 2214)**

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:

1. Please provide information about the changes in the number of Mainland students travelling across the boundary to study in each type of schools (including kindergartens, primary, secondary schools and post-secondary institutions) in Hong Kong, and the number of those who dropped out of school in the past 5 years.
2. Please provide information about the changes in the number of overseas students (excluding those from the Mainland China) who studied in international schools in Hong Kong, and the number of those who dropped out of school and left Hong Kong in the past 5 years.

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

Reply:

1. The number of cross-boundary students (CBS) by school level from the 2016/17 to 2019/20 school years is tabulated in Table 1 of Annex A. In the 2020/21 school year, due to the development of the COVID-19 epidemic and the restrictions imposed by the anti-epidemic measures in Hong Kong and the Mainland, some CBS are temporarily staying in Hong Kong to attend face-to-face classes in schools, while some CBS are unable to come to Hong Kong for school. As such, it is not possible for the Education Bureau (EDB) to gather accurate data on the number of CBS travelling daily across the boundary in the school year. In October 2020, the EDB collected information via schools on the number of students residing in the Mainland at that time. The number of students residing in the Mainland by school level in the 2020/21 school year is tabulated in Table 2 of Annex A. The EDB, the Universities Grants Committee and the Vocational Training Council do not maintain information on the enrolment of CBS in post-secondary institutions. In addition, the EDB does not collect data on the number of CBS who dropped out of school.

2. The number of non-local students (excluding non-local Chinese students) studying in international schools from the 2016/17 to 2020/21 school years is tabulated in Annex B. The EDB does not have a breakdown of non-local students who dropped out of school and left Hong Kong.

Table 1

**Number of CBS by School Level from the 2016/17 to 2019/20 School Years**

School level	Number of students in respective school years			
	2016/17	2017/18	2018/19	2019/20
Kindergarten (including kindergarten-cum-child care centre)	7 846	4 610	2 031	1 479
Primary school	17 458	19 215	20 188	17 974
Secondary school	3 355	4 084	5 567	7 602

Note: (1) 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. Figures refer to the position as at September of the respective school years.

(2) With the implementation of the zero-quota policy for doubly non-permanent resident pregnant women in early 2013, the number of CBS enrolled in kindergartens (including kindergarten-cum-child care centres) and Primary One classes has significantly decreased since the 2016/17 and 2019/20 school years respectively.

Table 2

**Number of Students Studying in Kindergartens (including Kindergarten-cum-Child Care Centres), Primary and Secondary Schools in Hong Kong but Residing in the Mainland in the 2020/21 School Year**

School level	Number of students
Kindergarten (including kindergarten-cum-child care centre)	2 243
Primary school	15 373
Secondary school	9 355

Note: Figures are based on the survey on the number of students studying in schools in Hong Kong but residing in the Mainland conducted via schools in October 2020. Having regard to the COVID-19 epidemic situation and the anti-epidemic measures in Hong Kong and the Mainland, some CBS are temporarily staying with their relatives or friends in Hong Kong to attend face-to-face classes in schools, while some CBS who used to stay in Hong Kong on school days have returned to the Mainland since the beginning of the 2020/21 school year in response to the development of the epidemic and the anti-epidemic measures of the two places, and sustained learning at home through various learning modes (including e-learning). As such, the figures collected do not represent the number of CBS travelling daily across the boundary and are not directly comparable to the number of CBS set out in [Table 1](#).

**Number of Non-local Students  
(excluding Non-local Chinese Students)  
Studying in International Schools from the 2016/17 to 2020/21 School Years**

<b>School year</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>
Number of students	28 465	28 293	28 370	28 475	27 029

- Note: (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 valid passport other than the HKSAR Passport. Students not covered by this definition are all regarded as non-local students.
- (2) Non-local Chinese students refer to students who hold a Chinese nationality (e.g. Mainlander, Macaoese and Taiwanese) passport other than the HKSAR Passport. The above figures are the number of non-local students other than non-local Chinese students.
- (3) Figures include students studying in the English Schools Foundation (ESF) schools and other international schools but exclude students of the special school operated by the ESF.
- (4) Figures generally refer to the position as at mid-September of the respective school years, except as at mid-October for the 2020/21 school year.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB080**

**(Question Serial No. 2223)**

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:

- (1) In the past 5 years, how many students met the minimum entrance requirement for publicly-funded local universities, i.e. attaining “33222” in the Hong Kong Diploma of Secondary Education (HKDSE) Examination? How many of them were eventually admitted to funded undergraduate programmes offered by publicly-funded local universities?
- (2) Further to the question above, has the Administration kept track of the ultimate pathway choices of candidates who attained “33222” in HKDSE but were not admitted to funded undergraduate programmes offered by publicly-funded local universities?
- (3) Does the Administration plan to increase the number of places in publicly-funded local universities so that all qualified HKDSE candidates who wish to attend local universities are able to do so?
- (4) In the past 5 years, how many HKDSE candidates chose to pursue further studies overseas?

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

Reply:

- (1) The number of candidates whose Hong Kong Diploma of Secondary Education (DSE) examination results met the general entrance requirements of University Grants Committee (UGC)-funded First-Year-First Degree (FYFD) programmes, and the number of students admitted to UGC-funded universities through the Joint University Programmes Admissions System (JUPUS) from the 2016/17 to 2020/21 academic years are set out below:

Academic Year	No. of candidates who met the general entrance requirements of UGC-funded FYFD programmes (Note)	No. of students admitted to UGC-funded universities through JUPUS
2016/17	24 557	12 494
2017/18	21 593	12 494
2018/19	21 603	12 217
2019/20	20 280	12 289
2020/21	19 043	11 944 (provisional figure)

Note: Figures are provided by the Hong Kong Examinations and Assessment Authority. The general entrance requirements of undergraduate programmes offered by UGC-funded universities 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. Figures indicate the number of candidates meeting the general entrance requirements only. 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.

- (2) & (3) We do not keep statistics of candidates who attained “33222” in the HKDSE Examination but were not admitted to UGC-funded undergraduate programmes. Nonetheless, as the Government strives to provide secondary school leavers with flexible and diversified pathways with multiple entry and exit points through vigorous promotion of quality and sustainable development of the publicly funded and self-financing post-secondary education sectors, more than 50% of the relevant age cohort now have access to degree-level education. Over 80% of them have access to post-secondary education including sub-degree education.

In a bid to provide secondary school leavers with broader and more diversified articulation pathways, the Government has introduced a series of measures in recent years to further increase the opportunities and subsidies for local students to pursue undergraduate programmes. These measures include:

- (a) increasing the UGC-funded senior year undergraduate intake places to 5 000 starting from the 2018/19 academic year;
- (b) implementing the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong and the Mainland since the 2017/18 academic year;
- (c) introducing the Study Subsidy Scheme for Designated Professions/Sectors to provide around 3 000 and 2 000 students per cohort with subsidy for pursuing respectively self-financing undergraduate programmes and sub-degree programmes in selected disciplines in order to nurture talent for industries with keen human resources demand;
- (d) implementing the Hong Kong Scholarship for Excellence Scheme to support up to 100 outstanding students per cohort to study in renowned universities outside Hong Kong; and
- (e) introducing the Mainland University Study Subsidy Scheme so that needy students pursuing studies in designated Mainland institutions may receive a means-tested grant during their study period.

In view of the above measures and the general decline in student population, there will be sufficient publicly-funded and self-financing FYFD places for all current and future secondary school leavers who met the general entrance requirements for university admission. The Government has also endeavoured to introduce subsidy schemes to make self-financing undergraduate programmes more affordable. We therefore do not see the need to increase the provision of places of publicly-funded undergraduate programmes at this juncture. The Government will continue to exercise prudence in its planning for the provision of subsidised higher education opportunities, with due emphasis on both quality and quantity.

- (4) The number of Secondary 6 graduates who completed the local curriculum and went on to pursue full-time programmes outside Hong Kong in each of the academic years from 2015/16 to 2019/20 is tabulated below:

Graduation year	No. of graduates
2016	4 943
2017	4 479
2018	4 468
2019	4 249
2020	6 009 (provisional figure)

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB081**

**(Question Serial No. 2230)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

- (1) What are the number of non-civil service contract staff employed by the Director of Bureau's Office (Education Bureau) and the expenditure involved in the past 3 years?
- (2) Are there restrictions on the establishment and expenditure relating to the employment of the above non-civil service contract staff? If yes, what is the cap on establishment and expenditure?

Asked by: Hon CHEUNG Kwok-kwan (LegCo internal reference no.: 37)

Reply:

The Office of the Secretary for Education did not employ any non-civil service contract staff in the past 3 financial years.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB082**

**(Question Serial No. 2947)**

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:

- (a) In the past 3 years, how many students from grassroots families benefited from the Community Care Fund (CCF)'s provision of subsidy for purchasing computer devices, and what was the total expenditure involved?
- (b) Among the students who applied for the CCF's subsidy to purchase computer devices last year, how many have not yet been provided with computer devices, and what are the reasons?
- (c) How many schools have procured additional computer devices or mobile computer devices for students' on-campus or borrowed use, and what is the total expenditure involved?
- (d) In the past 3 years, how many students from grassroots families benefited from the provision of Internet access subsidy, and what was the total expenditure involved?
- (e) What are the status of disbursement, number of beneficiaries and total expenditure of the Top-up Grant for Supporting Online Learning of Financially Needy Students provided for schools by the Education Bureau?
- (f) What was the total expenditure for technical support or training on teachers' adoption of e-teaching in the past 3 years?

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

Reply:

(a) and (b)

The Education Bureau (EDB) has, through the Community Care Fund, implemented a 3-year assistance programme starting from the 2018/19 school year to subsidise needy primary and secondary school students to purchase mobile computer devices. This is to relieve the

financial burden on students from low-income families under the development of the Bring Your Own Device policy in schools. In view of the COVID-19 epidemic, we have made flexible arrangements and accepted the applications submitted by all public sector primary and secondary schools implementing e-learning for their eligible students. About 34 000 students benefited from the programme in the 2018/19 and 2019/20 school years. In the 2020/21 school year, some 870 schools participated in the programme, and over 100 000 students are expected to benefit from it. For students who encounter difficulties due to the lack of devices for online learning, schools will actively render support to them by, for example, lending them mobile computer devices and helping them apply for relevant subsidies. In case of doubt or difficulties, students and parents may approach the schools directly to seek assistance as appropriate.

(c) According to a questionnaire survey conducted by the EDB in the 2018/19 school year, the average number of mobile computer devices available in secondary and primary schools was about 140 and 130 respectively. For students who encounter difficulties due to the lack of devices for online learning, the EDB has urged schools to actively render support to them by, for example, lending them mobile computer devices and helping them apply for relevant subsidies. Information on the actual expenditure involved is not available.

(d) With regard to the Subsidy Scheme for Internet Access Charges implemented by the Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency and the Social Welfare Department (SWD), the number of family beneficiaries and the expenditure involved in the past 3 years are tabulated below:

	2018/19		2019/20		2020/21 (as at 31 January 2021)	
	No. of family beneficiaries	Amount of subsidy (\$ million)	No. of family beneficiaries	Amount of subsidy (\$ million)	No. of family beneficiaries	Amount of subsidy (\$ million)
No. of families approved for subsidy by SWD	37 094	55.5	34 652	51.9	34 478	55.1
No. of families approved for subsidy by SFO	131 779	158.9	136 705	164.5	140 362	180.7
<b>Total</b>	<b>168 873</b>	<b>214.4</b>	<b>171 357</b>	<b>216.4</b>	<b>174 840</b>	<b>235.8</b>

(e) To strengthen support for needy primary and secondary school students who are unable to acquire appropriate Internet services due to their living environment, the EDB provided schools in need with a one-off top-up grant from December 2020 for them to meet the additional expenses incurred in purchasing portable WiFi routers and/or mobile data cards. In the 2020/21 school year, over 15 400 students benefited from this initiative involving an additional expenditure of about \$14 million.

(f) 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. Moreover, we have established the IT in Education Centres of Excellence to provide training and on-site/remote support services, and taken forward a series of support measures, through a dedicated webpage, hotlines, mobile communication applications, online self-learning courses and webinars, etc., to continuously offer advice to

teachers in need and disseminate schools' good practices. In the past 3 years, the expenditure involved in teacher training and support services was absorbed by the resources of the EDB.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB083**

**(Question Serial No. 2949)**

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:

- (a) Please provide, by district, the numbers of school places, students enrolled and vacancies in primary and secondary schools under the Direct Subsidy Scheme (DSS) in the past 3 years.
- (b) Please provide, by district, the number of school places in DSS secondary schools adopting English as the medium of instruction (MOI) and Chinese as the MOI respectively.
- (c) What are the school fees charged by DSS schools?
- (d) Please tabulate the highest, lowest and median school fees charged by DSS schools in the current school year.
- (e) What are the rates of increase in school fees of DSS schools?
- (f) How many DSS schools are currently leasing Government premises? For schools operating on leased Government premises, please provide the following information in the form of a table: a. school name; b. school address; c. number of students; d. area of school; and e. type of rent payable.
- (g) Please provide, according to the estimation of the Education Bureau, the supply of and demand for DSS school places by district in the coming school year.

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

Reply:

(a) and (g)

The numbers of school places, students enrolled and vacancies in primary and secondary schools under the Direct Subsidy Scheme (DSS) in the past 3 school years are tabulated as follows:

School year	DSS primary schools			DSS secondary schools		
	No. of school places	No. of students enrolled	No. of vacancies	No. of school places	No. of students enrolled	No. of vacancies
2018/19	16 413	15 759	654	55 358	45 601	9 756
2019/20	16 432	15 935	497	55 369	46 049	9 320
2020/21	16 503	15 918	585	55 536	45 586	9 950

Note: Figures refer to the position as at September of the respective school years.

With greater flexibility in student admission, DSS schools can, irrespective of the district they are located in, recruit and admit students on a territory-wide basis according to their tradition and educational goals. As such, a breakdown of related figures by district cannot actually reflect the supply and demand situation for DSS school places.

(b) Since the 2010/11 school year, the Government has implemented the arrangements of fine-tuning the medium of instruction (MOI) at junior secondary levels. Schools may, by exercising professional judgment in light of school-based circumstances, adopt the most appropriate MOI arrangements having due regard to student ability, teacher capability and support measures, etc. All schools (including DSS schools) are no longer bifurcated into schools using Chinese as the MOI or schools using English as the MOI.

(c) The school fees charged by DSS schools in the 2020/21 school year are tabulated as follows:

Amount of school fee	No. of schools		
	Primary 1 to 6	Secondary 1 to 3	Secondary 4 to 6
\$0 – \$5,000	0	10	8
\$5,001 – \$10,000	1	12	10
\$10,001 – \$20,000	8	4	7
\$20,001 – \$30,000	4	11	13
\$30,001 – \$50,000	5	15	16
\$50,001 – \$80,000	3	3	3
\$80,001 – \$102,000	0	1	2

Note: Figures do not cover school fees payable by non-local students or for non-local curricula in schools offering both local and non-local curricula. In addition, 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.

(d) The highest, lowest and median school fees charged by DSS schools in the 2020/21 school year are tabulated as follows:

	Highest (\$)	Lowest (\$)	Median (\$)
DSS primary schools	74,060	7,370	25,300
DSS secondary schools (Secondary 1 to 3)	88,280	0	22,000
DSS secondary schools (Secondary 4 to 6)	102,000	2,640	22,950

Note: Figures do not cover school fees payable by non-local students or for non-local curricula in schools offering both local and non-local curricula.

(e) In the 2020/21 school year, a total of 23 DSS schools were approved to adjust their school fees, with the average rate of increase at 3.68%. Of these schools, 4 raised their school fees at the average rate of 4.41% to 10%, and the remaining 19 at the average rate of 4.4% or below.

(f) At present, 37 DSS schools have signed tenancy agreements with the EDB for leasing Government premises at nominal rent. The names and addresses of these schools are set out at Annex. The EDB does not have information on the area of their school premises.

**Name and address of DSS schools operating on leased Government premises**

	<b>Name of school</b>	<b>Address of school</b>
1.	The Chinese Foundation Secondary School	9 Harmony Road, Siu Sai Wan, Chai Wan, Hong Kong
2.	Chinese YMCA Secondary School	Tin Fu Court, Area 102, Tin Shui Wai Phase 6 (School 2), Yuen Long, New Territories
3.	Heung To Middle School (Tin Shui Wai)	8 Tin Fai Road, Tin Shui Wai, Yuen Long, New Territories
4.	W F Joseph Lee Primary School	9 Tin Fai Road, Tin Shui Wai, Yuen Long, New Territories
5.	Caritas Charles Vath College	4 Chung Yat Street, Tung Chung, Lantau Island, New Territories
6.	Lam Tai Fai College	25 Ngan Shing Street, Sha Tin, New Territories
7.	PLK Camoes Tan Siu Lin Primary School	6 Hoi Ting Road, Yau Ma Tei, Kowloon
8.	Po Leung Kuk Ngan Po Ling College	26 Sung On Street, To Kwa Wan, Kowloon
9.	Po Leung Kuk Laws Foundation College	8 To Lok Road, Tseung Kwan O, New Territories
10.	Ying Wa Primary School	3 Ying Wa Street, Sham Shui Po, Kowloon
11.	Ying Wa College	1 Ying Wa Street, Sham Shui Po, Kowloon
12.	HKICC Lee Shau Kee School of Creativity	135 Junction Road, Kowloon
13.	HKFYG Lee Shau Kee College	12 Tin Kwai Road, Tin Shui Wai, Yuen Long, New Territories
14.	HKBUAS Wong Kam Fai Secondary and Primary School	6 On Muk Lane, Shek Mun, Sha Tin, New Territories
15.	Stewards Pooi Kei College	56 Siu Lek Yuen Road, Sha Tin, New Territories
16.	HKCCC Union Logos Academy	Primary School: 5 Ling Kwong Street, Tseung Kwan O, New Territories Secondary School: 1 Kan Hok Lane, Tseung Kwan O, New Territories
17.	HKMA David Li Kwok Po College	8 Hoi Wang Road, Mongkok (West), Kowloon
18.	Creative Secondary School	3 Pung Loi Road, Tseung Kwan O, New Territories
19.	Pui Kiu College	1 Tai Wai New Village Road, Tai Wai, Sha Tin, New Territories
20.	ECF Saint Too Canaan College	6 Lee On Lane, Kwun Tong, Kowloon
21.	ELCHK Lutheran Academy	25 Lam Hau Tsuen Road, Yuen Long, New Territories
22.	Tsung Tsin Christian Academy	8 Lai Hong Street, Sham Shui Po, Kowloon
23.	Chan Shu Kui Memorial School	101 Castle Peak Road, Sham Shui Po, Kowloon
24.	HKUGA Primary School	9 Yee Shing Street, Chai Wan, Hong Kong
25.	HKUGA College	9 Nam Fung Road, Wong Chuk Hang, Hong Kong
26.	YMCA of Hong Kong Christian College	2 Chung Yat Street, Tung Chung, New Territories
27.	United Christian College (Kowloon East)	2 Lee On Lane, Kwun Tong, Kowloon
28.	St Paul's Co-educational College Primary School	11 Nam Fung Path, Wong Chuk Hang, Hong Kong

	<b>Name of school</b>	<b>Address of school</b>
29.	St Paul's College Primary School	777 Victoria Road, Hong Kong
30.	St Margaret's Co-educational English Secondary and Primary School	33 Sham Mong Road, Sham Shui Po, Kowloon
31.	Man Kwan Pak Kau College	51 Tin Wah Road, Tin Shui Wai, Yuen Long, New Territories
32.	Man Kwan QualiEd College	2 Kan Hok Lane, Tseung Kwan O, New Territories
33.	Hon Wah College	3 Harmony Road, Siu Sai Wan, Hong Kong
34.	Fukien Secondary School	83, Chun Wah Road, Kwun Tong, Kowloon
35.	Tak Sun Secondary School	27 Ning Tai Road, Ma On Shan, Sha Tin, New Territories
36.	Evangel College	7 Chi Shin Street, Tseung Kwan O, New Territories
37.	G. T. (Ellen Yeung) College	10 Ling Kwong Street, Tseung Kwan O, New Territories

- End -



**CONTROLLING OFFICER'S REPLY****EDB084****(Question Serial No. 3271)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Please provide in the table below information on the following student subsidies in the past 3 years:

	No. of applications	No. of beneficiaries	Average amount of subsidy disbursed	Median amount of subsidy	Total amount of subsidy
School-based After-school Learning and Support Programmes					
Student Activities Support Grant					
Free Lunch at Schools					

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

Reply:

At present, the Education Bureau (EDB) provides additional support for students with financial needs through the School-based After-school Learning and Support Programmes, the Student Activities Support Grant and provision of Free Lunch at Schools.

Information on the above three programmes/grant from 2018/19 to 2020/21 school years is tabulated as follows:

**(a) School-based After-school Learning and Support Programmes**

School year	No. of applications		No. of eligible student beneficiaries (Note 1)	Average amount of subsidy disbursed (Note 2)	Median amount of subsidy (Note 2)	Total amount of subsidy (\$ million)
	No. of schools	No. of non-governmental organisations (NGOs)				
2018/19	898	171	201 700	N.A.	N.A.	215
2019/20	901	169	197 700	N.A.	N.A.	240 (Note 3)
2020/21	899	160	196 000	N.A.	N.A.	240 (Note 3)

Notes:

1. The numbers of students are rounded to the nearest hundred.
2. The amount of School-based Grant that a school receives under the School-based After-school Learning and Support Programmes is calculated based on its number of students in receipt of Comprehensive Social Security Assistance (CSSA) or full grant under the Student Financial Assistance Schemes (SFAS) as at the end of March of the respective school year, as well as its number of approved classes in the following school year. For calculating the amount of the grant, the rate for each of the above student is \$400. Schools with an 80% or above utilisation rate of the School-based Grant in the previous school year will be provided with incentive funding of the School-based Grant and the grant will be calculated at the rate of \$600 per eligible student. Target beneficiaries of the grant are primary and secondary students in receipt of the CSSA or the full grant under the SFAS, or those categorised as needy by schools. As for Community-based Projects under the School-based After-school Learning and Support Programmes, EDB assesses the applications submitted by NGOs according to the content and nature of the activities, as well as the number of students and sessions involved, etc., and therefore the amount of funding for each project differs. Students may also participate in various activities under the same project, or participate in various activities under the School-based Grant and Community-based Projects at the same time. As such, the average amount of subsidy disbursed cannot reflect the actual student beneficiary position. Moreover, we do not maintain data on the actual amount of subsidy each student receives for attending after-school activities, and hence the median amount of subsidy disbursed to students is not available.
3. The figures refer to the total provision for the respective school years. As audited accounts for the 2019/20 school year are yet to be finalised by some of the NGOs concerned, the figure on actual amount of subsidy disbursed is not available. As for the figure on actual amount of subsidy disbursed for the 2020/21 school year, it will be available when the schools and NGOs concerned submit their final reports and audited accounts by the end of the school year.

**(b) Student Activities Support Grant**

School year (Note 1)	No. of applications (No. of schools)	No. of eligible student beneficiaries (Note 2)	Average amount of subsidy disbursed (Note 3)	Median amount of subsidy (Note 3)	Total amount of subsidy (\$ million)
2019/20	942	160 930	N.A.	N.A.	80
2020/21	935	165 090	N.A.	N.A.	83

Notes:

1. The Government set up the Student Activities Support Fund in early 2019 with an endowment of \$2.5 billion, and public sector schools and schools under the Direct Subsidy Scheme are provided with the grant starting from the 2019/20 school year.
2. The numbers of students are rounded to the nearest ten.
3. The amount of the grant to be disbursed to a school is calculated based on its number of students in receipt of the CSSA or full grant under the School Textbook Assistance Scheme (STAS) in the respective school year. For calculation purposes, the rate for each primary school student is \$350 and that for each secondary school student is \$650. Target beneficiaries of the grant are primary and secondary students in receipt of either the CSSA or full grant under the STAS, or students who meet the school-based criteria.

**(c) Free Lunch at Schools**

School year	No. of applications (No. of schools)	No. of student beneficiaries	Average amount of subsidy disbursed (Note 1)	Median amount of subsidy (Note 1)	Total amount of subsidy (\$ million)
2018/19	524	63 760	N.A.	N.A.	174
2019/20	526	60 892	N.A.	N.A.	80
2020/21	525	63 000 (Note 2)	N.A.	N.A.	191 (Note 2)

Notes:

1. The funding is disbursed annually by EDB to participating schools direct for their arrangement and payment of lunch expenses on behalf of students. The amount of subsidy for each student beneficiary is based on the actual daily lunch expenses reported by his/her school and the number of days having lunch at school. Therefore, the amount of subsidy varies among students. We do not maintain data on the amount of subsidy each student receives, and hence the average and median amount cannot be worked out.
2. The figures refer to the estimated number of students and total provision for the 2020/21 school year. The actual figures will be available when the schools concerned submit their audited accounts and reports by the end of the school year.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB085**

**(Question Serial No. 1697)**

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:

The Education Bureau (EDB) indicates that during 2021-22, it will continue to develop a variety of learning and teaching resources for promoting Constitution and Basic Law education, including national anthem and national security education, in schools. In this connection, please advise this Committee of the following:

- (1) the resources allocated by the EDB to promote Constitution and Basic Law education in schools in the past 3 years, and the expenditure and specific measures involved; and
- (2) whether the EDB has assessed the effectiveness of Constitution and Basic Law education in schools; if yes, the details; if no, the reasons.

Asked by: Hon CHEUNG Wah-fung, Christopher (LegCo internal reference no.: 7)

Reply:

(1) and (2)

The promotion of Constitution and Basic Law education is an ongoing task of schools and it is their responsibility to implement it. To support schools in strengthening Constitution and Basic Law education (including national anthem and national security education), the Education Bureau (EDB) has been continuously adopting a wide array of measures with a “multi-pronged and co-ordinated” approach, which include developing learning and teaching resources, providing related training for school sponsoring bodies/school leaders/teachers, organising life-wide learning activities for students, etc., to support schools’ effective planning and implementation of Basic Law education within and beyond the classroom, so that teachers and students can gain a better 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 understand that the Basic Law is the cornerstone of Hong Kong’s development and is closely related to our daily lives.

In recent years, the EDB has enhanced the support measures for promoting Basic Law education in primary and secondary schools by further developing various learning and teaching resources, such as the Basic Law Knowledge Enrichment/Advanced Online Courses for teachers and the Basic Law Online Course for Students' Self-directed Learning, and by launching a Basic Law education website to serve as a one-stop platform for providing schools with learning and teaching resources related to the Constitution and the Basic Law. In 2020, the EDB stepped up efforts to enhance such work in commemoration of the 30th anniversary of the promulgation of the Basic Law. The EDB's expenditure on the production of learning and teaching resources for Constitution and Basic Law education (not covering staff cost for the EDB personnel involved in the production) from 2018-19 to 2020-21 is as follows:

2018-19 <sup>@</sup>	2019-20 <sup>@#</sup>	2020-21 <sup>@*</sup>
\$180,000	\$280,000	\$2,250,000

- @ The expenditure on manpower resources involved is subsumed under the recurrent expenditure of the EDB
- # Actual figure revised from the last year's estimate
- \* Provisional figure

The EDB continually keeps in view schools' implementation of Basic Law education within and beyond the classroom as well as students' learning effectiveness through various channels such as inspections, school visits and questionnaires. Where necessary, the EDB provides schools with feedback that can be of use for work refinement. In parallel, schools should work out an implementation plan for Basic Law education, conduct timely reviews on the effectiveness of the plan and seek continuous enhancement.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB086**

**(Question Serial No. 1698)**

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:

Regarding national education, the Education Bureau (EDB) indicates that it “offers opportunities for students to join Mainland exchange programmes and arranges professional exchange programmes for teachers. It also provides professional support, where appropriate, to schools”. In this connection, please advise this Committee of:

- (1) the actual numbers of local students and teachers who participated in the Mainland exchange programmes and professional exchange programmes respectively and the expenditures involved in the past 5 years, as well as the estimated numbers of participants and expenditures for these 2 categories of programmes in 2021/22;
- (2) the factors to be taken into consideration when planning the itineraries for the Mainland exchange programmes for students and professional exchange programmes for teachers; and
- (3) the details of “appropriate professional support to schools by the EDB” as mentioned in the Estimates.

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

Reply:

- (1) & (2) Schools can arrange students to participate in Mainland exchange activities by different means, which include organising the Mainland exchange activities on their own according to their school-based needs by using relevant subsidies (such as Life-wide Learning Grant) or applying to join the Mainland exchange programmes commissioned by the EDB. In addition, through exchanges with sister schools, schools can enable teachers and students to have a better understanding of the education in the Mainland, facilitate cultural exchange and broaden students' horizons.

The Mainland exchange programmes commissioned and subsidised by the EDB provide about 100 000 exchange quotas every year which are sufficient for every

student to join at least one Mainland exchange programme in the respective primary and secondary stages. To dovetail with the school curriculum and the latest developments of our country, the EDB organises Mainland exchange programmes for secondary and primary students or subsidises those organised by schools with diversified themes and destinations every year. These programmes cover different provinces and cities in the Mainland, including 22 provinces, 4 autonomous regions and 4 municipalities. The content of the programmes covers areas such as culture, history, economy, geography, sports, music, arts and education. These programmes enable students to gain first-hand experience of the developments of our country in various aspects from multiple perspectives, understand the opportunities and challenges brought about by the country's developments to Hong Kong, and deepen what they have learnt in the classroom. Teachers participate in these programmes as learning facilitators in a ratio of 1 teacher to 10 students. The EDB also organises Mainland professional exchange activities for teachers to deepen their understanding of the Mainland's latest development, thereby widening their horizons and enhancing their professional competence. These activities generally include visits to schools, thematic seminars, visits to enterprises and cultural facilities, etc.

Due to the COVID-19 epidemic, all Mainland exchange programmes organised or subsidised by the EDB and professional exchange activities for teachers organised by the EDB have been suspended or postponed since end-January 2020. The EDB will keep in view closely the development of the epidemic and the arrangement for re-opening of borders, and resume Mainland exchange programmes at an appropriate time. In parallel, we will step up promotion and publicity to encourage participation of teachers and students in these programmes. The numbers of Hong Kong students joining the Mainland exchange programmes and the expenditures involved from the 2016/17 to 2021/22 school years are as follows:

School year	No. of students (Rounded down to the nearest hundred)	Expenditure (\$ million) <sup>@</sup>
2016/17	59 800	64.2
2017/18	67 000	85.4
2018/19	74 500	108.9
2019/20 <sup>#</sup>	8 000	14.9
2020/21 <sup>+</sup>	4 500	6.0
2021/22 <sup>++</sup>	108 900	115.0

<sup>@</sup> Manpower resources for the provision of Mainland exchange programmes are subsumed under the recurrent expenditure of the EDB

<sup>#</sup> Actual figures revised from last year's estimates

<sup>+</sup> Provisional figures

<sup>++</sup> Estimated figures (comparable to the estimates before the epidemic)

The numbers of teachers joining the Mainland professional exchange activities and the expenditures involved from the 2016/17 to 2021/22 school years are as follows:

School year	No. of teachers (Rounded down to the nearest ten)	Expenditure (\$ million) <sup>@</sup>
2016/17	690	2.9
2017/18	760	5.5
2018/19	1 680	7.1
2019/20 <sup>#</sup>	400	5.0
2020/21 <sup>+</sup>	1 140	6.3
2021/22 <sup>++</sup>	2 220	12.7

<sup>@</sup> Manpower resources for the provision of Mainland exchange activities are subsumed under the recurrent expenditure of the EDB

<sup>#</sup> Actual figures revised from last year's estimates

<sup>+</sup> Provisional figures

<sup>++</sup> Estimated figures

- (3) National education is an integral part of the school curriculum. It is the responsibility of schools to implement it. National education seeks to deepen students' understanding of our country's history, culture and developments in various aspects, the Constitution and the Basic Law, and the concepts and aspects of national security education. The EDB has been adopting a "multi-pronged and co-ordinated" approach, through updating the curriculum, developing learning and teaching resources, providing training for teachers, as well as organising student activities and Mainland exchange programmes for teachers and students, etc., to provide appropriate professional support to schools in promoting national education within and beyond the classroom, so that teachers and students can gain a better understanding of our country, and develop a sense of national identity and an awareness of national security.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB087**

**(Question Serial No. 1699)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Would the Education Bureau (EDB) please inform this Committee:

- (1) of the expenditures involved in enhancing the professional training and continuing professional development of school principals and teachers in the past 3 years;
- (2) of the specific details and goals of enhancing the professional training for principals and teachers; and
- (3) whether it has evaluated the effectiveness of such training; if yes, of the details; if no, of the reasons.

Asked by: Hon CHEUNG Wah-fung, Christopher (LegCo internal reference no.: 9)

Reply:

(1) & (2) The EDB has been enhancing the professional capacity of teachers and principals through diversified modes of training, which covers different areas and themes to meet their professional development needs. The modes of training include seminars and sharing sessions organised by officers of the EDB, on-site support services, talks delivered by experts and scholars, and training programmes organised or co-organised by institutions or organisations commissioned by the EDB, etc. Moreover, the Government has accepted the recommendations put forward by the Task Force on Professional Development of Teachers in March 2019 and actively pursued the relevant measures, with a view to further strengthening the professional ladder for teachers.

Starting from the 2020/21 school year, the Education Bureau (EDB) has enhanced teacher training and stepped up training requirements for newly-joined and in-service teachers, and teachers aspiring for promotion, covering areas related to teachers' professional roles, values and conduct; education development at the local, national and international levels; as well as national education and national security education. To help teachers acquire a proper understanding of the constitutional status of the Hong Kong Special Administrative Region

and our country's development, the core training programmes cover contents about the Constitution, the Basic Law and national security education. Other specific details are as follows:-

- (a) Training for Newly-joined Teachers: Teachers appointed to teach in public sector or Direct Subsidy Scheme schools for the first time are required to complete 30 hours of core training within the first 3 years of service, and not less than 60 hours of elective training based on individual professional development needs. In addition to the Constitution, the Basic Law and national security education, the contents of core training programmes cover teachers' professional roles, local education policies and initiatives, as well as national and international education development.
- (b) Training for In-service Teachers: In-service teachers are required to spare a minimum of 30 hours, in each 3-year cycle, to take part in 2 categories of professional development programmes, namely "Teachers' Professional Roles, Values and Conduct" and "Local, National and International Education Issues", with not less than 6 hours spent on each category.
- (c) Enhanced Arrangements of Training for Promotion: The total number of required training hours remains unchanged. The training includes the Core and Elective Parts. For the Core Part, teachers must complete 30 hours of training programmes, which focus on the necessary competencies required of school leaders. In addition to the Constitution, the Basic Law and national security education, other focuses of these training programmes include professional conduct and values, national and international development, education issues, as well as leadership and reflective skills. For the Elective Part, teachers must undertake 60 hours (for promotion to Senior Graduate Master/Mistress or Primary School Master/Mistress) or 100 hours (for promotion to Principal Graduate Master/Mistress or Senior Primary School Master/Mistress) of training, based on the professional knowledge needed for respective promotion posts. Teachers must complete the training programmes in the Core Part and the required number of hours of training in the Elective Part within 5 years prior to the date of substantive promotion.

The training programmes set out above have been rolled out in November 2020 and received positive feedback from the participants. Moreover, the EDB has collaborated with relevant organisations in organising a 3-day training programme on the theme of "Respecting the Law, Reinforcing the Rule of Law" for principals and teachers. Topics include a detailed analysis of the history of the reunification of Hong Kong with China and Hong Kong's legal system, the Constitution as the overarching law for administering and bringing security to the country, the status of the Basic Law and its essential contents, the responsibility of Hong Kong in safeguarding national security, and the path leading to a society that upholds the rule of law. The EDB has also invited legal experts to speak on related topics.

In addition, all newly-appointed principals are required to participate in designated training programmes provided by the EDB. Training programmes for the first two years of principalship cover contents about the Constitution, the Basic Law and national security education. They also have to take part in the Leadership Enhancement Programme for

Secondary and Primary School Principals organised by the National Academy of Governance under commission by the EDB within the first three years of appointment so as to broaden their horizon and deepen their understanding of the development in the Mainland.

As provision of teacher training is part of the regular work of the EDB, the manpower and expenditure involved are subsumed under the overall estimated expenditure, hence a breakdown is not available.

(3) As always, the EDB attaches great importance to the quality and effectiveness of professional training. A standing mechanism is in place. It includes having meetings with service providers, placing staff among participants to assess the appropriateness of activity content and gather their immediate feedback, conducting questionnaire surveys to evaluate the effectiveness of the activities.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB088**

**(Question Serial No. 1700)**

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:

Please advise this Committee of the following:

- (1) In the past 3 years, 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) How many complaints about teachers' misconduct were followed up by the EDB in the past 3 years? Please set out the numbers of cases involving issuing reprimand, warning and advisory letters, taking the disciplinary action of suspension of duties, and cancelling the registration of the teachers concerned.
- (3) What are the financial resources and manpower involved in handling complaints about teachers' professional misconduct?

Asked by: Hon CHEUNG Wah-fung, Christopher (LegCo internal reference no.: 10)

Reply:

(1) and (2)

The Education Bureau (EDB) attaches great importance to teachers' professional conduct. If a teacher is found to have committed a serious offence or an act of ethical or professional misconduct, the EDB will follow up the case seriously in accordance with the Education Ordinance. For serious cases, the registration of the teacher concerned may be cancelled. If the case does not warrant the cancellation of registration, the EDB will, in light of the nature and severity of the case, take actions including issuing a reprimand, warning or advisory letter to remind the teacher concerned that he/she should uphold professional ethics and recidivism will definitely be met with severe punishments, which may include cancelling the teacher's registration. For cases involving police investigation or unlawful acts by teachers,

regardless of whether the teacher is convicted or not, we will, upon completion of all the legal proceedings (including the appeal proceedings), review his or her teacher registration status based on the information available.

The total number of cases involving ethical or professional misconduct of teachers (including those involving criminal offences) handled by the EDB and the number of cases with investigation concluded in the past 3 years (from 2018 to 2020) are as follows:-

Year	Total no. of cases	No. of cases with investigation concluded and/or follow-up actions taken
2020	163	98
2019	110	97
2018	47	47

For cases that are still under investigation, we are currently handling the cases in accordance with the established procedures, including waiting for or considering the responses from the teachers concerned, with a view to determining the appropriate follow-up actions.

In the past 3 years (from 2018 to 2020), there were 320 substantiated cases involving teachers' professional misconduct that were followed up by the EDB. The EDB cancelled the registration of 16 teachers, and issued reprimand letters to 34 teachers, warning letters to 77 teachers and advisory letters to 47 teachers. 68 other cases where the teachers concerned received verbal advice were recorded for future reference. In addition, having regard to the case's nature and severity, the school concerned may, in compliance with the Employment Ordinance, the Codes of Aid and the terms of the employment contract signed with the teacher concerned, take disciplinary actions against the teacher concerned according to the school-based mechanism, including issuing verbal or written warnings, transferring him/her to other duties, deferring his/her incremental date, suspending his/her duties, as well as demoting, dismissing or summarily dismissing him/her. In some cases, the teachers concerned failed to have their contracts renewed, or had resigned of their own volition.

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

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB089**

**(Question Serial No. 1701)**

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:

Among others, it is mentioned under Matters Requiring Special Attention in 2021-22 that the Education Bureau will “continue to implement the Professional Enhancement Grant Scheme with the Language Fund to enhance Chinese Language teachers’ professional capability in teaching Chinese as a second language”. In this connection, please advise this Committee of the following:

- (1) the number of teachers that joined the Scheme and the expenditure incurred by the Scheme in the past 3 years; the number of teachers expected to join the Scheme and the estimated expenditure in 2021-22; and
- (2) the evaluation of the Scheme by participating teachers; whether the Administration has assessed the effectiveness of the Scheme; if yes, the details.

Asked by: Hon CHEUNG Wah-fung, Christopher (LegCo internal reference no.: 11)

Reply:

- (1) In the past 3 years (i.e. from the 2018/19 to 2020/21 school years (as at 28 February 2021)), a total of 27 teachers were granted approval to join the Professional Enhancement Grant Scheme for Chinese Language Teachers (Teaching Chinese as a Second Language) (the Scheme), and the expenditure involved was \$1.17 million. As the admission procedures of the programmes for the 2021/22 school year have not completed, the estimated number of participants and expenditure of the Scheme are not available.
- (2) The Education Bureau (EDB) regularly gauges stakeholders’ views through different channels to evaluate the effectiveness of the Scheme. In particular, all teachers who have completed the programmes are invited to participate in a questionnaire survey to offer feedback and advice on whether the recognised programmes under the Scheme can meet their teaching needs. Moreover, the EDB also conducts focused interviews for

participating teachers to have thorough discussions on how the recognised programmes facilitate learning and teaching. According to the survey results, a majority of the participating teachers agreed that the programmes could enhance their knowledge and skills of teaching Chinese to non-Chinese speaking students, and thus considered that the primary objective of the Scheme had been achieved. The relevant survey results were reported to the Standing Committee on Language Education and Research (SCOLAR) in 2016 and 2018. Currently, we are reviewing the demand for the Scheme and collecting views from participating teachers continuously. The relevant review results are planned for report to the SCOLAR in late 2021.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB090**

**(Question Serial No. 1709)**

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:

The Education Bureau indicates that it will provide educational support for newly-arrived children and young people (including non-Chinese speaking children). In this connection, please advise this Committee:

- (1) whether statistics on the number of newly-arrived children and young people provided with educational support in the past 3 years were collected; if yes, of the details; and
- (2) of the specific measures to provide educational support for newly-arrived children and young people, and the expenditure involved in the past 3 years.

Asked by: Hon CHEUNG Wah-fung, Christopher (LegCo internal reference no.: 12)

Reply:

(1) and (2)

The Education Bureau provides newly-arrived children (including non-Chinese speaking children) with support services including the six-month full-time "Initiation Programme" operated by local schools and the 60-hour "Induction Programme" run by non-governmental organisations. In addition, we also provide schools with the "School-based Support Scheme Grant". These Programmes/Grant primarily aim at helping these students integrate into the local community and overcome learning difficulties. The number of students supported and the expenditure from the 2017/18 to 2019/20 school years are tabulated as follows:



School year	Initiation Programme		Induction Programme		School-based Support Scheme Grant	
	No. of students	Expenditure (\$ million)	No. of students	Expenditure (\$ million)	No. of students	Expenditure (\$ million)
2017/18	860	27.1	1 410	2.6	6 800	30.8
2018/19	780	26.2	1 030	2.0	5 800	26.8
2019/20	400	22.1	970	2.0	4 500	21.7

Note: Number of students above is rounded to the nearest 10.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB091**

**(Question Serial No. 1710)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

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

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

Asked by: Hon CHEUNG Wah-fung, Christopher (LegCo internal reference no.: 13)

Reply:

(1) and (2)

The Education Bureau (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. Schools may continue to, having regard to the operational needs related to IT in education, flexibly deploy various subsidies, including the Composite Information Technology Grant (CITG) and Information Technology Staffing Support Grant (ITSSG), for subscription of WiFi services, procurement of online learning resources as well as software and hardware for teaching, and strengthening of IT staffing support. The EDB provides all public sector schools with the annual recurrent CITG. In the 2020/21 school year, the rate of the Grant for each school ranges from \$259,703 to \$847,319, depending on the school type and the number of classes. In addition, starting from the 2017/18 school year, the EDB has

provided all public sector schools with the recurrent ITSSG to strengthen IT staffing support of schools. Each school received a provision of \$319,559 in the 2020/21 school year. The rates of these two grants are adjusted annually in accordance with the movement of the Composite Consumer Price Index.

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 include e-leadership series, technological series, pedagogical series, subject-related series, e-safety series and Bring Your Own Device series, etc. Moreover, we have established the IT in Education Centres of Excellence to provide training and on-site/remote support services, and taken forward a series of support measures, through a dedicated webpage, hotlines, mobile communication applications, online self-learning courses and webinars, etc., to continuously offer advice to teachers in need and disseminate schools' good practices. Consolidating the experiences of the parties concerned, we have updated the principles on supporting students' home learning during the suspension of face-to-face classes.

In addition to the support for schools, the Government has all along kept in view and implemented different measures to support grass-roots students' e-learning. In respect of computer devices, the EDB has, through the Community Care Fund, implemented a 3-year assistance programme starting from the 2018/19 school year to subsidise needy primary and secondary school students to purchase mobile computer devices. This is to relieve the financial burden on students from low-income families under the development of the Bring Your Own Device policy in schools. In view of the COVID-19 epidemic, we have made flexible arrangements and accepted the applications submitted by all public sector primary and secondary schools implementing e-learning for their eligible students. About 34 000 students benefited from the programme in the 2018/19 and 2019/20 school years. In the 2020/21 school year, some 870 schools participated in the programme, and over 100 000 students are expected to benefit from it. For students who encounter difficulties due to the lack of devices for online learning, schools will actively render support to them by, for example, lending them mobile computer devices and helping them apply for relevant subsidies. In case of doubt or difficulties, students and parents may approach the schools directly to seek assistance as appropriate.

As regards support for Internet access, the Student Finance Office of the Working Family and Student Financial Assistance Agency and the Social Welfare Department have implemented the Subsidy Scheme for Internet Access Charges since the 2010/11 school year to disburse Internet access subsidies to eligible families to facilitate needy students' online learning at home. The rate of the subsidy is adjusted annually with reference to prevailing prices of Internet services in the market. In the 2020/21 school year, the full rate and half rate of the subsidy for each family each year are \$1,600 and \$800 respectively. Over 174 800 families benefited from the Scheme, and as at 31 January 2021, the expenditure involved was about \$236 million. In addition, to strengthen support for needy primary and secondary school students who are unable to acquire appropriate Internet services due to their living environment, the EDB provided schools in need with a one-off top-up grant from December 2020 for them to meet the additional expenses incurred in purchasing portable WiFi routers and/or mobile data cards. In the 2020/21 school year, over 15 400 students benefited from this initiative involving an additional expenditure of about \$14 million.

During the class suspension and before the full resumption of face-to-face classes, 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”.

To further support schools in implementing the blended mode of teaching and learning under the “new normal”, it was proposed in the 2020 Policy Address that \$2 billion be set aside in the Quality Education Fund (QEF) to launch a 3-year programme starting from the 2021/22 school year. Among others, public sector primary and secondary schools (including special schools) and schools under the Direct Subsidy Scheme may apply for funding under the programme to purchase mobile computer devices for loan to needy students, and provide portable WiFi routers and mobile data cards for students who are unable to acquire appropriate Internet services because of their living environment, so as to ensure that all students will have equal opportunities in accessing e-learning. We will draw reference from the experience of the Community Care Fund Assistance Programme – Provision of Subsidy to Needy Primary and Secondary Students for Purchasing Mobile Computer Devices to Facilitate the Practice of e-Learning, as well as market prices in determining the rate of subsidy. A portion of the funding will be used for developing resources and ancillary facilities for e-learning. Implementation details of the programme are yet to be finalised. We will maintain communication with the education sector and implement the programme as soon as possible upon consultation with the QEF Steering Committee.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB092**

**(Question Serial No. 1061)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

How many complaints have been received by the Education Bureau (EDB) in respect of teaching materials or pedagogical contents since the outbreak of “black violence” incidents in 2019? What kind of investigation has been carried out by the EDB? As of 28 Feb 2021, how many teachers concerned are penalised and what forms of penalties have been meted out? How many cases about teaching materials are found to be substantiated?

Asked by: Hon CHEUNG Yu-yan, Tommy (LegCo internal reference no.: 13)

Reply:

From mid-June 2019 to end-December 2020, the Education Bureau (EDB) received a total of 269 complaints about suspected professional misconduct of teachers in relation to the social incidents. Given the extensive coverage of these complaints, and quite a number of them involve multiple allegations, we do not have the figures of complaints categorised by type. Among the above-mentioned 269 cases, we have largely completed the investigation of 244 cases, of which 95 were found unsubstantiated. As at end-February 2021, among the remaining cases, we have cancelled two teachers' registration and issued reprimand and warning letters to 28 and 24 teachers respectively. The EDB will consider cancelling these teachers' registration pursuant to the Education Ordinance if they misconduct themselves again. We have also issued written advice to 27 teachers and verbal reminders to another 28 teachers, reminding 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. For the remaining cases that are likely to be substantiated in our initial view, we are currently handling the cases in accordance with the established procedures, including 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**

**EDB093**

**(Question Serial No. 1062)**

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:

Please advise whether the Education Bureau (EDB) has put in place any mechanism from which schools may draw reference when dealing with inappropriate teaching materials, and whether the EDB will strengthen the scrutiny of teaching materials. If yes, what are the measures, plans, expenditure and staff establishment involved? If no, what are the reasons?

Asked by: Hon CHEUNG Yu-yan, Tommy (LegCo internal reference no.: 14)

Reply:

The Education Ordinance (EDB) has empowered Incorporated Management Committees / School Management Committees with the powers and responsibility in managing schools. The school management has the responsibility to understand and monitor the contents and quality of school-based teaching materials to ensure that the teaching materials are in line with the aims and objectives of the curriculum, such that students would acquire accurate knowledge and concepts as well as develop of positive values and attitudes.

In early 2021, the EDB issued to schools guidelines on school administration and education with respect to the implementation of the National Security Law. Specifically, schools are required to establish/strengthen their school-based monitoring mechanism for regular review of the content and quality of learning and teaching resources for various Key Learning Areas and across different subjects, so as to ensure that the design of school-based curriculum and the learning and teaching resources selected or developed are in line with the aims, objectives and contents of the prescribed curriculum and appropriate to students' abilities and learning needs in terms of content and quality. The EDB officers have always been seeking to understand and monitor the quality of learning and teaching of schools through the channels of inspections, curriculum development visits, etc. During inspections, through scrutinising the teaching materials and samples of assignments provided by schools, observing lessons and relevant learning and teaching activities as well as discussing with school personnel, etc., inspectors get to understand and evaluate the implementation of school curriculum, and provide specific professional advice according to schools' performance in learning and

teaching. If the public have concerns over the suitability of the teaching materials of individual schools or the issues related to teachers in developing teaching materials, they can report to the schools concerned directly or via the EDB. Upon receipt of a complaint, the EDB would assess the nature of the case, and decide whether to conduct a direct investigation or refer the complaint to the school concerned for follow up action. As the manpower and expenditure involved in the relevant work are subsumed under the overall expenditure of the EDB, no breakdown is available.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB094**

**(Question Serial No. 1063)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

All schools in Hong Kong move their teaching online during the epidemic. In this connection, please advise this Committee:

- (1) of the measures taken by the Government to strengthen support for e-learning and the expenditure involved at kindergarten, primary school, secondary school and university levels;
- (2) whether software support for online teaching will be enhanced (e.g. improving cyber security); if yes, of the details on measures, plans, expenditure and staff establishment; if no, of the reasons; and
- (3) whether additional resources will be allocated to provide teachers with more enhanced training in online teaching in 2021-22; if yes, of the details on measures, plans, expenditure and staff establishment; if no, of the reasons.

Asked by: Hon CHEUNG Yu-yan, Tommy (LegCo internal reference no.: 15)

Reply:

(1) and (3)

Given their young age, kindergarten (KG) students should be discouraged from using electronic screen devices for long durations. Online teaching is not recommended for KG students. When there is a need for KGs to suspend face-to-face classes due to the COVID-19 epidemic, they will adopt other modes to help children learn at home, thereby achieving the goal of "suspending classes without suspending learning".

In respect of primary and secondary schools, the Education Bureau (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. Schools may, having regard to the operational needs related to IT in education, flexibly deploy various subsidies, including the Composite Information Technology Grant (CITG) and Information Technology Staffing Support Grant (ITSSG), for subscription of WiFi services, procurement of online learning resources as well as software and hardware for teaching, and strengthening of IT staffing support. The EDB provides all public sector schools with the annual recurrent CITG. In the 2020/21 school year, the rate of the Grant for each school ranges from \$259,703 to \$847,319, depending on the school type and the number of classes. In addition, starting from the 2017/18 school year, the EDB has provided all public sector schools with the recurrent ITSSG to strengthen IT staffing support of schools. Each school received a provision of \$319,559 in the 2020/21 school year. The rates of these two grants are adjusted annually in accordance with the movement of the Composite Consumer Price Index.

On top of the above grants, the EDB organises professional development programmes for leaders and teachers of primary and secondary schools on an ongoing basis to equip them with the knowledge and skills needed for the implementation of e-learning. These programmes include e-leadership series, technological series, pedagogical series, subject-related series, e-safety series and Bring Your Own Device series, etc. Moreover, we have established the IT in Education Centres of Excellence to provide training and on-site/remote support services, and taken forward a series of support measures, through a dedicated webpage, hotlines, mobile communication applications, online self-learning courses and webinars, etc., to continuously offer advice to teachers in need and disseminate schools' good practices. Consolidating the experiences of the parties concerned, we have updated the principles on supporting students' home learning during the suspension of face-to-face classes. Since end-January 2020, we have been organising webinars on different topics to share updated information and experience on implementing online teaching. As at end-February 2021, we have held more than 100 webinars. The expenditure on such training and support services is absorbed by the resources of the EDB.

In addition to the support for schools, the Government has all along kept in view and implemented different measures to support grass-roots students' e-learning. In respect of computer devices, the EDB has, through the Community Care Fund, implemented a 3-year assistance programme starting from the 2018/19 school year to subsidise needy primary and secondary school students to purchase mobile computer devices. This is to relieve the financial burden on students from low-income families under the development of the Bring Your Own Device policy in schools. In view of the COVID-19 epidemic, we have made flexible arrangements and accepted the applications submitted by all public sector primary and secondary schools implementing e-learning for their eligible students. About 34 000 students benefited from the programme in the 2018/19 and 2019/20 school years. In the 2020/21 school year, some 870 schools participated in the programme, and over 100 000 students are expected to benefit from it. For students who encounter difficulties due to the lack of devices for online learning, schools will actively render support to them by, for example, lending them mobile computer devices and helping them apply for relevant subsidies. In case of doubt or difficulties, students and parents may approach the schools directly to seek assistance as appropriate.

As regards support for Internet access, the Student Finance Office of the Working Family and Student Financial Assistance Agency and the Social Welfare Department have implemented the Subsidy Scheme for Internet Access Charges since the 2010/11 school year to disburse Internet access subsidies to eligible families to facilitate needy students' online learning at home. The rate of the subsidy is adjusted annually with reference to prevailing prices of Internet services in the market. In the 2020/21 school year, the full rate and half rate of the subsidy for each family each year are \$1,600 and \$800 respectively. Over 174 800 families benefited from the Scheme, and as at 31 January 2021, the expenditure involved was about \$236 million. In addition, to strengthen support for needy primary and secondary school students who are unable to acquire appropriate Internet services due to their living environment, the EDB provided schools in need with a one-off top-up grant from December 2020 for them to meet the additional expenses incurred in purchasing portable WiFi routers and/or mobile data cards. In the 2020/21 school year, over 15 400 students benefited from this initiative involving an additional expenditure of about \$14 million.

As for universities, to support universities in promoting the strategic development of virtual teaching and learning, the University Grants Committee (UGC) and the Quality Assurance Council (QAC) under its aegis have approved a special grant with additional funding of \$165 million (including \$15 million dedicated to inter-institutional collaborative activities). The eight UGC-funded universities may make use of the special grant between the first half of 2021 and mid-2023 for more systematic collaboration on the development of virtual teaching and learning in the medium to long run.

(2) During the class suspension and before the full resumption of face-to-face classes, 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". At present, schools may, having regard to the operational needs related to IT in education, flexibly deploy the aforesaid subsidies to procure software and hardware for online teaching as well as information security services and strengthen the IT staffing support.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB095**

**(Question Serial No. 1073)**

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:

Regarding the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), please tabulate the number of students receiving the subsidy in the 2020/21 academic year and the number of those expected to receive the subsidy in the 2021/22 academic year by programme type.

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

Reply:

Information on the designated programmes, numbers of subsidised places and actual intakes under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) for the cohorts admitted in the 2020/21 and 2021/22 academic years is 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 2020/21 academic year)  
Designated undergraduate programmes, number of subsidised places,  
actual intakes and annual subsidy amount**

<b>Institution</b>	<b>Discipline</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Annual subsidy amount (HK\$)</b>
Caritas Institute of Higher Education	Creative Industries	Bachelor of Science (Honours) in Digital Entertainment Technology (Note 1)	30	20	42,800
	Health Care	Bachelor of Nursing (Honours)	360	360	74,600
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	60	18	42,800
	Computer Science	Bachelor of Science (Honours) in Computer Science	30	1	42,800
	Creative Industries	Bachelor of Arts (Honours) in Communication and Crossmedia	30	4	42,800
The Hang Seng University of Hong Kong	Computer Science	Bachelor of Arts (Honours) in Applied and Human-Centred Computing	60	36	42,800
	Financial Technology	Bachelor of Management Science and Information Management (Honours)	65	62	42,800
	Financial Technology	Bachelor of Science (Honours) in Data Science and Business Intelligence	70	65	42,800
	Insurance	Bachelor of Science (Honours) in Actuarial Studies and Insurance	35	31	42,800
	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	105	106	42,800
The Open University of Hong Kong	Computer Science	Bachelor of Computing with Honours in Internet Technology	60	27	42,800
	Creative Industries	Bachelor of Arts with Honours in Creative Writing and Film Arts	80	28	42,800
	Creative Industries	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	57	74,600
	Creative Industries	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art (Note 2)	80	31	74,600
	Financial Technology	Bachelor of Business Administration with Honours in Financial Technology and Innovation	80	6	42,800
	Health Care	Bachelor of Nursing with Honours in General Health Care	325	325	74,600
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	125	125	74,600
	Logistics	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	50	10	42,800

Institution	Discipline	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
	Sports and Recreation	Bachelor of Sports and Recreation Management with Honours	40	38	42,800
	Testing and Certification	Bachelor of Engineering with Honours in Testing and Certification	100	16	74,600
	Testing and Certification	Bachelor of Science with Honours in Testing Science and Certification	30	29	74,600
	Tourism and Hospitality	Bachelor of International Hospitality and Attractions Management with Honours	80	24	42,800
Tung Wah College	Health Care	Bachelor of Health Science (Honours) in Nursing	350	348	74,600
	Health Care	Bachelor of Science (Honours) in Medical Laboratory Science	45	43	74,600
	Health Care	Bachelor of Science (Honours) in Occupational Therapy	50	50	74,600
	Health Care	Bachelor of Science (Honours) in Physiotherapy	50	50	74,600
	Health Care	Bachelor of Science (Honours) in Radiation Therapy	15	13	74,600
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	45	10	42,800
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	90	15	74,600
	Architecture and Engineering	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management (Note 3)	60	14	42,800
	Architecture and Engineering	Bachelor of Science (Honours) in Surveying	60	9	42,800
	Computer Science	Bachelor of Science (Honours) in Information and Communications Technology	66	4	42,800
	Computer Science / Creative Industries	Bachelor of Science (Honours) in Multimedia Technology and Innovation	30	4	42,800
	Creative Industries	Bachelor of Arts (Honours) in Fashion Design	60	18	74,600
	Creative Industries	Bachelor of Arts (Honours) in Product Design	60	10	74,600
	Sports and Recreation	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	60	13	42,800
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	40	7	42,800
<b>Total</b>			<b>3 056</b>	<b>2 027</b>	

Note 1: The programme is renamed from Bachelor of Science (Honours) in Digital Entertainment to Bachelor of Science (Honours) in Digital Entertainment Technology in the 2020/21 academic year.

- Note 2: The programme is 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.
- Note 3: The programme is renamed from Bachelor of Arts (Honours) in Horticulture and Landscape Management to Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management in the 2020/21 academic year.

**Study Subsidy Scheme for Designated Professions/Sectors  
(for the cohort admitted in the 2021/22 academic year)  
Designated undergraduate programmes, number of subsidised places and  
annual subsidy amount**

<b>Institution</b>	<b>Discipline</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>Annual subsidy amount (HK\$)</b>
Caritas Institute of Higher Education	Computer Science	Bachelor of Science (Honours) in Artificial Intelligence	30	44,100
	Creative Industries	Bachelor of Science (Honours) in Digital Entertainment Technology	30	44,100
	Health Care	Bachelor of Nursing (Honours)	400	76,800
	Health Care	Bachelor of Science (Honours) in Physiotherapy	50	76,800
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	60	44,100
	Computer Science	Bachelor of Science (Honours) in Computer Science	30	44,100
	Creative Industries	Bachelor of Arts (Honours) in Communication and Crossmedia	30	44,100
Hong Kong Shue Yan University	Financial Technology	Bachelor of Commerce (Honours) in Financial Technology	30	44,100
The Hang Seng University of Hong Kong	Computer Science	Bachelor of Arts (Honours) in Applied and Human-Centred Computing	60	44,100
	Creative Industries	Bachelor of Arts (Honours) in Art and Design	40	76,800
	Financial Technology	Bachelor of Management Science and Information Management (Honours)	65	44,100
	Financial Technology	Bachelor of Science (Honours) in Data Science and Business Intelligence	70	44,100
	Insurance	Bachelor of Science (Honours) in Actuarial Studies and Insurance	35	44,100
	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	105	44,100
The Open University of Hong Kong	Computer Science	Bachelor of Computing with Honours in Internet Technology	60	44,100
	Computer Science	Bachelor of Science with Honours in Data Science and Artificial Intelligence (Note 1)	25	44,100
	Creative Industries	Bachelor of Arts with Honours in Creative Writing and Film Arts	80	44,100
	Creative Industries	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	76,800
	Creative Industries	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	80	76,800
	Financial Technology	Bachelor of Business Administration with Honours in Financial Technology and Innovation	40	44,100

<b>Institution</b>	<b>Discipline</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>Annual subsidy amount (HK\$)</b>
	Health Care	Bachelor of Nursing with Honours in General Health Care	325	76,800
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	125	76,800
	Health Care	Bachelor of Science with Honours in Physiotherapy	40	76,800
	Logistics	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	50	44,100
	Sports and Recreation	Bachelor of Sports and Recreation Management with Honours	40	44,100
	Testing and Certification	Bachelor of Engineering with Honours in Testing and Certification	100	76,800
	Testing and Certification	Bachelor of Science with Honours in Food Testing Science	30	76,800
	Testing and Certification	Bachelor of Science with Honours in Testing Science and Certification	30	76,800
	Tourism and Hospitality	Bachelor of International Hospitality and Attractions Management with Honours	80	44,100
Tung Wah College	Health Care	Bachelor of Health Science (Honours) in Nursing	350	76,800
	Health Care	Bachelor of Science (Honours) in Medical Laboratory Science	45	76,800
	Health Care	Bachelor of Science (Honours) in Occupational Therapy	60 (Note 2)	76,800
	Health Care	Bachelor of Science (Honours) in Physiotherapy	50	76,800
	Health Care	Bachelor of Science (Honours) in Radiation Therapy	15	76,800
UOW College Hong Kong	Logistics / Tourism and Hospitality	Bachelor of Aviation (Honours) in Operations and Management	25	44,100
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	40	44,100
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	50	76,800
	Architecture and Engineering	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management	50	44,100
	Architecture and Engineering	Bachelor of Science (Honours) in Surveying	50	44,100
	Computer Science	Bachelor of Science (Honours) in Information and Communications Technology	40	44,100
	Computer Science / Creative Industries	Bachelor of Science (Honours) in Multimedia Technology and Innovation	30	44,100
	Creative Industries	Bachelor of Arts (Honours) in Fashion Design	50	76,800



<b>Institution</b>	<b>Discipline</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>Annual subsidy amount (HK\$)</b>
	Creative Industries	Bachelor of Arts (Honours) in Product Design	45	76,800
	Sports and Recreation	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	50	44,100
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	44,100
<b>Total</b>			<b>3 200</b>	

Note 1: The programme will be renamed from Bachelor of Science with Honours in Data Science to Bachelor of Science with Honours in Data Science and Artificial Intelligence in the 2021/22 academic year.

Note 2: The number of intake is subject to the approval of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and the relevant professional body.

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

<b>Institution</b>	<b>Discipline</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Annual subsidy amount (HK\$)</b>
Caritas Bianchi College of Careers	Creative Industries	Higher Diploma in Design	100	47	37,300
	Health Care	Higher Diploma in Health Care	80	111	37,300
	Health Care	Higher Diploma in Pharmaceutical Dispensing	80	95	37,300
	Tourism and Hospitality	Higher Diploma in Hospitality Management	120	5	21,400
HKU SPACE Po Leung Kuk Stanley Ho Community College	Health Care	Higher Diploma in Food Health and Business Management	30	26	37,300
	Health Care	Higher Diploma in Health and Social Care	30	29	37,300
	Health Care	Higher Diploma in Medical and Health Products Management	120	112	37,300
	Health Care	Higher Diploma in Nutrition and Food Management	160	135	37,300
	Sports and Recreation	Higher Diploma in Sport and Recreation Management	120	119	21,400
	Sports and Recreation	Higher Diploma in Sport Coaching and Sport Performance	160	160	21,400
	Tourism and Hospitality	Higher Diploma in Hotel Management	100	52	21,400
	Tourism and Hospitality	Higher Diploma in Tourism and Events Management	100	61	21,400
	Tourism and Hospitality	Higher Diploma in Tourism and Hospitality Management	100	75	21,400
Hong Kong College of Technology	Computer Science	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	31	21,400
	Creative Industries	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	24	37,300
	Sports and Recreation	Higher Diploma in Fitness, Coaching and Sports Management	80	27	21,400
	Tourism and Hospitality	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality / Tourism and Event Management) (Note)	160	31	21,400
The Open University of Hong Kong (including Li Ka	Architecture and Engineering	Higher Diploma in Engineering (Civil Engineering)	30	19	37,300
	Creative Industries	Higher Diploma in Digital Fashion Creation	30	10	37,300

<b>Institution</b>	<b>Discipline</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Annual subsidy amount (HK\$)</b>
Shing School of Professional and Continuing Education)	Creative Industries	Higher Diploma in Interior Design	30	30	37,300
	Creative Industries	Higher Diploma in Popular Music and Music Production	30	33	37,300
	Health Care	Higher Diploma in Nursing Studies (General Health Care)	13	12	37,300
	Health Care	Higher Diploma in Nursing Studies (Mental Health Care)	23	23	37,300
	Health Care	Higher Diploma in Health Care	300	384	37,300
	Tourism and Hospitality	Higher Diploma in Aviation and Ramp Management	20	14	21,400
	Tourism and Hospitality	Higher Diploma in Resort and Theme Park Management	30	26	21,400
	Tourism and Hospitality	Higher Diploma in Tourism and Airline Studies	30	29	21,400
	Tourism and Hospitality	Higher Diploma in Tourism and Hospitality Studies	30	9	21,400
Tung Wah College	Health Care	Higher Diploma in Health Science	50	39	37,300
	Health Care	Higher Diploma in Nursing	150	150	37,300
YMCA College of Careers	Tourism and Hospitality	Higher Diploma in Hotel and Tourism Management	30	4	21,400
<b>Total</b>			<b>2 416</b>	<b>1 922</b>	

Note: The programme is 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.

**Study Subsidy Scheme for Designated Professions/Sectors  
(for the cohort admitted in the 2021/22 academic year)  
Designated sub-degree programmes, number of subsidised places and  
annual subsidy amount**

<b>Institution</b>	<b>Discipline</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>Annual subsidy amount (HK\$)</b>
Caritas Bianchi College of Careers	Creative Industries	Higher Diploma in Design	80	38,400
	Health Care	Higher Diploma in Health Care	120	38,400
	Health Care	Higher Diploma in Pharmaceutical Dispensing	100	38,400
	Tourism and Hospitality	Higher Diploma in Hospitality Management	80	22,050
Caritas Institute of Higher Education	Health Care	Higher Diploma in Enrolled Nursing (General)	50	38,400
HKCT Institute of Higher Education	Sports and Recreation	Higher Diploma in Fitness, Coaching and Sports Management (Note)	80	22,050
HKU SPACE Po Leung Kuk Stanley Ho Community College	Health Care	Higher Diploma in Food Health and Business Management	30	38,400
	Health Care	Higher Diploma in Health and Social Care	30	38,400
	Health Care	Higher Diploma in Medical and Health Products Management	120	38,400
	Health Care	Higher Diploma in Nutrition and Food Management	160	38,400
	Sports and Recreation	Higher Diploma in Sport and Recreation Management	120	22,050
	Sports and Recreation	Higher Diploma in Sport Coaching and Sport Performance	160	22,050
	Tourism and Hospitality	Higher Diploma in Hotel Management	100	22,050
	Tourism and Hospitality	Higher Diploma in Tourism and Events Management	100	22,050
	Tourism and Hospitality	Higher Diploma in Tourism and Hospitality Management	100	22,050
Hong Kong College of Technology	Computer Science	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	22,050
	Creative Industries	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	38,400
	Tourism and Hospitality	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality / Tourism and Event Management)	160	22,050
The Open University of Hong Kong	Architecture and Engineering	Higher Diploma in Engineering (Civil Engineering)	20	38,400

<b>Institution</b>	<b>Discipline</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>Annual subsidy amount (HK\$)</b>
(including Li Ka Shing School of Professional and Continuing Education)	Creative Industries	Higher Diploma in Digital Fashion Creation	15	38,400
	Creative Industries	Higher Diploma in Interior Design	30	38,400
	Creative Industries	Higher Diploma in Popular Music and Music Production	30	38,400
	Health Care	Higher Diploma in Nursing Studies (General Health Care)	63	38,400
	Health Care	Higher Diploma in Nursing Studies (Mental Health Care)	53	38,400
	Health Care	Higher Diploma in Health Care	330	38,400
	Tourism and Hospitality	Higher Diploma in Aviation and Ramp Management	20	22,050
	Tourism and Hospitality	Higher Diploma in Resort and Theme Park Management	30	22,050
	Tourism and Hospitality	Higher Diploma in Tourism and Airline Studies	30	22,050
	Tourism and Hospitality	Higher Diploma in Tourism and Hospitality Studies	25	22,050
Tung Wah College	Health Care	Higher Diploma in Health Science	50	38,400
	Health Care	Higher Diploma in Nursing	150	38,400
YMCA College of Careers	Tourism and Hospitality	Higher Diploma in Hotel and Tourism Management	30	22,050
<b>Total</b>			<b>2 546</b>	

Note: The programme will be operated by the HKCT Institute of Higher Education instead of the Hong Kong College of Technology starting from the 2021/22 academic year.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB096**

**(Question Serial No. 1074)**

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 international schools, please provide the following information:

- (1) Please tabulate the respective numbers and percentages of local and non-local students enrolled in each international school.
- (2) Please tabulate the total number of students enrolled in international primary and secondary schools, as well as the respective numbers and percentages of local and non-local students in these schools in each of the recent 3 school years (i.e. 2018/19, 2019/20 and 2020/21).
- (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 are the respective increases in the total numbers of primary and secondary school places in the 2020/21 school year as compared with the year before?
- (6) What are the respective increases in the numbers of places in schools adopting English or other languages as the medium of instruction and school places for students with special educational needs?
- (7) How many additional primary and secondary international school places will be provided in each of the next 3 years in each district?

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

Reply:

- (1) In the 2020/21 school year, local students account for 29.8% of the overall student population in the international school sector while non-local students account for 70.2%. The numbers and percentages of local and non-local students of individual international schools are set out at Annex 1.
- (2) The total number of students in international schools from the 2018/19 to 2020/21 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 2020/21 school year are set out at Annex 3.

(4), (5) and (7)

The Education Bureau assesses the provision of international school places on a territory-wide basis. A breakdown of the numbers of international school places, students enrolled and vacancies by District Council district in which the international schools are located in the 2020/21 school year are set out at Annex 4. Compared to the 2019/20 school year, there is a decrease of about 20 primary places and 510 secondary places among the international schools.

We expect the provision of international school places to increase progressively in the coming years with newly-established schools gradually implementing their admission schemes and individual schools planning expansion projects. As at mid-March 2021, based on the latest projections provided by the relevant schools, compared to the 2020/21 school year, it is projected that around 1 830 additional places will be available between 2021/22 and 2023/24 school years. However, the 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 school development.

- (6) Most international schools adopt English as the medium of instruction. Compared to the 2019/20 school year, places in these schools in the 2020/21 school year have been increased by around 200 at primary level and decreased by about 440 at secondary level. On the other hand, a small number of schools adopt other languages including French, German, Korean and Japanese. Compared to the 2019/20 school year, places in these schools have decreased by 220 at primary level and about 70 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. In the 2020/21 school year, there are around 820 primary students and 930 secondary students with SEN studying in international schools (including the special school operated by the English Schools Foundation (ESF)). The corresponding numbers for the 2019/20 school year were around 920 and 870 respectively.

**Numbers and percentages of local and non-local students  
enrolled in international schools (excluding special school) in the 2020/21 school year  
(based on the Student Enrolment Survey conducted in  
October of the school year concerned)**

<b>Name of school</b>	<b>Total no. of students</b>	<b>No. of local students (%)</b>		<b>No. of non-local students (%)</b>	
<b>Primary-cum-secondary</b>					
American International School	<b>661</b>	251	(38.0%)	410	(62.0%)
American School Hong Kong	<b>294</b>	105	(35.7%)	189	(64.3%)
Australian International School Hong Kong	<b>1 043</b>	105	(10.1%)	938	(89.9%)
Canadian International School	<b>1 625</b>	299	(18.4%)	1 326	(81.6%)
Carmel School	<b>264</b>	36	(13.6%)	228	(86.4%)
Chinese International School	<b>1 457</b>	484	(33.2%)	973	(66.8%)
Christian Alliance International School	<b>1 459</b>	697	(47.8%)	762	(52.2%)
Delia School of Canada	<b>1 006</b>	161	(16.0%)	845	(84.0%)
Discovery Bay International School	<b>992</b>	125	(12.6%)	867	(87.4%)
German Swiss International School (English)	<b>795</b>	256	(32.2%)	539	(67.8%)
German Swiss International School (German)	<b>295</b>	14	(4.7%)	281	(95.3%)
Harrow International School Hong Kong	<b>1 409</b>	631	(44.8%)	778	(55.2%)
Hong Kong Academy	<b>499</b>	96	(19.2%)	403	(80.8%)
Hong Kong International school	<b>2 854</b>	502	(17.6%)	2 352	(82.4%)
Hong Kong Japanese School	<b>403</b>	1	(0.2%)	402	(99.8%)
Kellett School	<b>1 300</b>	165	(12.7%)	1 135	(87.3%)
Kiangsu & Chekiang Primary School and Kiangsu-Chekiang College (International Section)	<b>988</b>	649	(65.7%)	339	(34.3%)
Korean International School (English)	<b>634</b>	376	(59.3%)	258	(40.7%)
Korean International School (Korean)	<b>104</b>	0	(0.0%)	104	(100.0%)
Lycée Français International (English)	<b>811</b>	113	(13.9%)	698	(86.1%)
Lycée Français International (French)	<b>1 676</b>	12	(0.7%)	1 664	(99.3%)
Malvern College Hong Kong	<b>796</b>	367	(46.1%)	429	(53.9%)
Nord Anglia International School, HK	<b>1 060</b>	206	(19.4%)	854	(80.6%)
Singapore International School (Hong Kong)	<b>1 323</b>	433	(32.7%)	890	(67.3%)
The Harbour School	<b>374</b>	79	(21.1%)	295	(78.9%)
<b>Primary</b>					
Beacon Hill School^	<b>540</b>	239	(44.3%)	301	(55.7%)
Bradbury School^	<b>714</b>	229	(32.1%)	485	(67.9%)
Christian Alliance P.C. Lau Memorial International School	<b>148</b>	132	(89.2%)	16	(10.8%)
Clearwater Bay School^	<b>714</b>	223	(31.2%)	491	(68.8%)
Glenealy School^	<b>358</b>	53	(14.8%)	305	(85.2%)
Japanese International School (English)	<b>173</b>	37	(21.4%)	136	(78.6%)
Japanese International School (Japanese)	<b>318</b>	0	(0.0%)	318	(100.0%)
Kennedy School^	<b>896</b>	205	(22.9%)	691	(77.1%)
Kingston International School	<b>261</b>	203	(77.8%)	58	(22.2%)
Kowloon Junior School^	<b>898</b>	283	(31.5%)	615	(68.5%)
Lantau International School	<b>206</b>	24	(11.7%)	182	(88.3%)
Norwegian International School	<b>134</b>	68	(50.7%)	66	(49.3%)
Peak School^	<b>339</b>	93	(27.4%)	246	(72.6%)
Quarry Bay School^	<b>719</b>	216	(30.0%)	503	(70.0%)



Name of school	Total no. of students	No. of local students (%)	No. of non-local students (%)
Shatin Junior School <sup>^</sup>	900	505 (56.1%)	395 (43.9%)
International College Hong Kong Hong Lok Yuen	301	137 (45.5%)	164 (54.5%)
The International Montessori School	417	61 (14.6%)	356 (85.4%)
Think International School	144	98 (68.1%)	46 (31.9%)
Yew Chung International School	959	689 (71.8%)	270 (28.2%)
Shrewsbury International School Hong Kong	346	130 (37.6%)	216 (62.4%)
<b>Secondary</b>			
Concordia International School	64	40 (62.5%)	24 (37.5%)
Island School <sup>^</sup>	1 181	420 (35.6%)	761 (64.4%)
King George V School <sup>^</sup>	1 842	467 (25.4%)	1 375 (74.6%)
Saint Toos Sear Rogers International School	70	45 (64.3%)	25 (35.7%)
Shatin College <sup>^</sup>	1 244	608 (48.9%)	636 (51.1%)
The South Island School <sup>^</sup>	1 401	394 (28.1%)	1 007 (71.9%)
West Island School <sup>^</sup>	1 196	239 (20.0%)	957 (80.0%)
International College Hong Kong (New Territories)	410	213 (52.0%)	197 (48.0%)
<b>Total</b>	<b>41 015</b>	<b>12 214 (29.8%)</b>	<b>28 801 (70.2%)</b>

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 valid passport other than the HKSAR Passport.
- (2) Schools operated by the ESF are indicated by (^).

**Total number of students and proportion of local and non-local students  
enrolled in international schools from the 2018/19 to 2020/21 school years**

<b>School Year</b>	<b>Total no. of students</b>	<b>Total no. of local students (as a percentage of total no. of students)</b>	<b>Total no. of non-local students (as a percentage of total no. of students)</b>
<b>Primary</b>			
2020/21	22 783	7 121 (31.3%)	15 662 (68.7%)
2019/20	23 156	6 317 (27.3%)	16 839 (72.7%)
2018/19	22 720	5 866 (25.8%)	16 854 (74.2%)
<b>Secondary</b>			
2020/21	18 232	5 093 (27.9%)	13 139 (72.1%)
2019/20	17 977	4 317 (24.0%)	13 660 (76.0%)
2018/19	17 478	3 987 (22.8%)	13 491 (77.2%)

## 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 valid passport other than the HKSAR Passport.
- (2) Figures generally refer to the position as at mid-September of the respective school years, except for those in the 2020/21 school year which refer to the position as at mid-October.
- (3) Figures include the ESF schools and other private international schools but exclude the special school operated by the ESF.

**Highest, lowest and median annual tuition fees  
charged by international schools in the 2020/21 school year**

	Primary	Secondary
Highest	\$225,710	\$266,100
Lowest	\$49,920	\$59,520
Median	\$125,794	\$163,100

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) Figures include the ESF schools and other private international schools but exclude the special school operated by the ESF.

**Number of international school places, students enrolled and vacancies  
in the 2020/21 school year**

	No. of school places		No. of students enrolled		No. of vacancies	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
<b>Hong Kong</b>						
Central & Western	1 350	1 991	1 187	1 786	163	205
Wan Chai	1 722	1 229	1 537	999	185	230
Eastern	3 469	2 737	3 150	2 182	319	555
Southern	5 399	5 922	5 135	5 440	264	482
<i>Sub-total</i>	<i>11 940</i>	<i>11 879</i>	<i>11 009</i>	<i>10 407</i>	<i>931</i>	<i>1 472</i>
<b>Kowloon</b>						
Yau Tsim Mong	-	-	-	-	-	-
Sham Shui Po	1 050	789	991	602	59	187
Kowloon City	4 348	3 040	3 941	2 555	407	485
Wong Tai Sin	-	-	-	-	-	-
Kwun Tong	948	1 156	930	1 020	18	136
<i>Sub-total</i>	<i>6 346</i>	<i>4 985</i>	<i>5 862</i>	<i>4 177</i>	<i>484</i>	<i>808</i>
<b>New Territories</b>						
Sai Kung	2 137	562	1 886	497	251	65
Sha Tin	900	1 280	900	1 244	0	36
Tai Po	2 160	387	1 717	299	443	88
North	-	463	-	410	-	53
Yuen Long	-	-	-	-	-	-
Tuen Mun	584	808	606	803	- 22	5
Tsuen Wan	-	-	-	-	-	-
Kwai Tsing	-	-	-	-	-	-
Islands	926	500	803	395	123	105
<i>Subtotal</i>	<i>6 707</i>	<i>4 000</i>	<i>5 912</i>	<i>3 648</i>	<i>795</i>	<i>352</i>
<b>Total</b> (rounded to the nearest 100)	25 000	20 900	22 800	18 200	2 200	2 600

## Notes:

- (1) Figures refer to the position as at mid-October 2020.
- (2) Figures include the ESF schools and other private international schools but exclude the special school operated by the ESF.
- (3) Figures on school places refer to the number of students of operating classes (excluding vacant classrooms) based on the planned class sizes as adopted by the schools concerned.
- (4) 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****EDB097****(Question Serial No. 1077)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

In the 2020/21 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 what is their respective percentage in the total number of kindergarten students in Hong Kong over the same period? 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.: 32)Reply:

In the 2020/21 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 not joining the Scheme, the number of students studying in these KGs, as well as their percentage share in the total number of KGs and KG students in Hong Kong are as follows:

Type of KGs	KGs		Students	
	Number	(%)	Number	(%)
Local PI KGs*	110	(10.5%)	16 467	(10.0%)
Local NPM KGs joining the Scheme	763	(72.9%)	127 610	(77.4%)
Local NPM KGs not joining the Scheme	24	(2.3%)	8 210	(5.0%)

\*PI KGs are not eligible to join the Scheme.

In the 2020/21 school year, 5 KGs previously under the Pre-primary Education Voucher Scheme (PEVS) in the 2016/17 school year, with a total of 1 710 students, have not joined 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 that take into account the overall direction in school development.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB098**

**(Question Serial No. 1282)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

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 instructors promoting LPE who have received LPE-related training; and
- (3) the total number of page views of the Life Planning Information Website and its 7 thematic corners since the launch of the website, as well as the measures 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 have been 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 2018/19 to 2020/21 school years are tabulated below:

	2018/19 School Year	2019/20 School Year	2020/21 School Year
Amount of CLPG	\$610,000	\$640,000	\$640,000
Number of public sector schools that have converted CLPG into regular teaching posts	308	352	378

- (2) In recent years, the EDB has substantially strengthened 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, 94% of schools have at least 2 trained teachers to co-ordinate LPE and career guidance services for students. Moreover, different thematic seminars, such as seminars on the roles of subject teachers and class teachers in supporting students in 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) The Life Planning Information Website was launched in September 2019. As at February 2021, the website has recorded a total of about 407 300 page views (with “What’s New”, “Events Library/Publications” and “Useful Links” accounting for some 106 700 views). The respective number of 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	Business-School Partnership Programme
No. of page views	210 000	28 200	9 700	29 600	16 500	3 600	3 000

Note: Figures are rounded to the nearest hundred.

The EDB has issued a circular memorandum to schools 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. Also, we have produced promotional posters and cards for distribution to schools and students, and will continue to promote the website through school visits and seminars.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB099**

**(Question Serial No. 1287)**

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 discipline issues of teachers or teaching staff, would the Government please advise this Committee of:

- (1) the respective numbers of cases involving teachers or teaching staff who were arrested, prosecuted and convicted of offences in each of the past 5 years by type of offences;
- (2) the disciplinary actions taken by schools or the Education Bureau (EDB) against teachers or teaching staff who were found to have committed criminal offences or whose alleged offences were substantiated through investigations by the schools concerned and EDB's follow-up actions in each of the past 5 years;
- (3) the number of cases handled by the EDB involving teachers' professional misconduct, the number of cases with investigation completed and/or follow-up actions taken, and the number of substantiated or not substantiated cases in each of the past 5 years; and
- (4) the details of disciplinary actions (including issuance of reprimand letters, warning letters, advisory letters and verbal advice, and cancellation of teacher registration) taken by school or the EDB against teachers who were found to have committed professional misconduct through investigations by the schools concerned and EDB's follow-up actions in each of the past 5 years, with a breakdown by type of professional misconduct.

Asked by: Hon CHIANG Lai-wan (LegCo internal reference no.: 15)

Reply:

(1) to (4)

The Education Bureau (EDB) attaches great importance to teachers' professional conduct. If a teacher is found to have committed a serious offence or an act of ethical or professional misconduct, the EDB will follow up the case seriously in accordance with the Education Ordinance. For serious cases, the registration of the teacher concerned may be cancelled. If the case does not warrant the cancellation of registration, the EDB will, in light of the nature and severity of the case, take actions including issuing a reprimand, warning or advisory letter to remind the teacher concerned that he/she should uphold professional ethics and recidivism will definitely be met with severe punishments, which may include cancelling the teacher's registration. For cases involving police investigation or unlawful acts by teachers, regardless of whether the teacher is convicted or not, we will, upon completion of all the legal proceedings (including the appeal proceedings), review his or her teacher registration status based on the information available.

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/her words and deeds on students' safety and well-being, etc. Given the extensive coverage of these cases, and quite a number of them involve multiple allegations and professional misconduct of various nature, we do not categorise these cases by type of professional misconduct.

The total number of cases involving ethical or professional misconduct of teachers (including cases involving criminal offences) handled by the EDB and the number of cases with investigation concluded in the past 5 years (from 2016 to 2020) are as follows:-

Year	Total no. of cases (Note)	No. of cases with investigation concluded and/ or follow-up actions taken
2020	163	98
2019	110	97
2018	47	47
2017	35	35
2016	60	60

Note: Figures exclude cases that were found unsubstantiated upon investigation.

For cases that are still under investigation, we are currently handling the cases in accordance with the established procedures, including waiting for or considering the responses from the teachers concerned, with a view to determining the appropriate follow-up actions.

Schools, as employers, have the responsibility to supervise their teachers. If a teacher is suspected of committing an act of professional misconduct, the EDB will request the school concerned to investigate the case and submit a report. The EDB will fully consider the information collected (including the school's report and the teacher's representations), and take appropriate action based on the severity of the incident. The total number of cases (including cases involving criminal offences) with follow-up actions taken by the EDB and figures for disciplinary actions imposed in the past 5 years (from 2016 to 2020) are as follows:-

Year	No. of cases	Disciplinary/Follow-up actions				
		Cancellation of teachers' registration	Reprimand letter	Warning letter	Advisory letter	Verbal advice and recorded for future reference
2020	163	7	17	28	18	28
2019	110	7	16	32	22	20
2018	47	2	1	17	7	20
2017	35	3	0	19	4	9
2016	60	8	1	28	10	13

In addition, having regard to the case's nature and severity, the school concerned may, in compliance with the Employment Ordinance, the Codes of Aid and the terms of the employment contract signed with the teacher concerned, take disciplinary actions against the teacher concerned according to school-based mechanism, including issuing verbal or written warnings, transferring him/her to other duties, deferring his/her incremental date, suspending his/her duties, as well as demoting, dismissing or summarily dismissing him/her. In some cases, the teachers concerned failed to have their contracts renewed, or had resigned of their own volition.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB100**

**(Question Serial No. 1295)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Starting from the 2014/15 school year, schools with non-Chinese speaking (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 staffs involved (e.g. teaching assistants, non-graduate teaching post (CM), graduate teaching post).

Asked by: Hon CHIANG Lai-wan (LegCo internal reference no.: 28)

Reply:

The Education Bureau (EDB) is committed to encouraging and supporting the early integration of non-Chinese speaking (NCS) students into the community, including facilitating their adaptation to the local education system and mastery of the Chinese language. Among various items of additional funding provided for schools by EDB under this policy objective, some of the funding provisions can be used for schools' employment of staff on top of their establishment.

Starting from the 2014/15 school year, all public sector schools and Direct Subsidy Scheme (DSS) schools offering the local curriculum are provided with an additional funding depending on the number of NCS students admitted. The respective number of schools that

were provided with the additional funding from the 2016/17 to 2020/21 school years is 433, 482, 498, 506 and 696 (provisional). The number of these schools that deployed the additional funding to employ additional staff is tabulated at Annex A. According to the school reports and school plans submitted by schools, the schools concerned on average employed a total of some 510 additional teachers, 400 teaching assistants and 70 assistants of different races in each of the school years from 2016/17 to 2020/21. 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. Kindergartens (KGs) joining the Scheme and admitting a certain number of NCS students are provided with an additional grant. In each of the school years from 2017/18 to 2019/20, about 150, 150 and 430 KGs received the additional grant. As at February 2021, about 440 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 2020/21 school years is tabulated at Annex B. According to the school reports and school plans of these KGs, the KGs concerned on average employed a total of some 190 additional teachers and 140 teaching assistants in each of the school years from 2017/18 to 2020/21. Information on the ethnicity or rank of the additional staff recruited is not collected from schools.

Starting from the 2019/20 school year, EDB has provided the Grant for Supporting NCS Students with Special Educational Needs (NCS-SEN Grant) for public sector ordinary schools and DSS schools admitting NCS students with SEN. There are a total of 318 schools that are provided with the grant in the 2020/21 school year. Schools will pool the NCS-SEN Grant and other additional resources such as the Learning Support Grant for holistic and flexible deployment. 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 2016/17 to 2020/21 school years**

Category of the additional staff employed	Number of schools														
	2016/17 school year			2017/18 school year			2018/19 school year			2019/20 school year			2020/21 school year		
	Primary schools	Secondary schools	Special schools	Primary schools	Secondary schools	Special schools	Primary schools	Secondary schools	Special schools	Primary schools	Secondary schools	Special schools	Primary schools	Secondary schools	Special schools
Teachers	136	109	19	127	118	24	132	121	25	144	122	26	170	161	35
Teaching assistants	110	93	18	130	112	22	129	115	27	134	107	23	236	176	35
Assistants of different races	23	23	5	20	23	6	24	25	2	28	24	3	33	20	4

Notes:

1. Schools may use the funding to employ additional staff of more than one category.
2. Figures include public sector schools (including special schools) and Direct Subsidy Scheme schools offering the local curriculum.
3. Figures for the 2020/21 school year are provisional.

**Number of kindergartens (KGs) that employed additional staff with the related funding  
from the 2017/18 to 2020/21 school years**

<b>Category of the additional staff employed</b>	<b>Number of KGs</b>			
	<b>2017/18 school year</b>	<b>2018/19 school year</b>	<b>2019/20 school year</b>	<b>2020/21 school year</b>
Teachers	116	126	159	183
Teaching assistants	79	74	128	127

Notes:

1. Figures include KG-cum-child care centres.
2. Figures for the 2020/21 school year are estimated figures.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB101**

**(Question Serial No. 1296)**

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:

Regarding the employment of ethnic minority staffs in both primary and secondary schools, will the Government inform the council:

the number of schools that has hired ethnic minority teacher (excluding teacher assistant and Native-speaking English Teacher (NET)) disaggregated by school types in the recent 5 years;

		No. of ethnic minority staffs hired in school year									
		2016/17		2017/18		2018/19		2019/20		2020/21	
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
Kinder-garten (KG)	Under Free KG scheme										
	Non-scheme KG										
Primary schools	Government (Govt)										
	Aided										
	Direct Subsidy Scheme (DSS)										
	Caput										
Secondary schools	Govt										
	Aided										
	DSS										
	Caput										



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				
	2016/17	2017/18	2018/19	2019/20	2020/21
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:					

the number of teaching assistants in schools, disaggregated by school type, ethnicity, and funding source supporting their salary (e.g. the Learning Support Grant (LSG), the additional grants for schools with non-Chinese speaking (NCS) students, Intensive Remedial Teaching Programme (IRTP) and Integrated Education (IE) Programme etc.);

main role of teaching assistants in schools;

the related training provided or commissioned by EDB targeting the teaching assistants in schools;

the promotion ladder for teaching assistants in schools.

Asked by: Hon CHIANG Lai-wan (LegCo internal reference no.: 29)

Reply:

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.

Starting from the 2014/15 school year, all public sector schools and DSS schools offering the local curriculum are provided with an additional funding depending on the number of non-Chinese speaking (NCS) students admitted. Apart from employing additional teachers and teaching assistants, schools may also use the additional funding to employ assistants of different races. In the recent 5 years, a total of about 60 to 70 assistants of different races have been employed by these schools each year. They are mainly deployed to 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 as well as providing the in-class support for individual NCS students as appropriate, and organise activities for the creation of an inclusive learning environment in schools.

- End -

**CONTROLLING OFFICER'S REPLY****EDB102****(Question Serial No. 1297)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)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:

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 year 2018/19, 2019/20 and 2020/21.

The number of kindergartens and the respective number of teachers who has completed the basic course as required in school year 2018/19, 2019/20 and 2020/21.

	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
2018/19				
2019/20				
2020/21				

Asked by: Hon CHIANG Lai-wan (LegCo internal reference no.: 30)

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 training programme titled "Learning and Teaching for Non-Chinese Speaking Children – Professional Development Programme for Kindergarten Teachers" (including basic and advanced courses) from the 2018/19 to 2020/21 school years. The information on the said programme is tabulated as follows:

	<b>2018/19 school year</b>	<b>2019/20 school year</b> (Note 2)	<b>2020/21 school year</b>
No. of courses offered	3 basic courses	4 basic courses	4 basic courses and 2 advanced courses
No. of contact hours per course	21 hours	21 hours	21 hours (basic) 39 hours (advanced)
No. of teachers having completed the course	130 teachers	45 teachers	167 teachers (Note 3)
Expenditure	\$2.01 million	\$50,000	\$2.98 million (estimate) (Note 4)

Note:

1. The above expenditure/estimate has included a supply teacher grant provided since the 2018/19 school year.
2. For the 4 courses originally scheduled for the 2019/20 school year, only 1 was conducted as planned and the others have been postponed to the 2020/21 school year due to the COVID-19 epidemic. As the fees on these 4 courses will be paid altogether in the 2020/21 school year, the actual expenditure in the 2019/20 school year only covers the supply teacher grant.
3. The number of teachers having completed the course in the 2020/21 school year reflects the position as at end-February 2021.
4. The estimated expenditure includes the fees on the courses scheduled for the 2019/20 school year but postponed to the 2020/21 school year.

In addition, KG teachers who have completed the Bachelor of Education (Honours) (Early Childhood Education) in Leadership and Non-Chinese Speaking Children, Certificate in Professional Development Programme on the Teaching of Chinese Language for Non-Chinese Speaking Children, and Teaching Chinese to Multicultural Learners (including two courses on “Introduction and Foundation” and “Practice”) offered by the Education University of Hong Kong are considered as having attained the basic training requirement. As these programmes are subsumed under the overall arrangement of other items (such as funding from the University Grants Committee), we have not gathered data on individual items.

The number of KGs with teachers having completed the basic training course in the 2018/19, 2019/20 and 2020/21 school years is as follows.

	No. of KGs having admitted NCS children	KGs under the KG education scheme			
		No. of KGs having admitted NCS children	No. of KGs without any teachers having attended the basic training course	No. of KGs with 1 teacher having attended the basic training course	No. of KGs with more than 1 teacher having attended the basic training course
2018/19	607	409	228	87	94
2019/20	628	433	212	122	99
2020/21	647	441	110	218	113

Note:

1. Figures include 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. Figures for the 2020/21 school year reflect the position as at end-February 2021.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB103**

**(Question Serial No. 1298)**

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:

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:

The teaching materials for the teaching and learning of NCS students from 2014/15 to 2020/21 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)	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?

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 2020/21:

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 CHIANG Lai-wan (LegCo internal reference no.: 31)

Reply:

For the school years from 2016/17 to 2020/21, teaching materials developed by the Education Bureau (EDB) for the teaching and learning of non-Chinese speaking (NCS) students are detailed at Annex 1, whereas grants and funding provided by the EDB for developing teaching and learning materials and research on Chinese teaching and learning for NCS students are detailed at Annex 2.

**Teaching materials developed by the EDB for the teaching and learning of NCS students from the 2016/17 to 2020/21 school years**

<b>Title of teaching materials</b>	<b>Target, level and content</b>	<b>Collaborating party</b>	<b>Beneficiaries</b>	<b>Starting date</b>	<b>Progress</b>	<b>EDB's follow-up (if applicable)</b>	<b>Release arrangement for completed teaching materials (Note)</b>
Learning materials and teaching reference materials (including series on teaching with picture books, teaching on writing, teaching on Chinese festivals, etc.)	NCS students in primary and secondary schools (Chinese Language)	Language and curriculum experts, and 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. Feedback is collected from teachers on an on-going basis to refine the materials.	1, 2 (completed parts have been released)
Teaching resources with examples for designing modules for Chinese learning of NCS students with intellectual disabilities	NCS students with intellectual disabilities in special schools (Chinese Language)	Language and curriculum experts, and special school teachers	NCS students with intellectual disabilities in special schools	2015/16 school year	Completed (February 2021)	The teaching resources will be uploaded to the EDB webpage.	2
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	Completed (August 2020)	The package has been uploaded to the EDB webpage.	1



<b>Title of teaching materials</b>	<b>Target, level and content</b>	<b>Collaborating party</b>	<b>Beneficiaries</b>	<b>Starting date</b>	<b>Progress</b>	<b>EDB's follow-up (if applicable)</b>	<b>Release arrangement for completed teaching materials (Note)</b>
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	Completed (September 2020)	The glossary has been uploaded to the EDB webpage by phases.	1
A Bilingual Learning and Teaching Package on Secondary One 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.	1 (completed parts have been uploaded to the EDB webpage)
A Bilingual Learning and Teaching Package on Secondary Two and Secondary Three 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	2020/21 school year	In Progress	The package will be uploaded to the EDB webpage by phases.	Not applicable

Notes:

1. By uploading the materials to the website of the EDB or organisation(s) concerned
2. Through briefing sessions and teacher training programmes

**Grants and funding for developing teaching and learning materials and  
research on Chinese teaching and learning for NCS students  
from the 2016/17 to 2020/21 school years**

Title of teaching materials/ research project	Target and content	Funding source	Principal developer/ research institute	Beneficiaries	Starting date	Progress	Follow-up (if applicable)	Release arrangement for completed teaching materials (Note)
1. Interactive Learning Chinese with News for NCS Students	To develop a Chinese app covering topics of current affairs, daily life, etc.	Language Fund	Open Knowledge Association Limited	NCS students at upper primary and junior secondary levels in Hong Kong; practitioners who teach NCS students Chinese in Hong Kong; and NCS parents	September 2016	Completed (November 2017)	The developer is required to submit regular progress reports for stage-based assessment and progress reviews, so that appropriate support can be provided.	2, 4
2. Chinese Cultural Readings for Non-Chinese Speaking Students: Historical Personages	To compile a reader on Chinese culture 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 at upper primary and junior secondary levels in Hong Kong	September 2016	Completed (September 2017)	The developer is required to submit regular progress reports for stage-based assessment and progress reviews, so that appropriate support can be provided.	1, 3

Title of teaching materials/ research project	Target and content	Funding source	Principal developer/ research institute	Beneficiaries	Starting date	Progress	Follow-up (if applicable)	Release arrangement for completed teaching materials (Note)
3. Construction of an Interlanguage Corpus for Non-Chinese Speaking Students in Hong Kong	To develop a corpus of interlanguage, which is derived from Hong Kong NCS students' Chinese learning	Language Fund	Department of Chinese and Bilingual Studies, The Hong Kong Polytechnic University	Academics who study the teaching of Chinese as a foreign language, frontline teachers, compilers of dictionary, teaching material writers and NCS students who learn Chinese	November 2016	Completed (July 2020)	The developer is required to submit regular progress reports for stage-based assessment and progress reviews, so that appropriate support can be provided.	1, 2
4. Chinese Self-learning App for NCS Students	To develop a self-learning and parent-child co-learning Chinese app for NCS students	Language Fund	Open Knowledge Association Limited	Primary One to Secondary One NCS students	September 2019	In Progress	The developer is required to submit regular progress reports for stage-based assessment and progress reviews, so that appropriate support can be provided.	Not applicable
5. "Chinese Cultural Readings for Non-Chinese Speaking Students: Historical Personages" Digitization and Interactive Learning Programme	To digitalize 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	Completed (August 2020)	The developer is required to submit regular progress reports for stage-based assessment and progress reviews, so that appropriate support can be provided.	2, 4

Title of teaching materials/ research project	Target and content	Funding source	Principal developer/ research institute	Beneficiaries	Starting date	Progress	Follow-up (if applicable)	Release arrangement for completed teaching materials (Note)
6. DIY-Learn Chinese with Fun	To promote Chinese “300 commonly-used characters” using comic books, flash cards, electronic games, mobile apps and other means	Language Fund	School of Continuing and Professional Education, City University of Hong Kong	NCS students in primary and secondary schools	September 2019	In Progress	The developer is required to submit regular progress reports for stage-based assessment and progress reviews, so that appropriate support can be provided.	Not applicable
7. 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	Non-Chinese speakers interested in learning Chinese (including Cantonese)	September 2019	In Progress	The developer is required to submit regular progress reports for stage-based assessment and progress reviews, so that appropriate support can be provided.	Not applicable
8. Project on the Development of Chinese Language Graded Readers for Non-Chinese Speaking Children	To develop a set of 90 Chinese graded readers by three organisations respectively	Language Fund	Joint Publishing (Hong Kong) Company Limited, Oxford University Press (China) Limited, and Greenfield Educational Centre	NCS children aged 3 to 9	February 2021	In Progress	The developers are required to submit regular progress reports for stage-based assessment and progress reviews, so that appropriate support can be provided.	Not applicable

<b>Title of teaching materials/ research project</b>	<b>Target and content</b>	<b>Funding source</b>	<b>Principal developer/ research institute</b>	<b>Beneficiaries</b>	<b>Starting date</b>	<b>Progress</b>	<b>Follow-up (if applicable)</b>	<b>Release arrangement for completed teaching materials (Note)</b>
9. 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 as well as scholars	NCS students in primary and secondary schools, and NCS self-learners	2015	Completed (December 2018)	The grantees are required to submit regular progress reports for stage-based assessment and progress reviews, so that appropriate support can be provided.	5 (seminar)
10. Research and Development Projects 2018-2019 (theme: Learning of Chinese language of non-Chinese speaking learners)	NCS students in primary and secondary schools, and NCS self-learners (Chinese Language)	Language Fund	Language and curriculum experts as well as scholars	NCS students in primary and secondary schools, and NCS self-learners	2018	In Progress	The developers are required to submit regular progress reports for stage-based assessment and progress reviews, so that appropriate support can be provided.	Not applicable
11. 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)	The grantee is required to submit regular progress reports as inputs for stage-based assessment and progress reviews so that appropriate support can be provided.	2

<b>Title of teaching materials/ research project</b>	<b>Target and content</b>	<b>Funding source</b>	<b>Principal developer/ research institute</b>	<b>Beneficiaries</b>	<b>Starting date</b>	<b>Progress</b>	<b>Follow-up (if applicable)</b>	<b>Release arrangement for completed teaching materials (Note)</b>
12.Catering Learning Diversity – Develop school based curriculum and different level worksheets	Secondary school students (learning and teaching resources for 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)	The grantee is required to submit regular progress reports as inputs for stage-based assessment and progress reviews so that appropriate support can be provided.	2
13.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)	The grantee is required to submit regular progress reports as inputs for stage-based assessment and progress reviews so that appropriate support can be provided.	Not applicable (the deliverable is a school-based e-learning platform)

<b>Title of teaching materials/ research project</b>	<b>Target and content</b>	<b>Funding source</b>	<b>Principal developer/ research institute</b>	<b>Beneficiaries</b>	<b>Starting date</b>	<b>Progress</b>	<b>Follow-up (if applicable)</b>	<b>Release arrangement for completed teaching materials (Note)</b>
14. Materials and teaching designs for supporting the 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)	The grantee is required to submit regular progress reports as inputs for stage-based assessment and progress reviews so that appropriate support can be provided.	1
15. Through home-school cooperation helping non-Chinese speaking children integrate into campus life and learning	Kindergarten students (learning and teaching resources)	Quality Education Fund	Hong Kong Young Women’s Christian Association Athena Kindergarten	Kindergarten students	September 2015	Completed (December 2016)	The grantee is required to submit regular progress reports as inputs for stage-based assessment and progress reviews so that appropriate support can be provided.	1, 2

<b>Title of teaching materials/ research project</b>	<b>Target and content</b>	<b>Funding source</b>	<b>Principal developer/ research institute</b>	<b>Beneficiaries</b>	<b>Starting date</b>	<b>Progress</b>	<b>Follow-up (if applicable)</b>	<b>Release arrangement for completed teaching materials (Note)</b>
16.“Divergent Blue Planet” South-Asian Moral & Civic Education Teaching Kit (Activity Version)	Primary school students (bilingual learning and teaching resource packages)	Quality Education Fund	Tung Wah Group of Hospitals Jockey Club Tai Kok Tsui Integrated Services Centre	Primary school students	October 2015	Completed (January 2017)	The grantee is required to submit regular progress reports as inputs for stage-based assessment and progress reviews so that appropriate support can be provided.	2, 3
17.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)	The grantee is required to submit regular progress reports as inputs for stage-based assessment and progress reviews so that appropriate support can be provided.	Not applicable (the deliverable is a school-based e-learning platform)



<b>Title of teaching materials/ research project</b>	<b>Target and content</b>	<b>Funding source</b>	<b>Principal developer/ research institute</b>	<b>Beneficiaries</b>	<b>Starting date</b>	<b>Progress</b>	<b>Follow-up (if applicable)</b>	<b>Release arrangement for completed teaching materials (Note)</b>
18. 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)	The grantee is required to submit regular progress reports as inputs for stage-based assessment and progress reviews so that appropriate support can be provided.	1
19. 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)	The grantee is required to submit regular progress reports as inputs for stage-based assessment and progress reviews so that appropriate support can be provided.	2

<b>Title of teaching materials/ research project</b>	<b>Target and content</b>	<b>Funding source</b>	<b>Principal developer/ research institute</b>	<b>Beneficiaries</b>	<b>Starting date</b>	<b>Progress</b>	<b>Follow-up (if applicable)</b>	<b>Release arrangement for completed teaching materials (Note)</b>
20. 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)	The grantee is required to submit regular progress reports as inputs for stage-based assessment and progress reviews so that appropriate support can be provided.	Not applicable (the deliverable is a school-based e-learning platform)
21. 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)	The grantee is required to submit regular progress reports as inputs for stage-based assessment and progress reviews so that appropriate support can be provided.	1, 2, 3

<b>Title of teaching materials/ research project</b>	<b>Target and content</b>	<b>Funding source</b>	<b>Principal developer/ research institute</b>	<b>Beneficiaries</b>	<b>Starting date</b>	<b>Progress</b>	<b>Follow-up (if applicable)</b>	<b>Release arrangement for completed teaching materials (Note)</b>
22. 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)	The grantee is required to submit regular progress reports as inputs for stage-based assessment and progress reviews so that appropriate support can be provided.	2,3
23. “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	Tung Wah Group of Hospitals Jockey Club Tai Kok Tsui Integrated Services Centre	Primary school students	February 2017	Completed (March 2018)	The grantee is required to submit regular progress reports as inputs for stage-based assessment and progress reviews so that appropriate support can be provided.	2, 3

<b>Title of teaching materials/ research project</b>	<b>Target and content</b>	<b>Funding source</b>	<b>Principal developer/ research institute</b>	<b>Beneficiaries</b>	<b>Starting date</b>	<b>Progress</b>	<b>Follow-up (if applicable)</b>	<b>Release arrangement for completed teaching materials (Note)</b>
24. 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)	The grantee is required to submit regular progress reports as inputs for stage-based assessment and progress reviews so that appropriate support can be provided.	1
25. 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	Completed (August 2020)	The grantee is required to submit regular progress reports as inputs for stage-based assessment and progress reviews so that appropriate support can be provided.	2, 3

<b>Title of teaching materials/ research project</b>	<b>Target and content</b>	<b>Funding source</b>	<b>Principal developer/ research institute</b>	<b>Beneficiaries</b>	<b>Starting date</b>	<b>Progress</b>	<b>Follow-up (if applicable)</b>	<b>Release arrangement for completed teaching materials (Note)</b>
26. 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)	The grantee is required to submit regular progress reports as inputs for stage-based assessment and progress reviews so that appropriate support can be provided.	1
27. 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)	The grantee is required to submit regular progress reports as inputs for stage-based assessment and progress reviews so that appropriate support can be provided.	5 (exhibition)
28. 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	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)

<b>Title of teaching materials/ research project</b>	<b>Target and content</b>	<b>Funding source</b>	<b>Principal developer/ research institute</b>	<b>Beneficiaries</b>	<b>Starting date</b>	<b>Progress</b>	<b>Follow-up (if applicable)</b>	<b>Release arrangement for completed teaching materials (Note)</b>
29.Enhancing Teaching Efficacy and Creative Teaching and Learning Chinese for Hong Kong's non-Chinese students in Primary Schools	Please visit the Research Grants Council webpage for project details	Research Grants Council	The University of Hong Kong	Not applicable	January 2016	Completed (May 2019)	Not applicable	1 (Completion report has been uploaded to the Research Grants Council webpage)
30.Start from the Beginning – Chinese Supporting Scheme for NCS Students in Kindergarten	Kindergarten students and teachers (learning and teaching resources)	Research Grants Council (Research Matching Grant Scheme)	The University of Hong Kong	Kindergarten students and teachers	October 2019	Completed (October 2020)	Not applicable	3
31.A developmental study on the effects of executive function on Chinese word reading among students learning Chinese as their first language and as their second language	Please visit the Research Grants Council webpage for project details	Research Grants Council	The Education University of Hong Kong	Not applicable	December 2019	In Progress	Not applicable	Not applicable
32.A study on the perception and production of tones in Putonghua among NCS South Asian ethnic minority students in Hong Kong	Please visit the Research Grants Council webpage for project details	Research Grants Council	The Open University of Hong Kong	Not applicable	January 2020	In Progress	Not applicable	Not applicable

<b>Title of teaching materials/ research project</b>	<b>Target and content</b>	<b>Funding source</b>	<b>Principal developer/ research institute</b>	<b>Beneficiaries</b>	<b>Starting date</b>	<b>Progress</b>	<b>Follow-up (if applicable)</b>	<b>Release arrangement for completed teaching materials (Note)</b>
33. Writing development of teenagers learning Chinese as their second language: influences of transliteration	Please visit the Research Grants Council webpage for project details	Research Grants Council	The Chinese University of Hong Kong	Not applicable	January 2021	In Progress	Not applicable	Not applicable
34. Understanding how NCS primary students interact verbally in Chinese: influences of task characteristics and intersubjectivity	Please visit the Research Grants Council webpage for project details	Research Grants Council	The Education University of Hong Kong	Not applicable	January 2021	In Progress	Not applicable	Not applicable

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
5. Through such other channels as seminars and exhibitions

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB104**

**(Question Serial No. 1299)**

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:

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 2018/19, 2019/20 and 2020/21 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 (a) 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 CHIANG Lai-wan (LegCo internal reference no.: 32)

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, 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 is provided in various forms, which include recurrent subvention to educational bodies, subsidies to organisers on application basis, or fees to service providers through procurement or commission. 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 2018/19 to 2020/21 school years and related details are set out at Annex. 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 the participants, conducting questionnaire surveys, holding meetings with service providers and scrutinising the reports submitted by service providers. The EDB has been attaching importance to the quality of the related support programmes and will continue to review the various programmes to ensure that they meet the needs of participants.

**Programmes funded by the EDB specifically for supporting NCS students' learning of Chinese and their integration into the community from the 2018/19 to 2020/21 school years**

NGO/Academic institution and objectives of their support programme	Target participants	No. of student enrolment and attendance in the 2018/19, 2019/20 and 2020/21 school years	Expenditure #(\$ million)		
			2018/19	2019/20 <sup>+</sup>	2020/21 <sup>*</sup>
<p><b>Chinese Language Learning Support Centres</b></p> <ul style="list-style-type: none"> <li>• Organisation: School of Professional and Continuing Education, The University of Hong Kong (HKU SPACE)</li> <li>• Programme objective: 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</li> </ul>	NCS students in secondary and primary schools	<ul style="list-style-type: none"> <li>• About 810 enrolled; about 700 attended (2018/19)</li> <li>• About 760 enrolled; about 730 attended (2019/20)</li> <li>• About 920 enrolled; about 900 attended (2020/21)</li> </ul>	3.4	2.1	4.3
<p><b>District-based Project on Supporting NCS Children in Learning Chinese</b></p> <ul style="list-style-type: none"> <li>• Organisation: (a) The Hong Kong Christian Service and the Hong Kong Sheng Kung Hui Lady MacLehose Centre (2016/17 to 2018/19); (b) Dawn Foundation Limited (2019/20 to 2020/21) <sup>^</sup></li> <li>• Programme objective: (a) To motivate NCS children to learn Chinese through fun activities such as visits, games and creative arts; (b) To help NCS children learn how to recognise and write Chinese characters</li> </ul>	NCS children aged 3 to 12 in places where there are higher numbers of NCS students	<ul style="list-style-type: none"> <li>• About 400 enrolled and attended (2018/19)</li> <li>• About 200 enrolled; about 60 attended due to the epidemic (2019/20) ※</li> <li>• About 260 enrolled (number of student attendance in 2020/21 to be confirmed upon completion of the programme)</li> </ul>	3.7	0.6	1.0

NGO/Academic institution and objectives of their support programme	Target participants	No. of student enrolment and attendance in the 2018/19, 2019/20 and 2020/21 school years	Expenditure #(\$ million)		
			2018/19	2019/20 <sup>+</sup>	2020/21 <sup>*</sup>
<b>Providing Life Planning Education for NCS Students in Secondary Schools</b> <ul style="list-style-type: none"> <li>• Organisation: Caritas – Hong Kong</li> <li>• Programme objective: To organise life planning education activities for NCS students in secondary schools</li> </ul>	NCS students in secondary schools	<ul style="list-style-type: none"> <li>• About 320 students enrolled and attended (2018/19)</li> <li>• About 620 enrolled and attended each year (2019/20** and 2020/21)</li> </ul>	0.7	1.3	1.4
<b>University-School Support Programmes (USP)</b> <ul style="list-style-type: none"> <li>• Organisation: HKU</li> <li>• Programme objective: To organise the USP to provide kindergartens and primary schools with school-based support in teaching Chinese to NCS students</li> </ul>	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	5.5	Not applicable (the programme was implemented up to the 2018/19 school year)	

NGO/Academic institution and objectives of their support programme	Target participants	No. of student enrolment and attendance in the 2018/19, 2019/20 and 2020/21 school years	Expenditure #(\$ million)		
			2018/19	2019/20 <sup>+</sup>	2020/21 <sup>*</sup>
<p><b>To provide school-based support services for kindergartens and primary and secondary schools admitting NCS students</b></p> <ul style="list-style-type: none"> <li>• Organisation: <ul style="list-style-type: none"> <li>(a) HKU SPACE (for kindergartens)</li> <li>(b) HKU (for kindergartens and primary schools)</li> <li>(c) The PolyU Technology &amp; Consultancy Company Limited (for primary schools)</li> <li>(d) HKU (for primary and secondary schools)</li> </ul> </li> <li>• Programme objective: To provide kindergartens and primary and secondary schools admitting NCS students with school-based support services to enhance teachers' professional capacity for teaching Chinese to NCS students</li> </ul>	Kindergartens/primary schools/secondary 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  (programme (a) to (c) commenced in the 2019/20 school year; programme (d) commenced in the 2020/21 school year)	3.0@	14.2

# Rounded to the nearest one decimal place

+ Actual figures revised from the estimates last year

\* Estimated figures

^ As for the District-based Project on Supporting NCS Children in Learning Chinese, the grantees of the 2018/19 school year were the Hong Kong Christian Service and the Hong Kong Sheng Kung Hui Lady MacLehose Centre, while the grantee of the 2019/20 and 2020/21 school years was Dawn Foundation Limited.

✘ As school classes or face-to-face classes and school activities were suspended due to the COVID-19 epidemic, some activities originally scheduled for the 2019/20 school year were cancelled.

\*\* As school classes or face-to-face classes and school activities were suspended due to the COVID-19 epidemic, the services in the 2019/20 school year have been extended to the end of the 2020/21 school year.

@ As school classes or face-to-face classes and school activities were suspended due to the COVID-19 epidemic, the services in the 2019/20 school year have been extended to end-2020, and a portion of estimated expenditure of the 2019/20 school year is disbursed in the 2020/21 school year.

Note:  
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**

**EDB105**

**(Question Serial No. 1300)**

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:

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 (2016/17 to 2020/21 school years):

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;

the number of primary and secondary schools which have not yet meet the targets set in the five-year teacher professional development framework on integrated education;

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 CHIANG Lai-wan (LegCo internal reference no.: 33)

Reply:

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 programmes 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 BAT Courses from the 2016/17 to 2020/21 school years and the expenditure on BAT Courses are set out at Table (1) and Table (2) below respectively:

Table (1)

Course	2016/17		2017/18		2018/19		2019/20 <sup>Note 1</sup>		2020/21 (Provisional) <sup>Note 2</sup>	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Basic	259	444	283	406	314	395	196	180	133	187
Advanced	129	197	157	152	177	146	74	34	84	96
Thematic	204	248	217	270	209	265	113	61	155	174

Notes:

1. Most of the training programmes originally scheduled for the 2019/20 school year have to be postponed to the 2020/21 school year due to the epidemic.
2. BAT Courses for the 2020/21 school year are not yet completed. The above figures are the anticipated number of teachers who will complete the training programmes.

Table (2)

Course	Expenditure (\$ million)				
	2016/17	2017/18	2018/19	2019/20 <sup>Note</sup>	2020/21 (Revised estimate) <sup>Note</sup>
Basic	10.4	10.3	11.0	5.8	5.6
Advanced	16.3	15.5	16.8	5.5	11.7
Thematic	25.3	27.9	28.1	9.9	19.6
Total	52.0	53.7	55.9	21.2	36.9

Note:

Most of the training programmes originally scheduled for the 2019/20 school year have to be postponed to the 2020/21 school year due to the epidemic.

Teachers' professional development is an ongoing process. After the inception of BAT Courses in the 2007/08 school year, a review of the training programmes was conducted. The findings showed that 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 teachers. Starting from the 2014/15 school year, the EDB has 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 teachers' training profiles as well as the types and number of students with SEN, we further raised the training targets in the 2015/16 school year. Each public sector ordinary school has been required to arrange teachers to attend BAT Courses in a systematic and orderly manner within a 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 (this should include at least 1 teacher for each type of SEN as far as possible). Owing to the epidemic, we have extended the training cycle for 1 year until the 2020/21 school year. Given that the training cycle is not yet

completed and schools will arrange teachers to attend BAT Courses on a continuous basis, it is not meaningful to set out the number of schools that fail to achieve the training targets.

On top of BAT Courses, the EDB arranges training activities for teachers from time to time during each school year. These include thematic seminars, conferences, experience sharing sessions, workshops, etc. Besides, to better equip prospective teachers with the knowledge and skills in catering for students with SEN, teacher education universities funded by the University Grants Committee have incorporated related modules into their initial teacher education programmes. Furthermore, post-secondary institutions have been organising training courses on special education for in-service teachers pursuing further development. As such, we consider that providing the number of teachers who have completed BAT Courses could not fully reflect the position of teachers with special education training in each school.

For teaching Chinese Language and other subjects to non-Chinese speaking (NCS) students, different sections/units under 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 provision of training. Besides, the mode for teachers' professional development is diversified. In addition to training courses, the professional capacity of teachers can also be enhanced through school-based professional support services and learning communities. Since the number of NCS students admitted and their Chinese proficiency vary substantially from school to school, training needs differ among schools and teachers. Apart from encouraging teachers to participate in external training organised for teachers, schools may provide more opportunities for internal exchange and experience sharing among teachers, including collaborative lesson planning and collaborative teaching, etc., to strengthen their professional teaching team.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB106**

**(Question Serial No. 1301)**

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:

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 2016/17 to 2020/21;
- (b) The number of NCS students who were admitted through the "Discretionary Places Admission" stage in POA in each of the school years from 2016/17 to 2020/21;
- (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 2016/17 to 2020/21;
- (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 (SSPA) System in each of the school years from 2016/17 to 2020/21; 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" stage in SSPA in each of the school years from 2016/17 to 2020/21;
- (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 2016/17 to 2020/21;

- (i) The numbers of NCS students admitted into Primary 1 and Secondary 1 of Direct Subsidies Scheme (DSS) schools in each of the school years from 2016/17 to 2020/21 respectively; and their respective percentages among all NCS Primary One students and all NCS Secondary One students in public sector schools in each of those school years.

Asked by: Hon CHIANG Lai-wan (LegCo internal reference no.: 34)

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 2016/17 to 2020/21 school years is 3 075, 3 218, 3 418, 3 450 and 3 364 respectively. The number of NCS students participating in the Primary One Admission (POA) System from 2017 to 2020 (i.e. for admission to Primary 1 from the 2017/18 to 2020/21 school years) is 1 370, 1 423, 1 434 and 1 549 respectively. POA 2021 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 2017 to 2020 (i.e. for admission to Primary 1 from the 2017/18 to 2020/21 school years) is 818, 816, 878 and 904 respectively, of whom 24.4%, 26.2%, 25.4% and 23.9% were admitted to the 8 schools listed in Appendix 3 of the POA Application Form in the respective school years. POA 2021 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 2017 to 2020 (i.e. for admission to Primary 1 from the 2017/18 to 2020/21 school years) is 552, 607, 556 and 645 respectively, of whom 19.0%, 19.4%, 24.3% and 22.0% were allocated to the 8 schools listed in Appendix 3 of the POA Application Form in the respective school years. POA 2021 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 2017 to 2020 (i.e. for admission to Secondary 1 from the 2017/18 to 2020/21 school years) is 1 458, 1 464, 1 612 and 1 637 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 94.3%, 92.1%, 88.5% and 88.5%. SSPA 2021 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 2017 to 2020 (i.e. for admission to Secondary 1 from the 2017/18 to 2020/21 school years) is 920, 931, 917 and 888 respectively. The number of Primary 6 NCS students allocated a Secondary 1 place at the “Central Allocation” stage is 538, 533, 695 and 749 respectively. SSPA 2021 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 2016/17 to 2020/21 school years is 177, 161, 169, 155 and 168 respectively. The corresponding percentage share among all Primary 1 NCS students in public sector schools (excluding special schools) and DSS schools in the respective school years is 11.2%, 9.9%, 10.0%, 9.0% and 9.4%.

As for Secondary 1, the number of NCS students admitted to DSS schools from the 2016/17 to 2020/21 school years is 790, 806, 820, 865 and 773 respectively. The corresponding percentage share among all Secondary 1 NCS students in public sector schools (excluding special schools) and DSS schools in the respective school years is 47.9%, 45.5%, 47.0%, 46.0% and 41.4%.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB107**

**(Question Serial No. 1723)**

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:

Please advise on the number of sexual harassment cases in primary and secondary schools received in the past 3 years and the progress of handling these cases. Will the Government enhance the existing measures and support for victims to curb the related problem effectively? If yes, what are the financial resources involved and the specific arrangements?

Asked by: Hon CHOW Ho-ding, Holden (LegCo internal reference no.: 75)

Reply:

The number of sexual harassment cases in primary and secondary schools received by the Education Bureau (EDB) in the 2017/18, 2018/19 and 2019/20 school years are 13, 17 and 18 respectively. The EDB has finished handling 39 of these cases, while 9 cases are being processed.

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

To protect student safety, schools must report and submit relevant information to the EDB for follow-up actions if the sexual harassment cases in schools being handled involve inappropriate behaviour, serious misconduct, or suspected child sexual abuse committed by teaching staff. For cases suspected to involve criminal offence, schools should report them

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

The EDB has included learning elements related to sex education, such as personal growth, protection of body and gender equality, in the curricula of Key Learning Areas/subjects and moral and civic education of primary and secondary schools. We have also produced and will continuously update web-based learning and teaching resources on topics, such as prevention of sexual abuse and sexual harassment, and organised relevant teacher professional development programmes to support schools in implementing sex education.

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

Considering that related work on prevention of sexual harassment in schools has been integrated into different curricula and activities, and the professional development and training of teaching staff and handling sexual harassment cases in schools currently form part of the regular responsibilities of the relevant divisions of the EDB, the expenditure involved has been subsumed under the overall expenditure of the EDB and there is no separate breakdown for individual items. The EDB will, on an ongoing basis, review the measures and efforts on prevention of sexual harassment in schools and seek enhancement when appropriate.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB108**

**(Question Serial No. 1724)**

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:

Regarding cross-boundary students (CBS), please provide the number of CBS studying in secondary and primary schools respectively in the 18 districts of Hong Kong in the past 3 years, and the percentage share of these CBS out of the total by district.

Asked by: Hon CHOW Ho-ding, Holden (LegCo internal reference no.: 76)

Reply:

The number and percentage of cross-boundary students (CBS) in secondary and primary schools by district in the 2018/19 and 2019/20 school years are tabulated in Annex A. In the 2020/21 school year, due to the development of the COVID-19 epidemic and the restrictions imposed by the anti-epidemic measures in Hong Kong and the Mainland, some CBS are temporarily staying in Hong Kong to attend face-to-face classes in schools, while some CBS are unable to come to Hong Kong for school. As such, it is not possible for the Education Bureau (EDB) to gather accurate data on the number of CBS travelling daily across the boundary in the school year. In October 2020, the EDB collected information via schools on the number of students residing in the Mainland at that time. The number and percentage of students in secondary and primary schools residing in the Mainland by district are tabulated in Annex B.

**Number and Percentage of CBS in Secondary and Primary Schools  
in the 2018/19 and 2019/20 School Years**

**(i) Secondary Schools**

District	2018/19 school year		2019/20 school year	
	Number of CBS	Percentage in the total number of CBS in secondary schools	Number of CBS	Percentage in the total number of CBS in secondary schools
North	3 123	56.1%	3 942	51.9%
Tai Po	1 004	18.0%	1 390	18.3%
Sha Tin	137	2.5%	184	2.4%
Yuen Long	796	14.3%	1 148	15.1%
Tuen Mun	489	8.8%	892	11.7%
Tsuen Wan & Kwai Tsing	3	0.1%	3	0.0%
Tung Chung	14	0.3%	41	0.5%
Wong Tai Sin	1	0.0%	2	0.0%
<b>Total</b>	<b>5 567</b>	<b>100%</b>	<b>7 602</b>	<b>100%</b>

**(ii) Primary Schools**

District	2018/19 school year		2019/20 school year	
	Number of CBS	Percentage in the total number of CBS in primary schools	Number of CBS	Percentage in the total number of CBS in primary schools
North	7 583	37.6%	7 123	39.6%
Tai Po	2 963	14.7%	2 710	15.1%
Sha Tin	630	3.1%	583	3.2%
Yuen Long	4 667	23.1%	3 951	22.0%
Tuen Mun	3 052	15.1%	2 453	13.6%
Tsuen Wan & Kwai Tsing	505	2.5%	396	2.2%
Tung Chung	424	2.1%	442	2.5%
Wong Tai Sin	364	1.8%	316	1.8%
<b>Total</b>	<b>20 188</b>	<b>100%</b>	<b>17 974</b>	<b>100%</b>

Note: (1) 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. Figures refer to the position as at September 2018 and September 2019.

(2) With the implementation of the zero-quota policy for doubly non-permanent resident pregnant women in early 2013, the number of CBS enrolling in Primary One classes has significantly decreased since the 2019/20 school year.

(3) Percentages may not add up to the total due to rounding.

**Number and Percentage of Students  
Studying in Secondary and Primary Schools in Hong Kong  
but Residing in the Mainland in the 2020/21 School Year**

**(i) Secondary Schools**

District	Number of students	Percentage in the total number of students studying in secondary schools in Hong Kong but residing in the Mainland
North	4 371	46.7%
Tai Po	1 648	17.6%
Sha Tin	260	2.8%
Yuen Long	1 617	17.3%
Tuen Mun	1 201	12.8%
Tsuen Wan & Kwai Tsing	9	0.1%
Islands	86	0.9%
Wong Tai Sin	21	0.2%
Kowloon City	25	0.3%
Sham Shui Po	16	0.2%
Kwun Tong	19	0.2%
Yau Tsim Mong	8	0.1%
Sai Kung	8	0.1%
Eastern	25	0.3%
Southern	39	0.4%
Wan Chai	1	0.0%
Central & Western	1	0.0%
<b>Total</b>	9 355	100%



**(ii) Primary Schools**

<b>District</b>	<b>Number of students</b>	<b>Percentage in the total number of students studying in primary schools in Hong Kong but residing in the Mainland</b>
North	6 474	42.1%
Tai Po	2 356	15.3%
Sha Tin	449	2.9%
Yuen Long	2 917	19.0%
Tuen Mun	1 768	11.5%
Tsuen Wan & Kwai Tsing	378	2.5%
Islands	417	2.7%
Wong Tai Sin	324	2.1%
Kowloon City	52	0.3%
Sham Shui Po	42	0.3%
Kwun Tong	30	0.2%
Yau Tsim Mong	48	0.3%
Sai Kung	24	0.2%
Eastern	51	0.3%
Southern	14	0.1%
Wan Chai	20	0.1%
Central & Western	9	0.1%
<b>Total</b>	<b>15 373</b>	<b>100%</b>

Note: (1) Figures are based on the survey on the number of students studying in schools in Hong Kong but residing in the Mainland conducted via schools in October 2020. Having regard to the COVID-19 epidemic situation and the anti-epidemic measures in Hong Kong and the Mainland, some CBS are temporarily staying with their relatives or friends in Hong Kong to attend face-to-face classes in schools, while some CBS who used to stay in Hong Kong on school days have returned to the Mainland since the beginning of the 2020/21 school year in response to the development of the epidemic and the anti-epidemic measures of the two places, and sustained learning at home through various learning modes (including e-learning). As such, the figures collected do not represent the number of CBS travelling daily across the boundary and are not directly comparable to the number of CBS set out in Annex A.

(2) Percentages may not add up to the total due to rounding.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB109**

**(Question Serial No. 1530)**

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:

Following the violent riots in 2019, the Hong Kong Police Force has been constantly smeared by rumours on the media and in the community, and this has resulted in a grave deterioration of public-police relations. It is also worrying that children of police officers are being bullied by their peers or teachers in school. In order to alleviate the situation, please advise this Committee:

- (1) whether the Government will form a dedicated team comprising representatives of the Education Bureau and school sponsoring bodies, school heads, discipline masters/mistresses, school social workers, police officers, members of Parent-Teacher Associations and representatives of District Offices to handle bullying in schools; and
- (2) whether the Government will issue a directive requiring primary and secondary schools across the territory to install closed-circuit television (CCTV) monitoring systems in order to eradicate the occurrence of bullying. While bound by the provisions in the Personal Data (Privacy) Ordinance (Cap. 486) and the Guidance on CCTV Surveillance and Use of Drones issued by the Office of the Privacy Commissioner for Personal Data, the Government may still issue guidelines to ensure that video footages are processed in compliance with relevant legislation by the school personnel.

Asked by: Hon HO Kwan-yiu, Junius (LegCo internal reference no.: 33)

Reply:

(1) and (2)

All along, the Education Bureau (EDB) has been adopting a “zero tolerance” policy on any act of bullying in schools. Any bullying act, irrespective of the form or for whatever reasons, is totally unacceptable. We adopt a multi-pronged approach to implement the policy on prevention and handling of school bullying through different aspects. These include further nurturing students’ positive values and empathy for others through school curriculum,

learning and teaching resources and diversified student learning activities. The School Administration Guide provided for schools by the EDB contains guidelines on the handling and prevention of bullying, with stipulations on the relevant procedures, approaches and follow-up actions. According to the prevailing guidelines, schools should 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). The EDB will seriously follow up on every school bullying case. If suspected maltreatment is involved, schools may consult the Social Welfare Department (SWD) direct so that case referral and counselling services can be provided as early as possible. For serious cases, schools should report them to the Police immediately to seek assistance. According to the prevailing procedures, the EDB will liaise with schools, the SWD and the Police on appropriate ways to handle the cases. When handling school bullying incidents, the school management, guidance and discipline team, professionals and parents, as well as the EDB, the SWD and the Police, should each perform their role in dealing with the bullies and victims by means of appropriate intervention, support, mediation, penalty and follow-up, etc., in order to prevent the occurrence of bullying in school and safeguard the well-being of students.

As far as prevention of school bullying is concerned, forming a dedicated team by the Government or installing closed-circuit television monitoring systems might not be effective in preventing or reducing the occurrence of school bullying. Instead, we attach importance to fostering students' respect for others, differences and diverse views, and cultivating their empathy at the education level, while developing their communication and social skills, so as to assist them in establishing genuine friendships with peers and enhance their sense of belonging to school. The EDB will continue to keep in close contact with schools and offer professional advice on their handling of bullying incidents, including how to help the students involved rectify their behaviour and re-create a harmonious school environment through disciplinary and guidance efforts, and how to enhance the anti-discrimination and anti-bullying awareness of students and school personnel through diversified activities.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB110**

**(Question Serial No. 1531)**

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:

The social incidents arising from the opposition to the proposed legislative amendments in 2019 exposed severe problems in local education. Some teachers took advantage of the disturbances to disseminate outrageously false claims in class. Some of them even encouraged students to take part in unlawful and violent activities. A while ago, students across the territory were confined to taking online classes at home because of the epidemic. During one of these online lessons, a teacher mangled history by saying that the British started the Opium War to “rid China of opium”, which appalled parents. Although the teacher concerned had his registration subsequently cancelled by the authority, the community was left reeling with a grave concern about the quality of teachers in Hong Kong. In this connection, would the Government please advise this Committee of the following:

- (1) Those who misconduct themselves should not be correcting others' behaviour, so the saying goes. The key to quality education lies not with our education system, curricula, textbooks or teaching materials but with teachers serving their roles as gatekeepers. In the future, will the Government disclose the names of teachers who have been found guilty of professional misconduct and the schools they work for to help parents make informed decisions when picking schools for their children?
- (2) Will the Government devise corresponding measures to prevent teachers that have disregarded the codes of professional conduct and moral standards from retaining their teaching posts?

Asked by: Hon HO Kwan-yiu, Junius (LegCo internal reference no.: 34)

Reply:

(1) and (2)

The EDB has been prudent in fulfilling its obligations and exercising its powers conferred by the Education Ordinance. To safeguard students' well-being, the EDB handles matters relating to teacher registration, including the approval and cancellation of registration, in accordance with the established procedures to ensure that all teachers allowed to teach in schools are fit and proper persons. The EDB adopts a serious approach in handling cases of suspected professional misconduct of teachers. If a teacher is no longer regarded as being fit and proper to teach after thorough consideration, the EDB will cancel his/her registration pursuant to the Education Ordinance. If the case does not warrant the cancellation of registration, the EDB will, in light of the nature and severity of the case, issue a reprimand, warning or advisory letter, etc. to remind the teacher concerned that he/she should uphold professional ethics and recidivism will definitely be met with severe punishments, including the possibility of cancelling the teacher's registration.

When handling matters involving teachers' personal data, including investigating and following up suspected cases of professional misconduct of teachers, the EDB is subject to the Personal Data (Privacy) Ordinance. An organisation has applied for a judicial review earlier on seeking to disclose the names and information of teachers found guilty of professional misconduct. In view of the ongoing legal proceedings, it is not appropriate for the EDB to make any response or supplement at this stage.

To secure the well-being of students, teachers who are incompetent or have committed serious professional misconduct will not be allowed to teach after their teacher registrations have been cancelled. With regard to the appointment of teachers, schools should strive to ensure that the appointees are proper persons. To this end, schools may verify with the EDB the potential appointees' teacher registration information, including whether his/her teacher registration status is valid, whether his/her registration/application has been cancelled/refused, and whether any reprimand/warning/advisory letter has been issued in connection with the teacher registration or there are circumstances that warrant the EDB's examination of his/her registration status. Schools, as employers of teachers, have the responsibility to supervise their teachers. If a teacher is found to have committed an act of professional misconduct or misbehaved, schools should, in compliance with the Employment Ordinance, the Codes of Aid and the terms of the employment contract signed with the teacher concerned, take appropriate follow-up actions according to the school-based mechanism. The EDB will continue to handle cases involving teachers' misconduct or illegal behaviour pursuant to the Education Ordinance and support schools in guarding against appointing improper persons as teachers by being stringent in the selection process and enhancing management of appointment.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB111**

**(Question Serial No. 1543)**

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 recent years, there have been growing concerns about ethnic minorities, in particular the integration of non-Chinese speaking (NCS) students into society, among various sectors in Hong Kong. Studies have suggested that while most ethnic minority teenagers have a happy life in Hong Kong, some of them find it hard to live here and even want to leave in 10 years, mainly owing to language barriers, employment difficulties, discrimination experiences and other problems. In this connection, please advise this Committee of the following:

- (1) the list of information disseminated or publications published by the Education Bureau (EDB), including its blogs, webpages, school directories, reports on schools' qualities and videos, particularly those that inform parents and students of their school choices, that are only available in Chinese but not in English;
- (2) the list of information disseminated or publications published by the EDB, including its school directories and reports on schools' qualities, particularly those that inform parents and students of their school choices, that are available in both printed and web versions in Chinese but only available in web versions in English;
- (3) the list of information disseminated or publications published by the EDB, including its blogs, webpages, school directories, reports on schools' qualities and videos, particularly those that inform parents and students of their school choices, that are available in languages other than Chinese and English, and what languages they are available in, location where such information can be accessed;
- (4) if some of the information provided by the EDB about schools and the education system is available in Chinese only, how NCS parents can make an informed school choice for their children and whether the EDB can still claim that any high concentration of ethnic minority students in certain schools is a result of parental choice;

- (5) the number of parent briefing sessions conducted in English on the Kindergarten Admission (KA), Primary One Allocation (POA) and Secondary School Places Allocation (SSPA) Systems, the districts in which they were conducted, and the number of parents who attended these sessions in the 2015/16, 2016/17, 2017/18, 2018/19, 2019/20 and 2020/21 school years;
- (6) the number of dedicated briefing sessions conducted with simultaneous interpretation services for NCS parents on the KA, POA and SSPA Systems, the districts in which they were conducted, and the number of parents who attended these sessions in the 2015/16, 2016/17, 2017/18, 2018/19, 2019/20 and 2020/21 school years;
- (7) how the EDB will improve its communication with NCS parents and better promote its policies and school information to parents given that not all information is bilingual; and
- (8) what means the EDB has adopted to disseminate the relevant information and leaflets to NCS parents (e.g. list out the locations where NCS parents can access different leaflets); and the expenditure involved.

Asked by: Hon HO Kwan-yiu, Junius (LegCo internal reference no.: 49)

Reply:

(1) to (3) and (8)

The Education Bureau (EDB) is committed to encouraging and supporting the integration of non-Chinese speaking (NCS) 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 languages for people of different races provided where applicable for the easy reference of non-Chinese speakers. Relevant details and means of access are tabulated at Annex. The expenditures involved are subsumed under the EDB's overall expenditure and/or the programmes concerned, hence a breakdown of expenditure by item is not available.

(4) and (7)

As mentioned above, information provided by the EDB about the education system and schools is available in both Chinese and English. The 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 arrange for their children to study in schools which provide an immersed Chinese language environment. This is conducive to their children's learning of Chinese as well as integration into the community. All parents (including parents of NCS students) 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. We 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 Kindergarten 3 and Primary 6 levels via kindergartens (KGs) and primary schools for their easy access to the information therein. To provide parents with more comprehensive information about 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 their support for NCS students. Public sector primary and secondary schools and Direct Subsidy Scheme (DSS) primary and secondary schools which admit NCS students and are provided with additional funding are required to specify under this column the additional support measures for enhancing NCS students’ learning of Chinese and the creation of an inclusive learning environment in schools. Starting from the 2019/20 school year, the EDB has further enhanced the newly added column by requiring the schools concerned to provide more information on the relevant support measures. The EDB encourages schools to continue enriching the contents of the English version of the School Profiles and their school webpages.

The EDB has set up a hotline for supporting NCS students and their parents, and if necessary, simultaneous interpretation services can be provided 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.

Furthermore, public sector primary and secondary schools and DSS primary and secondary schools offering the local curriculum and admitting NCS students can optimise the use of the additional funding for supporting NCS students’ learning of Chinese and creating an inclusive learning environment in schools to strengthen the communication with parents of NCS students and home-school cooperation. Starting from the 2020/21 school year, the EDB has strengthened parent education for parents of NCS students, and encouraged them to enrol their children to local KGs 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.

(5) and (6)

Notwithstanding that admission to KGs is a school-based matter, the EDB introduced in 2014 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 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.

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 more parents of NCS children, we have released information on briefing sessions through ethnic minority newspapers. Details are as follows:



School year	District	No. of sessions	No. of participants
2016/17	<u>Briefing session</u> : Wan Chai, Yau Tsim Mong, Yuen Long, Tuen Mun, Kwai Tsing, Kwun Tong and Wong Tai Sin	7	159
2017/18	<u>Briefing session</u> : Yau Tsim Mong, Wan Chai, Yuen Long, Kwai Tsing, Tuen Mun, Kwun Tong and Sham Shui Po	7	88
2018/19	<u>Briefing session</u> : Sham Shui Po, Kwai Tsing, Wan Chai, Yuen Long, Yau Tsim Mong and Tuen Mun	6	125
	<u>Short talk</u> : Tuen Mun, Yau Tsim Mong and Kwai Tsing	3	
2019/20	<u>Briefing session</u> : Kwun Tong, Yuen Long, Tuen Mun, Kwai Tsing, Yau Tsim Mong and Wan Chai	6	49
2020/21	<u>Briefing session</u> : Kwun Tong, Yau Tsim Mong and Kwai Tsing	3	111
	<u>Short talk</u> : Yau Tsim Mong, Sham Shui Po and Islands	5	

Simultaneous interpretation services in major languages for people of different races were provided for participants as appropriate at the above briefing sessions and short talks. In the 2019/20 and 2020/21 school years, some of the briefing sessions/short talks could not be held as scheduled due to the COVID-19 epidemic. As such, the EDB has prepared a PowerPoint slide show with English narration together with text information, frequently asked questions, etc. to enhance NCS parents' understanding of K1 admission arrangements. The PowerPoint slide show has been uploaded onto the EDB's webpage. Apart from directly reaching out to parents of NCS students through the above briefing sessions and short talks, we have capitalised 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 KGs or primary schools upon their requests) with simultaneous interpretation services in major languages for people of different races. In the school years from 2016/17 to 2020/21, the EDB annually organised briefing sessions on POA that were open to all parents of NCS students. Details are as follows:

School year	District	No. of sessions	No. of participants
2016/17	Kowloon City and Kwun Tong	9	269
2017/18		10	261
2018/19		10	286
2019/20		10	373
2020/21	In the form of video conferencing owing to the development of the COVID-19 epidemic	4	249

As regards SSPA, since it is not uncommon for primary schools to offer counselling to P6 students and their parents regarding school choices for admission to Secondary 1, parents of NCS students may obtain support from their children's primary schools in respect of school choice-making. Nevertheless, briefing session open to all parents of NCS students was organised every year from the 2016/17 to 2019/20 school years. Details are as follows:

School year	District	No. of sessions	No. of participants
2016/17	Sham Shui Po	1	68
2017/18		1	73
2018/19	Kowloon City	1	95
2019/20		1	81

In the 2020/21 school year, the open briefing session has been cancelled due to the development of the COVID-19 epidemic. PowerPoint slide show with narration in languages for people of different races has been uploaded onto the EDB website for parents' reference. We have not kept a separate record of the briefing sessions organised on the request of individual KGs or primary schools, which may vary over the years, and are therefore unable to provide the related number.

<b>Information or publications provided by the Education Bureau (EDB) as mentioned in items (3) and (8)</b>	<b>Language versions other than Chinese and English</b>	<b>Means of access</b>
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"> <li>• Regional Education Offices, School Places Allocation Section, and Placement and Support Section of EDB</li> <li>• Federations of Parent-Teacher Associations of all districts</li> <li>• Home Affairs Enquiry Centres and Support Service Centres for Ethnic Minorities of the Home Affairs Department (HAD)</li> <li>• Maternal and Child Health Centres of the Department of Health (DH)</li> <li>• Respective consulate generals</li> </ul>
Brief on Education Support Measures for Non-Chinese Speaking Students	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Vietnamese	EDB website
Helping Your Children of Kindergarten Age – Parental Booklet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	EDB website
Leaflet on Kindergarten Education Policy	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	EDB website
Leaflet on Admission Arrangements for K1 Classes in Kindergartens for the 2021/22 School Year	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	EDB website
Poster on Kindergarten Education Scheme – 2021/22 School Year Application for Registration Certificate for Kindergarten Admission	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	EDB website
Application Form and Guidance Notes on Application for Registration Certificate for Kindergarten Admission	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	EDB website
Leaflet on Kindergarten Education Policy – Support for Non-Chinese Speaking Children	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	EDB website

<b>Information or publications provided by the Education Bureau (EDB) as mentioned in items (3) and (8)</b>	<b>Language versions other than Chinese and English</b>	<b>Means of access</b>
Subtitles of TV Announcements on Application for Registration Certificate for Kindergarten Admission	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	EDB YouTube Channel
Leaflet on Household Application for Student Financial Assistance Schemes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian), Vietnamese*  *Applicable from the 2021/22 school year	<ul style="list-style-type: none"> <li>• Student Finance Office (SFO) under the Working Family and Student Financial Assistance Agency</li> <li>• SFO website</li> <li>• Primary and secondary schools</li> <li>• Kindergartens and child care centres</li> <li>• District Social Welfare Offices of the Social Welfare Department (SWD)</li> <li>• Regional Education Offices of EDB</li> <li>• Home Affairs Enquiry Centres and Support Service Centres for Ethnic Minorities of HAD</li> <li>• Maternal and Child Health Centres of DH</li> </ul>
Sample Household Application Form for Student Financial Assistance Schemes with Explanatory Notes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian), Vietnamese*  *Applicable from the 2021/22 school year	<ul style="list-style-type: none"> <li>• SFO</li> <li>• SFO website</li> <li>• Primary and secondary schools</li> <li>• Kindergartens and child care centres</li> <li>• District Social Welfare Offices of SWD</li> <li>• Regional Education Offices of EDB</li> <li>• Home Affairs Enquiry Centres and Support Service Centres for Ethnic Minorities of HAD</li> <li>• Maternal and Child Health Centres of DH</li> </ul>
Sample Electronic Household Application Form for Students Financial Assistance Schemes with Explanatory Notes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian), Vietnamese*  *Applicable from the 2021/22 school year	SFO website

<b>Information or publications provided by the Education Bureau (EDB) as mentioned in items (3) and (8)</b>	<b>Language versions other than Chinese and English</b>	<b>Means of access</b>
Communication Cue Cards for Non-Chinese Speaking Families in Kindergartens	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	EDB website
Knowing More About Children’s Learning – Parents’ Pamphlet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	EDB website
Tips for Parents of Non-Chinese Speaking Students (Kindergarten)	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	EDB website
Tips for Parents of Non-Chinese Speaking Students (Primary)	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	EDB website
Information Notes on Primary One Admission System Specifically for Non-Chinese Speaking Students	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian), Vietnamese	Kindergarten and child care centres which students attend
Primary One Admission – Notes on How to Complete the “Application Form for Admission to Primary One”	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian), Vietnamese	Kindergarten and child care centres which students attend
Primary One Admission – Notes to Parents on Central Allocation	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian), Vietnamese	Via postal service to all non-Chinese speaking 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), Vietnamese	EDB website
Secondary School Places Allocation System – Notes for Parents on Application for Secondary 1 Discretionary Places	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian), Vietnamese	<ul style="list-style-type: none"> <li>• EDB website</li> <li>• Primary schools participating in Secondary School Places Allocation</li> </ul>
Secondary School Places Allocation System – Frequently Asked Questions on Notification Arrangements for Successful Discretionary Places Applicants (Specifically for Non-Chinese Speaking Students)	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian), Vietnamese	EDB website

<b>Information or publications provided by the Education Bureau (EDB) as mentioned in items (3) and (8)</b>	<b>Language versions other than Chinese and English</b>	<b>Means of access</b>
Secondary School Places Allocation System – Notes for Parents on Central Allocation	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian), Vietnamese	Primary schools participating in Secondary School Places Allocation
Applied Learning Chinese (for Non-Chinese Speaking Students) Information Leaflet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali, Punjabi (Indian)	EDB website

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB112**

**(Question Serial No. 0503)**

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:

Will the Education Bureau provide information of:

- (1) the total number of students and the number of local non-Chinese speaking (NCS) students who graduated from S6 for the 2016/17, 2017/18, 2018/19, 2019/20 and 2020/21 school year;
- (2) the total number of students and the number of local NCS students enrolled for publicly funded and self-financed programmes for undergraduate degree, higher diploma, associate degree, diploma of foundation studies, Vocational Training Council Diploma of Vocation Education, Vocational Training Council Diploma and Vocational Training Council Certificate for the respective academic years (please provide a breakdown by funding, institution and programme category) for the 2016/17, 2017/18, 2018/19, 2019/20 and 2020/21 school year;
- (3) the average amount of tuition fees paid by each local NCS graduate for completing publicly funded and self-financed programmes for undergraduate degree, higher diploma, associate degree, diploma of foundation studies, Vocational Training Council Diploma of Vocation Education, Vocational Training Council Diploma and Vocational Training Council Certificate by category for the respective academic years (please provide a breakdown by funding, institution and programme category) for the 2016/17, 2017/18, 2018/19, 2019/20 and 2020/21 school year;
- (4) the average annual salary of local NCS graduates from the programmes of Vocational Training Council Diploma of Vocation Education, Vocational Training Council Diploma and Vocational Training Council Certificate for the 2016/17, 2017/18, 2018/19, 2019/20 and 2020/21 school year. If this data is not available, is there any annual salary survey of local NCS graduates from such programmes? If yes, how do Chinese and NCS graduates' salaries compared with each other? If not, will the VTC consider starting this practice; and

- (5) the financial resources the government allocated to promote the learning of Chinese for NCS students (to vocational Chinese level) in different post-secondary educational institutions for the 2016/17, 2017/18, 2018/19, 2019/20 and 2020/21 school year.

Asked by: Hon IP LAU Suk-ye, Regina (LegCo internal reference no.: 71)

Reply:

- (1) The numbers of students and non-Chinese speaking (NCS) students attending Secondary 6 in public sector and Direct Subsidy Scheme (DSS) schools offering the local curriculum from the 2016/17 to 2020/21 school years are shown in the table below:

School year	2016/17	2017/18	2018/19	2019/20	2020/21
No. of Secondary 6 students <sup>Note</sup>	51 844	51 535	47 998	45 687	43 820
No. of NCS students attending Secondary 6	1 186	1 317	1 218	1 334	1 403

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 generally refer to the position as at mid-September of the respective school years, except as at mid-October for the 2020/21 school year.
  3. Figures include public sector and DSS ordinary secondary day schools offering the local curriculum, but not special schools.
- (2) The local student intake (including local NCS students) of University Grants Committee (UGC)-funded full-time sub-degree and undergraduate programmes from the 2016/17 to 2020/21 academic years is set out at **Annex 1**. The numbers of students and NCS students of full-time and part-time subvented programmes offered by the Vocational Training Council (VTC) from the 2016/17 to 2020/21 academic years are set out at **Annex 2** (with figures covering both local and non-local NCS students).

The total number of students enrolled in full-time locally-accredited programmes not funded by the UGC from the 2016/17 to 2020/21 academic years is set out at **Annex 3**. We do not collect information on local NCS students enrolled in these programmes.

- (3) The tuition fees for full-time publicly-funded and self-financing programmes in the 2020/21 academic year are tabulated below. The same level of tuition fee applies to all local students pursuing the programmes, regardless of their race or mother tongue.



Type of programme	Annual tuition fee in the 2020/21 academic year
<b>Publicly-funded programme</b>	
Undergraduate	\$42,100
Sub-degree#	\$15,040 - \$31,575
Diploma of Foundation Studies of the VTC	\$20,500
Diploma of Vocational Education* of the VTC	\$20,500
<b>Self-financing programme</b>	
Undergraduate (including Top-up Degree)	\$48,000 – \$257,500
Sub-degree (including Associate Degree and Higher Diploma)	\$42,000 – \$97,830
Diploma of Foundation Studies	N/A +
Diploma of Vocational Education	N/A +

# The annual tuition fee for UGC-funded sub-degree programmes is \$31,575, while those offered by the Education University of Hong Kong and the VTC are \$15,040 and \$31,570 per annum respectively.

\* Secondary 3 to Secondary 5 school leavers enrolled in Diploma of Vocational Education programmes are normally exempted from paying tuition fees under the 12-year free education policy.

+ The VTC does not offer self-financing Diploma of Foundation Studies and Diploma of Vocational Education programmes.

- (4) Currently, the VTC conducts annual graduate surveys to collect information including the annual salary level of all 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.
- (5) Post-secondary institutions enjoy a high degree of autonomy in academic development and administration. As far as publicly-funded institutions are concerned, the block grant or recurrent subvention provided by the Government can be flexibly deployed by within the subvention ambit to, for example, cater for the diverse learning needs of different types of students. We do not have a breakdown of the expenditure involved in supporting NCS students in Chinese learning. Nevertheless, UGC-funded universities may flexibly deploy the block grant provided by the Government to support different types of students including NCS students. We understand that universities offer various types of bridging/foundation courses in the Chinese Language or Cantonese to NCS students to facilitate their learning of Chinese. Furthermore, with the trend of internationalisation on campuses, UGC-funded universities also allocate 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. UGC will continue to maintain close liaison with UGC-funded universities with regard to supporting the learning of NCS students.

For the VTC, to cater for the needs of NCS students, in addition to the provision of full-time Diploma of Vocational Education programmes subvented by the EDB for Secondary 3 to Secondary 5 school leavers (including NCS students), the VTC also offers various pre-employment programmes specifically for NCS students to enable them to obtain formal qualifications for further studies or employment. In addition, the VTC also provides academic and learning support to its NCS students, such as organising student orientation activities, additional tutorial classes, counselling and coaching, providing peer support through the peer mentorship scheme, various student activities promoting the culture of social integration, and advisory support for articulation and career development to help them learn more effectively and adapt to campus life.

**Local Student Intake (including Local NCS Students) of  
UGC-funded Full-time Sub-degree and Undergraduate Programmes by University and Level of Study  
from the 2016/17 to 2020/21 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
2019/20	Sub-degree	Total no. of local students admitted	214	-	-	-	358	515	-	-	1 087
		No. of local NCS students admitted	8	-	-	-	11	4	-	-	23

Academic Year	Level of Study		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total (headcount)
	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	12	36	11	20	83	36	290
2020/21 (Provisional)	Sub-degree	Total no. of local students admitted	131	-	-	-	331	527	-	-	989
		No. of local NCS students admitted	5	-	-	-	18	4	-	-	27
	Undergraduate	Total no. of local students admitted	2 945	1 892	656	3 624	830	4 114	2 123	3 576	19 760
		No. of local NCS students admitted	81	32	11	36	17	23	102	69	371

Notes:

1. Figures include first year 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 Students of Full-time and Part-time Subvented Programmes Offered by the VTC  
from the 2016/17 to 2020/21 Academic Years**

<b>Level of Study</b>	<b>2016/17 Academic Year</b>	<b>2017/18 Academic Year</b>	<b>2018/19 Academic Year</b>	<b>2019/20 Academic Year</b>	<b>2020/21 Academic Year</b>
Higher Diploma	11 367	9 784	9 892	9 092	8 709
Diploma of Foundation Studies	3 750	4 178	4 113	4 174	5 022
Diploma of Vocational Education	5 334	4 592	4 571	4 022	3 799
Certificate of Vocational Education	933	895	716	652	549
Other Diplomas/Certificates	1 568	1 764	1 691	1 751	1 343
<b>Number of Students</b>	<b>22 952</b>	<b>21 213</b>	<b>20 983</b>	<b>19 691</b>	<b>19 422</b>

**Number of NCS Students of Subvented and Self-financing Degree and Diploma Programmes (Full-time and Part-time)  
Offered by the VTC from the 2016/17 to 2020/21 Academic Years** <sup>Note</sup>

<b>Level of Study</b>	<b>2016/17 Academic Year</b>	<b>2017/18 Academic Year</b>	<b>2018/19 Academic Year</b>	<b>2019/20 Academic Year</b>	<b>2020/21 Academic Year</b>
<b>Local NCS Students</b>	<b>462</b>	<b>512</b>	<b>476</b>	<b>511</b>	<b>492</b>
Undergraduate Degree	36	45	50	57	46
Higher Diploma	178	208	201	205	167
Diploma of Foundation Studies/ Foundation Diploma	162	179	127	152	158
Diploma/Certificate of Vocational Education	86	80	98	97	121

Note: 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 short courses.

**Number of Students Enrolled in Non-UGC-funded Full-time Locally-Accredited  
Sub-degree, Undergraduate and Top-up Degree Programmes by Institution  
from the 2016/17 to 2020/21 Academic Years**

Institution	2016/17 Academic Year				2017/18 Academic Year				2018/19 Academic Year				2019/20 Academic Year				2020/21 Academic Year			
	No. of Students				No. of Students				No. of Students				No. of Students				No. of Students (Note 1)			
	Sub-degree	Under-graduate (Note 2)	Top-up Degree	Total	Sub-degree	Under-graduate (Note 2)	Top-up Degree	Total	Sub-degree	Under-graduate (Note 2)	Top-up Degree	Total	Sub-degree (Note 2)	Under-graduate (Note 2)	Top-up Degree	Total	Sub-degree (Note 2)	Under-graduate (Note 2)	Top-up Degree	Total
Caritas Bianchi College of Careers	284	-	-	284	307	-	-	307	272	-	-	272	259	-	-	259	480	-	-	480
Caritas Institute of Community Education	157	-	-	157	149	-	-	149	105	-	-	105	76	-	-	76	18	-	-	18
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	320	1 665	237	2 222
Centennial College	-	292	79	371	-	150	62	212	-	94	42	136	-	49	19	68	-	29	1	30
Chu Hai College of Higher Education	-	974	-	974	-	620	201	821	-	444	168	612	-	396	159	555	-	334	138	472
City University of Hong Kong and its School of Continuing and Professional Education	6 217	227	1 018	7 462	5 936	451	917	7 304	5 398	657	720	6 775	-	620	402	1 022	-	474	299	773
Community College of City University/UOW College of Hong Kong													4 587	53	189	4 829	3 070	62	215	3 347
Gratia Christian College	-	60	-	60	6	77	-	83	19	99	1	119	47	71	38	156	52	76	70	198
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	-	4 031	2 077	6 108
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	2 167	-	-	2 167
Hong Kong Art School	75	104	-	179	70	98	-	168	65	109	-	174	72	99	-	171	75	97	-	172

Institution	2016/17 Academic Year				2017/18 Academic Year				2018/19 Academic Year				2019/20 Academic Year				2020/21 Academic Year			
	No. of Students				No. of Students				No. of Students				No. of Students				No. of Students (Note 1)			
	Sub-degree	Under-graduate (Note 2)	Top-up Degree	Total	Sub-degree	Under-graduate (Note 2)	Top-up Degree	Total	Sub-degree	Under-graduate (Note 2)	Top-up Degree	Total	Sub-degree (Note 2)	Under-graduate (Note 2)	Top-up Degree	Total	Sub-degree (Note 2)	Under-graduate (Note 2)	Top-up Degree	Total
Hong Kong Baptist University and its School of Continuing Education, College of International Education and Academy of Film	3 542	379	1 796	5 717	3 236	534	1 679	5 449	3 318	599	1 695	5 612	3 524	757	1 582	5 863	3 482	809	1 490	5 781
Hong Kong College of Technology and HKCT Institute of Higher Education	415	@	@	@	392	@	@	@	412	@	@	@	455	@	@	@	459	@	@	@
Hong Kong Institute of Technology	491	139	161	791	344	281	68	693	310	127	281	718	317	95	230	642	304	92	192	588
Hong Kong Nang Yan College of Higher Education	12	33	17	62	1	34	13	48	-	71	7	78	0	85	2	87	7	121	1	129
Hong Kong Shue Yan University	-	4 454	-	4 454	-	3 883	268	4 151	-	3 642	482	4 124	-	3 158	702	3 860	-	2 972	861	3 833
Lingnan University and its Community College, and Lingnan Institute of Further Education	938	-	-	938	930	-	-	930	973	-	-	973	932	29	-	961	824	71	20	915
SCAD Foundation (Hong Kong) Limited (Note 3)	-	553	-	553	-	583	-	583	-	629	-	629	-	611	-	611	-	-	-	-
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	-	16	1 719	1 543	-	0	1 543
The Hong Kong Academy for Performing Arts	-	697	-	697	-	728	-	728	-	741	-	741	-	772	-	772	-	812	-	812
The Education University of Hong Kong	92	1 189	250	1 531	-	1 019	325	1 344	-	798	433	1 231	-	535	376	911	-	299	324	623
The Hong Kong Polytechnic	7 373	-	3 500	10 873	9 419	-	3 110	12 529	9 433	-	2 644	12 077	9 228	-	2 324	11 552	9 157	-	2 027	11 184

Institution	2016/17 Academic Year				2017/18 Academic Year				2018/19 Academic Year				2019/20 Academic Year				2020/21 Academic Year			
	No. of Students				No. of Students				No. of Students				No. of Students				No. of Students (Note 1)			
	Sub-degree	Under-graduate (Note 2)	Top-up Degree	Total	Sub-degree	Under-graduate (Note 2)	Top-up Degree	Total	Sub-degree	Under-graduate (Note 2)	Top-up Degree	Total	Sub-degree (Note 2)	Under-graduate (Note 2)	Top-up Degree	Total	Sub-degree (Note 2)	Under-graduate (Note 2)	Top-up Degree	Total
University and its Hong Kong Community College, and School of Professional Education and Executive Development																				
The Hong Kong University of Science and Technology	-	120	-	120	-	142	-	142	-	144	-	144	-	165	-	165	-	146	-	146
The Open University of Hong Kong and Li Ka Shing School 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	6 334	2 934	11 079	2 135	6 093	3 363	11 591
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	6 455	97	246	6 798
Tung Wah College	318	1 533	442	2 293	431	1 537	398	2 366	475	1 646	407	2 528	423	1 813	419	2 655	405	2 040	468	2 913
Vocational Training Council (Note 4)	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	1 784	3 045	8 145	1 339	1 391	3 398	6 128
Yew Chung College of Early Childhood Education	213	-	-	213	177	-	-	177	169	10	20	199	193	30	34	257	188	53	73	314
YMCA College of Careers	57	-	-	57	41	-	-	41	26	-	-	26	12	-	-	12	7	-	-	7

- Notes:
1. Provisional figures as at end of December 2020. The final number of students may vary.
  2. Figures include students receiving subsidies under the Study Subsidy Scheme for Designated Professions/Sectors, but not students of top-up degree programmes.
  3. SCAD Foundation (Hong Kong) Limited has discontinued operation from 1 June 2020.
  4. Figures include students of the VTC's self-financing sub-degree, undergraduate and top-up degree programmes. The number of the VTC undergraduate students from 2016/17 to 2018/19 academic years included the number of students of Technological and Higher Education Institute of Hong Kong (THEi)'s top-up degree



programmes (senior-year entry). Starting from the 2019/20 academic year, the number of students of THEi's top-up degree programmes (senior-year entry) falls under the category of top-up degree. (Please refer to **Annex 2** for relevant information on subvented programmes offered by the VTC).

5. [-] No relevant programmes are offered.
6. @ Figures are not available from the institution.

- End -

**CONTROLLING OFFICER'S REPLY****EDB113****(Question Serial No. 0505)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Will the government inform this Council of:

- (1) the number of ethnic minority students enrolled in each of the member institutions of the Vocational Training Council in the school years 2016/17 to 2020/21 disaggregated by ethnicity and the respective programmes and subsidies involved; and
- (2) the number of ethnic minority students enrolled in each programme (both dedicated and non-dedicated to NCS students) in the Vocational Training Council in the school years 2016/17 to 2020/21 disaggregated by ethnicity and programme.

Asked by: Hon IP LAU Suk-ye, Regina (LegCo internal reference no.: 72)Reply:

The Vocational Training Council (VTC) provides programmes designated for non-Chinese speaking (NCS) students who may also attend other programmes offered by the VTC.

Based on the data available, a breakdown of the number of NCS students by major ethnic groups from the 2016/17 to 2020/21 academic years is given below –

<b>Ethnicity</b>	<b>2016/17 Academic Year</b>	<b>2017/18 Academic Year</b>	<b>2018/19 Academic Year</b>	<b>2019/20 Academic Year</b>	<b>2020/21 Academic Year (Provisional)</b>
Pakistani	128	118	125	128	143
Nepalese	103	119	106	94	80
Filipino	90	95	85	81	83
Indian	51	55	47	45	43
Thai	12	14	10	9	28

<b>Ethnicity</b>	<b>2016/17 Academic Year</b>	<b>2017/18 Academic Year</b>	<b>2018/19 Academic Year</b>	<b>2019/20 Academic Year</b>	<b>2020/21 Academic Year (Provisional)</b>
Others <sup>(Note)</sup>	78	111	103	154	115

Note: Including other ethnic minorities, such as white, Indonesian, Korean, Japanese, and Vietnamese etc. 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 breakdown of the number of local NCS students in the academic years from 2016/17 to 2020/21 by programme type is set out below –

<b>Type of Programme</b>	<b>2016/17 Academic Year</b>	<b>2017/18 Academic Year</b>	<b>2018/19 Academic Year</b>	<b>2019/20 Academic Year</b>	<b>2020/21 Academic Year (Provisional)</b>
Undergraduate Degree	36	45	50	57	46
Higher Diploma	178	208	201	205	167
Diploma of Foundation Studies/Foundation Diploma	162	179	127	152	158
Diploma/Certificate of Vocational Education	86	80	98	97	121

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.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB114**

**(Question Serial No. 0506)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

- (1) Will the government inform this Council of 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 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; and
- (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 IP LAU Suk-ye, Regina (LegCo internal reference no.: 74)

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. 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, 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 provided training courses for teachers and parents of NCS students of the participating schools to enhance their capability to support NCS students in life planning education. The relevant information for the 2020/21 school year is as follows:

Name of programme	Name of institution	Target participants	Objectives	Expenditure (\$)	No. of schools involved	No. of participating students	No. of students who 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	Around 1.4 million	80*	620*	620*

\* Estimated figures

- (2) The EDB would adopt 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**

**EDB115**

**(Question Serial No. 1757)**

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:

The Government will reserve \$149 million as non-recurrent funding for paying the Hong Kong Examinations and Assessment Authority the examination fees of school candidates sitting for the 2022 Hong Kong Diploma of Secondary Education Examination. In this connection, please advise this Committee of the following:

- the estimated number of candidates to be benefitted; and
- whether the Government will consider providing this funding on a recurrent basis.

Asked by: Hon IP LAU Suk-ye, Regina (LegCo internal reference no.: 26)

Reply:

A series of relief measures are announced in the 2021-22 Budget. These include the proposed one-off initiative to pay examination fees for school candidates sitting for the 2022 Hong Kong Diploma of Secondary Education (HKDSE) Examination. About 43 700 school candidates will be benefitted.

The HKDSE examination fees are charged in line with the user-pay principle. While users bear a portion of the costs, the Government has put in place an assistance mechanism to support needy candidates. The Government will continue to, in light of the circumstances of each year, review the initiative of subsidising examination fees of candidates sitting for the HKDSE Examination.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB116**

**(Question Serial No. 1759)**

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:

The Education Bureau has provided parents of non-Chinese speaking (NCS) students with specific parent education programmes for 5 years starting from the 2020/21 school year with a non-recurrent allocation of \$15 million. Please advise this Committee of the following:

- the details of the education programmes or activities that took place in the 2020/21 school year;
- whether the Bureau will consider regularising the allocation as a recurrent grant to support NCS families and create an inclusive learning environment in schools; and
- the overall effectiveness of the programmes for the 2020/21 school year.

Asked by: Hon IP LAU Suk-ye, Regina (LegCo internal reference no.: 33)

Reply:

In the 2020/21 school year, the Education Bureau (EDB) commissioned a non-governmental organisation (NGO) and a post-secondary institution to provide a series of parent education programmes for non-Chinese speaking (NCS) parents, including parent education talks cum exhibitions and community activities, so as to help them support their children's learning and encourage their children to master the Chinese Language, and have more comprehensive understanding of the multiple pathways available to their children. Diversified modes of activities, including interactive talks, workshops, exhibitions, community visits, etc., are made available with a view to meeting the different needs of NCS parents. The EDB has requested the service providers to conduct questionnaire surveys to collect the views from NCS parents and understand their needs, and deployed staff to attend the programmes to learn about participation of NCS parents in order to review the effectiveness of the programmes. The feedback from NCS parents is generally positive. We will continue to review the implementation of the relevant measures and further enhance the contents and modes of the programmes and the resources to be provided with reference to the parents' feedback and other relevant information.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB117**

**(Question Serial No. 0241)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

The Government indicated that starting from the 2019/20 school year, all teaching posts within the approved establishment of public sector secondary schools would be graduate teacher posts. Schools may, in light of their own circumstances, arrange eligible teachers who are willing to shoulder the duties of graduate teachers to be regraded as graduate teachers by the 2020/21 school year. In this connection, please advise this Committee of the following:

- (1) the number of public sector secondary school teachers without a bachelor's degree or equivalent, and their percentage against the total number of public sector secondary school teachers in the 2020/21 school year;
- (2) the number of public sector secondary school teachers with a bachelor's degree or equivalent, their percentage against the total number of public sector secondary school teachers, the number of these teachers who still hold a non-graduate teacher post, and the reasons for not being regraded as graduate teachers in the 2020/21 school year; and
- (3) the arrangements to be made by the Government if a secondary school fails to fully implement the all-graduate teaching force policy within the time limit, i.e. by the 2020/21 school year.

Asked by: Hon KWOK Wai-keung (LegCo internal reference no.: 19)

Reply:

- (1) In the 2020/21 school year, there are about 180 public sector secondary school teachers who do not possess a local bachelor's degree (or equivalent), representing about 0.8% of the total number of public sector secondary school teachers.

- (2) In the 2020/21 school year, there are about 22 650 public sector secondary school teachers who possess a local bachelor's degree (or equivalent), representing about 99.2% of the total number of public sector secondary school teachers. A small number of these teachers (about 660) are still holding a non-graduate teacher post mainly because they choose not to be regraded as graduate teachers of their own accord, or their schools, taking into account their school-based circumstances, implement the policy in stages, etc.
- (3) Unless schools are experiencing exceptional circumstances, 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, in principle, remain in non-graduate teacher posts after the close of the 2020/21 school year. The Education Bureau will inquire of individual schools their reasons for not fully utilising the provision of graduate teacher posts, and urge schools to encourage the teachers concerned to attain the recognised qualifications as early as possible and to shoulder the duties of graduate teachers.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB118**

**(Question Serial No. 0242)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

The Government indicated that starting from the 2019/20 school year, all teaching posts within the approved establishment of public sector primary schools would be graduate teacher posts. Schools may, in light of their own circumstances, arrange eligible teachers who are willing to shoulder the duties of graduate teachers to be regraded as graduate teachers by the 2020/21 school year. In this connection, please advise this Committee of the following:

- (1) the number of public sector primary school teachers without a bachelor's degree or equivalent, and their percentage against the total number of public sector primary school teachers in the 2020/21 school year;
- (2) the number of public sector primary school teachers with a bachelor's degree or equivalent, their percentage against the total number of public sector primary school teachers, the number of these teachers who still hold a non-graduate teacher post, and the reasons for not being regraded as graduate teachers in the 2020/21 school year; and
- (3) the arrangements to be made by the Government if a primary school fails to fully implement the all-graduate teaching force policy within the time limit, i.e. by the 2020/21 school year.

Asked by: Hon KWOK Wai-keung (LegCo internal reference no.: 20)

Reply:

- (1) In the 2020/21 school year, there are about 380 public sector primary school teachers who do not possess a local bachelor's degree (or equivalent), representing about 1.6% of the total number of public sector primary school teachers.
- (2) In the 2020/21 school year, there are about 22 360 public sector primary school teachers who possess a local bachelor's degree (or equivalent), representing about 98.4% of the

total number of public sector primary school teachers. A small number of these teachers (about 1 190) are still holding a non-graduate teacher post mainly because they choose not to be regraded as graduate teachers of their own accord, or their schools, taking into account their school-based circumstances, implement the policy in stages, etc.

- (3) Unless schools are experiencing exceptional circumstances, 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, in principle, remain in non-graduate teacher posts after the close of the 2020/21 school year. The Education Bureau will inquire of individual schools their reasons for not fully utilising the provision of graduate teacher posts, and urge schools to encourage the teachers concerned to attain the recognised qualifications as early as possible and to shoulder the duties of graduate teachers.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB119**

**(Question Serial No. 0243)**

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:

Regarding teacher registration, would the Government please provide the following information:

- (1) the staff establishment and expenditure on salaries involved in handling matters related to teacher registration, the approval procedures, and the average time taken to process each application;
- (2) the number of registered teachers up till now; and
- (3) the number of teachers who have had their registration cancelled or application refused in each of the past 10 years, as well as the reasons for cancellation.

Asked by: Hon KWOK Wai-keung (LegCo internal reference no.: 22)

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. 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 regular work of the EDB, the expenses involved are subsumed in the overall provision for staffing and operation, and a breakdown of the expenditure is not available.

On receiving an application for registration as a teacher, the EDB will vet it against the qualifications as laid down in Sections 44 to 46 of the Education Ordinance and the Second Schedule of the Education Regulations. Applicants who possess the qualifications will be registered as teachers. When submitting an application for registration as a registered teacher (RT) or a permitted teacher, 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. In processing the applications, the EDB will verify the information provided by the applicants and may invite them to come for an interview. Taking all factors into consideration, the EDB will strictly scrutinise their applications to ensure that all school teachers are fit and proper to teach.

In general, teacher registration certificates will be issued within 27 working days after the EDB has received all the required application forms and relevant documents/information from the applicant or the school.

- (2) The number of teachers with valid RT registration is 155 914 as at the end of February 2021.
- (3) The number of teachers whose registration was cancelled and the number of applicants whose application for registration was refused by the EDB in each of the past 10 years (from 2011 to 2020) are as follows:-

	No. of teachers whose registration was cancelled*	No. of applicants whose application for registration was refused *
2020	7	0
2019	5	1
2018	1	1
2017	2	1
2016	7	1
2015	7	4
2014	11	3
2013	5	5
2012	12	3
2011	5	3
Total	62	22

\* Figures in the above table are compiled based on the dates on which the teachers/applicants concerned were issued a notification concerning the cancellation of teacher registration/refusal of application for registration.

Most of the teachers and applicants concerned were mainly involved in committing sex or fraud-related offences or some minor but repeated offences, having serious integrity problems or committing professional misconduct, etc.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB120**

**(Question Serial No. 0244)**

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, please advise this Committee of the following:

- (1) the number of complaints and reported cases involving school bullying received by the Administration in the past 3 years; the number of cases that were substantiated upon investigation and their details;
- (2) whether schools are provided with appropriate guidelines that laid down the procedures and recommended ways for handling school bullying cases, and whether schools are requested to appoint professionals such as guidance personnel, social workers and psychologists to follow up on the physical and mental condition of the victims for a sustained period of time after the occurrence of school bullying; if yes, the details; if no, the reasons; and
- (3) whether additional funding will be provided to conduct in-depth study and investigation into school bullying in Hong Kong, and whether specific policies such as mandating schools to report school bullying cases and enacting anti-bullying legislation will be in place to reduce school bullying incidents.

Asked by: Hon KWOK Wai-keung (LegCo internal reference no.: 23)

Reply:

- (1) Between the 2017/18 and 2019/20 school years, the Education Bureau (EDB) received a total of 43 complaints and reported cases involving school bullying, of which 6 were found substantiated/partially substantiated upon investigation. For the substantiated cases, the schools have taken disciplinary actions against the teachers/students concerned, while the EDB has also taken actions against teachers in breach of professional conduct through, among others, the issue of advisory letters/warning letters.
- (2) The School Administration Guide provided for schools by the EDB contains guidelines on the handling and prevention of bullying, with stipulations on the relevant procedures,

approaches and follow-up actions. Schools are required to formulate and implement anti-bullying policy, including a clear stance on “zero tolerance”, reporting mechanism and handling procedures, highly transparent monitoring and an attitude to handle each school bullying incident proactively and seriously. If there are school bullying incidents, schools should take immediate action to stop the bullying according to the guidelines issued by the EDB, taking education, guidance and protection of their students as their prime concern, and then assess the condition of the students concerned (including whether they are injured or emotionally unstable) and provide appropriate assistance. In handling school bullying incidents, schools should guide their students to have self-reflection and work on ways to solve the problem, with the aim of preventing the recurrence of such incidents. Schools will, if necessary, arrange guidance personnel to offer assistance to the bullied or further enlist the help of professionals, such as social workers and psychologists, to provide support and mediation services, or even refer the students to the necessary professional services (e.g. for support in relation to post-traumatic stress disorder), so as to safeguard the psychological health of the bullied while preventing them from being hurt again. When dealing with the students who bullied others, schools should help them understand the mistakes they have committed and the moral values involved in accordance with the guidelines on disciplinary procedures and school rules. Schools should also work with parents to help the students involved rectify their misbehavior. If necessary, arrangements should be made for guidance personnel to take up the cases for thorough follow-up by providing individual/group counselling or referring the students to relevant external professional service.

- (3) According to the prevailing guidelines, schools should 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). Parents may also request the school management and the guidance and discipline personnel to approach the Regional Education Offices of the EDB for further assistance on respective bullying incidents. The EDB will seriously follow up on every school bullying case. Schools are required to notify the EDB of the number of student cases involved in school bullying they have handled every school year. This will help us get a full picture in 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 enhance the promotion of further 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 for creation of a harmonious and caring school environment.

We firmly believe that with the concerted efforts of schools, teachers and other stakeholders, as well as co-operation among different sectors in the community, we can build a harmonious and caring school environment under which our students can grow up healthily. The EDB will keep in view the situation of schools and provide support in a timely manner, for the purpose of preventing bullying incidents in schools and safeguarding the well-being of our students.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB121**

**(Question Serial No. 0245)**

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:

On strengthening national education and national security education in schools, please provide information on the specific plans and estimated expenditure for the 2021/22 school year.

Asked by: Hon KWOK Wai-keung (LegCo internal reference no.: 24)

Reply:

National education is an integral part of the school curriculum, and national security education is inseparable from national education. It is the responsibility of schools to implement it. National education seeks to deepen students' understanding of our country's history, culture and development, the Constitution and the Basic Law, and the concepts and aspects of national security education. In the 2021/22 school year, the Education Bureau (EDB) will continue to strengthen national education with a "multi-pronged and co-ordinated" approach through updating the curriculum, developing learning and teaching resources, providing training for teachers, and organising student activities and Mainland exchange programmes for teachers and students, etc., to support schools in promoting national education within and beyond the classroom, so that teachers and students can gain a better understanding of our country, and develop a sense of national identity, an awareness of national security, and a sense of law-abidingness and responsibility.

In respect of the curriculum, the EDB has been progressively implementing the revised junior secondary Chinese History curriculum, starting with Secondary One from the 2020/21 school year. The revised curriculum enables students to learn about our country's history and development in a holistic and structured manner. In parallel, learning contents on Chinese culture and Chinese geography will be enriched under subjects like Chinese Language and Geography, and a supplement about national security is incorporated into the existing standalone module on "Constitution and the Basic Law" at the junior secondary level. To facilitate a systematic and holistic planning and implementation of national security education

in schools, the EDB issued the *Curriculum Framework of National Security Education in Hong Kong*, together with subject-based examples in February 2021. The EDB will release successively the national security education curriculum frameworks for other subjects.

In respect of learning and teaching resources, the EDB has developed a student self-learning platform for aligning with the implementation of the revised junior secondary Chinese History curriculum, and continued with the production of learning and teaching materials on Basic Law and national security education, such as online self-learning programmes on the Basic Law, the audio picture book entitled “Let’s Learn about National Security”, and online games. All these are aimed at promoting national security education and national education, and heightening students’ sense of law-abidingness.

At the same time, the EDB organises diversified student activities on an ongoing basis. Examples include the Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Chinese Culture, Territory-wide Primary Schools Quiz Competition on Chinese History and Chinese Culture, Chinese Classic Sayings campaign, Territory-wide Inter-school Basic Law Competition, Online Quiz Competition on the Constitution Day, School Bulletin Board Design Competition on National Security, as well as Basic Law Student Ambassadors Training Scheme, under which thematic seminars, visits and Mainland learning tours are arranged for student ambassadors. To facilitate schools in organising school-based national education activities on important days, the EDB has also produced the Basic Law Education: School-based Events Calendar.

In respect of teachers’ professional development, training (including online self-learning programmes) in Basic Law and national security education is enhanced. Starting from the 2020/21 school year, the core training programmes for newly-joined, serving teachers and teachers aspiring for promotion have already covered contents pertinent to the Constitution, the Basic Law and the National Security Law. The estimated expenditure on these items is subsumed under the EDB’s recurrent expenditure, and no breakdown of figures is available.

In addition, the EDB will continue to organise various Mainland professional exchange programmes for teachers to deepen their understanding of Mainland’s latest development, widen their horizons and enhance their professional competence. Mainland exchange programmes for students cover diversified themes and destinations to let students gain first-hand experience of our country’s developments in such aspects as history, culture, economy, education, science and technology from multiple perspectives, understand the opportunities and challenges brought about by the country’s developments to Hong Kong, and strengthen their sense of national identity. For the 2021/22 school year, the estimated expenditure on Mainland professional exchange programmes for teachers is \$12.7 million and that on Mainland exchange programmes for students is \$115 million.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB122**

**(Question Serial No. 0247)**

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:

Regarding Post-secondary, Vocational and Professional Education, would the Government please provide the following information:

- (1) a breakdown of recurrent and one-off expenditure items, including the Study Subsidy Scheme for Designated Professions/Sectors, the Qualifications Framework, the Vocational Training Council and various subsidy schemes, and their respective budgeted amounts under the Post-secondary, Vocational and Professional Education Programme for the 2021-22 financial year; and
- (2) whether additional expenditure items will be arisen from the recommendations of the Task Force on Promotion of Vocational and Professional Education and Training; if yes, the details and the estimated expenditure involved; if no, the reasons?

Asked by: Hon KWOK Wai-keung (LegCo internal reference no.: 26)

Reply:

- (1) Regarding the area of Post-secondary, Vocational and Professional Education, operational expenses and non-recurrent grants/subventions items under the General Revenue Account (GRA) with significant cashflow in 2021-22 are set out as follows:-

<b>Particulars</b>	2021-22 Estimate \$ million
<b>Vocational Training Council (VTC)</b>	
- Recurrent subvention	2,638.7
- Acquisition of furniture and equipment and information technology systems for the VTC	101.4
- Training and Support Scheme	81.1
- Pilot Subsidy Scheme for Students of Professional Part-time Programmes	76.2
- Enhancement of the financial assistance for needy students pursuing programmes below sub-degree level	39.6
- Pilot incentive to employers participating in the workplace assessment under the Training and Support Scheme	18.0
<b>Self-financing post-secondary education</b>	
- Study Subsidy Scheme for Designated Professions/Sectors-	
(i) Self-financing Undergraduate Programmes	662.0
(ii) Self-financing Sub-degree Programmes	124.9
- Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong	489.9
- Enhancement and Start-up Grant Scheme for Self-financing Post-secondary Education	84.0
<b>Exchange and experiential activities</b>	
- Supporting post-secondary students' participation in exchange activities outside Hong Kong	110.0
- Mainland Experience Scheme for Post-secondary Students	15.0
<b>Others</b>	
- Yi Jin Diploma	100.0
- Hong Kong Scholarship for Excellence Scheme	71.6
- Refund of rates and government rent to educational institutes	68.9
- Mainland University Study Subsidy Scheme	67.5

The manpower and expenditure involved in the related tasks undertaken by the Education Bureau (EDB) are subsumed under the establishment of the department and the general departmental expenses, and cannot be separately identified.

The Qualifications Framework (QF) Fund was established in 2014 to support different schemes or initiatives for the sustainable development and implementation of the QF. Since the expenditure for these schemes or initiatives is covered by the investment income generated by the principal of the QF Fund, it is not included in the estimated expenditure of the Post-secondary, Vocational and Professional Education programme.

- (2) In response to the recommendations put forward by the Task Force on Promotion of Vocational and Professional Education and Training (VPET), the Government set up the Steering Committee on Promotion of VPET and QF (Steering Committee) in September 2020 to strengthen the co-ordination of the overall VEPT promotion strategy.

In 2021-22, the EDB has earmarked funding under the general departmental expenses for works related to the promotion of VPET, including the pilot scheme to provide VPET advisory service for secondary schools, VPET perception surveys, the Pilot Project on the Development of Applied Degree Programmes, a review on sub-degree education, etc. The EDB will continue to work closely with the Steering Committee and deploy resources as necessary to step up the promotion of VPET at various levels.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB123**

**(Question Serial No. 0667)**

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:

It is mentioned under Matters Requiring Special Attention in 2021-22 that the Government will continue to provide kindergartens, primary and secondary schools with grants for promotion of reading. Regarding the types of books for students' reading, please advise this Committee of the following:

- (1) whether any complaints and reports about improper content of textbooks and outside-school reading materials were received in the past 2 years; if yes, the details and follow-up actions;
- (2) whether reviews of school textbooks, reference books, extracurricular reading materials, etc., were initiated by the Government in the past 2 years to ensure that their content is in line with students' learning needs; if yes, the number of reviews, types of books reviewed and review findings; if no, the reasons; and
- (3) whether additional resources and manpower will be deployed in the 2021/22 school year to review the types and appropriateness of school reading on a regular basis, and provide schools with guidelines on selection of books; if yes, the details; if no, the reasons.

Asked by: Hon KWOK Wai-keung (LegCo internal reference no.: 21)

Reply:

The Education Bureau (EDB) has all along attached great importance to schools' selection of quality learning and teaching resources. Given the great variety and diversified sources of these materials, the EDB has kept reminding schools and teachers, through various channels such as curriculum guides, circular memoranda (e.g. EDB Circular Memorandum No. 26/2020 – Selection of Quality Textbooks and Learning and Teaching Resources for Use in Schools <https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM20026E.pdf>), different

professional development programmes for teachers and school visits, of the salient points and criteria for the selection of learning and teaching resources (including textbooks, school-based teaching materials, library books and other reading materials). We stress that schools and teachers should exercise prudence in the selection of teaching materials to ensure that the materials are in line with the aims and objectives of the central curriculum, and that the contents and information provided in the materials are correct, complete, objective and impartial, with emphasis on nurturing students' positive values and attitudes.

For textbooks, the EDB has put in place a rigorous review mechanism to ensure that the textbooks included on the Recommended Textbook List (RTL) are accurate in content, in line with the curriculum and of good quality for schools' reference in the selection of textbooks. Where necessary, we will review the contents of textbooks on the RTL and request publishers to make revisions accordingly.

To safeguard the well-being of students, the EDB introduced in September 2019 a professional consultancy service for senior secondary Liberal Studies (LS) "textbooks" on the market and invited the participation of publishers concerned. The quality of "textbooks" with contents revised by the publishers has since been noticeably improved, and these "textbooks" are available for schools' adoption in the 2020/21 school year. We will rename the senior secondary LS and set up the RTL for the renamed subject.

The EDB handles enquiries, applications and complaints made by various stakeholders such as school personnel, parents, students and members of the public via different channels (e.g. by letter, email, telephone or in person). We have not compiled statistics on the reported cases as mentioned in the question. Moreover, given the extensive coverage of these complaints, with quite a number of them involving multiple allegations, we do not categorise the complaints by types. Upon receiving a case involving textbooks on the RTL, we will review the contents of the textbooks concerned and, if necessary, approach the relevant publishers for follow-up actions. In selecting books and other materials from the market, schools are required to observe the EDB's guidelines and examine those reading materials closely, so as to ensure that the learning resources are suitable for students.

As regards the suggestion that the teaching and reading materials of every subject from every school should be reviewed by the EDB, it is not practical at the operational level in view of the considerable amount of such materials. Teachers demonstrate their professionalism through teaching in line with the curriculum, selection and adaptation of teaching materials, as well as catering for student diversity with the application of appropriate teaching methodologies. They should also be professionally accountable for their teaching quality. Early this year, the EDB issued to schools guidelines on school administration and education with respect to the implementation of the National Security Law. Specifically, schools are required to establish/strengthen their school-based monitoring mechanism for regular review of the content and quality of learning and teaching resources for various Key Learning Areas and across different subjects, so as to ensure that the design of school-based curriculum and the learning and teaching resources selected or developed are in line with the aims, objectives and contents of the prescribed curriculum and appropriate to students' abilities and learning needs in terms of content and quality. Schools may, under their school-based monitoring mechanism, archive the learning and teaching materials related to Constitution and Basic Law education and national security education, but impose a requirement for a retention period of no less than 2 school years, so that such materials for relevant key stages of learning can be

made available to school sponsoring bodies, the school management or the EDB for inspection on a need basis. There are both empowerment and accountability in school-based management. For the benefits of students, the school management has the responsibility to understand and monitor teachers' teaching quality, and remind teachers that they should not promote in class or incorporate into teaching/learning materials content or information that is biased/unsubstantiated/inconsistent with curriculum aims and objectives; otherwise, in breach of professional ethics, such acts are unacceptable. The EDB takes a serious stance to follow up on every case received about the appropriateness of teaching materials adopted by individual schools.

The EDB officers have always been seeking to understand and monitor the quality of learning and teaching of schools through the channels of inspections, curriculum development visits, etc. During inspections, through scrutinising the teaching materials and samples of assignments provided by schools, observing lessons and relevant learning and teaching activities as well as discussing with school personnel, etc., inspectors get to understand and evaluate the implementation of school curriculum, and provide specific professional advice according to schools' performance in learning and teaching.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB124**

**(Question Serial No. 0017)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

The estimated expenditure on special education for 2020-21 is \$3,341.5 million, which is 12.9% higher than the 2019-20 original estimate. Please advise of the items covered by this additional provision and provide a breakdown of the expenditure.

Asked by: Hon LAM Kin-fung, Jeffrey (LegCo internal reference no.: 1)

Reply:

The provision under Programme (5) Special Education for 2020-21 is \$382.1 million (12.9%) higher than the original estimate for 2019-20, mainly due to increased provision for various existing grants, including the salaries grant to cater for the 2019 pay adjustment, continued implementation of the all-graduate teaching force policy, the strengthening of administrative support for schools, etc.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB125**

**(Question Serial No. 1358)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

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

Director of Bureau: Secretary for Education

Question:

Regarding the increase of 10 non-directorate posts in the coming year, please set out their respective rank and duties, and the expenditure involved.

Asked by: Hon LAM Kin-fung, Jeffrey (LegCo internal reference no.: 53)

Reply:

The net increase of 10 non-directorate posts in 2021-22 is mainly for enhancing the school-based educational psychology service to cater for the diversified learning needs of school children, strengthening the implementation of integrated education, enhancing support for the promotion and implementation of national security education, etc. These posts involve 7 different grades, namely Education Officer (Administration), Inspector (Graduate), Specialist (Education Services), Speech Therapist, Executive Officer, Accounting Officer and Clerical Officer. The estimated salary expenditure for 2021-22 is about \$29.74 million.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB126**

**(Question Serial No. 1359)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown and the total numbers of classes, school places and students in Primary 1 to 6 and Secondary 1 to 6 of government schools, aided schools, special schools, Direct Subsidy Scheme schools, private schools, English Schools Foundation schools and international schools by 18 districts from the 2015/16 to 2019/20 school years.

Asked by: Hon LAM Kin-fung, Jeffrey (LegCo internal reference no.: 55)

Reply:

The numbers of operating classes, places and students at each grade of primary and secondary schools by district and sector from the 2015/16 to 2019/20 school years are at **Annex 1**. As the situation of different districts varies, some districts may have only one or a few schools of a particular sector. To avoid direct comparison of the enrolment situation of individual schools, sectors are only classified into “Public sector and Direct Subsidy Scheme schools” and “Private schools (including international and private independent schools)”.

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 at **Annex 2**. Since the planning and provision of special school places are not on a district basis and it is a common practice for special schools to adopt flexible groupings across grades to cater for the special educational needs of individual students, it is inappropriate to break down the numbers by district and grade.

**Numbers of operating classes, places and students of primary schools  
by district, grade and sector from the 2015/16 to 2019/20 school years**

**2015/16 school year**

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	P1	51	1 385	1 389	23	719	651	74	2 104	2 040
	P2	50	1 360	1 384	22	706	636	72	2 066	2 020
	P3	51	1 385	1 406	22	710	631	73	2 095	2 037
	P4	44	1 210	1 201	23	738	586	67	1 948	1 787
	P5	45	1 235	1 188	17	579	464	62	1 814	1 652
	P6	44	1 230	1 115	19	625	430	63	1 855	1 545
	All Grades	285	7 805	7 683	126	4 077	3 398	411	11 882	11 081
Wan Chai	P1	54	1 455	1 467	33	1 186	983	87	2 641	2 450
	P2	53	1 430	1 465	32	1 143	968	85	2 573	2 433
	P3	53	1 430	1 477	35	1 207	1 026	88	2 637	2 503
	P4	49	1 330	1 367	32	1 075	943	81	2 405	2 310
	P5	50	1 355	1 357	25	895	767	75	2 250	2 124
	P6	50	1 355	1 288	23	906	699	73	2 261	1 987
	All Grades	309	8 355	8 421	180	6 412	5 386	489	14 767	13 807
Eastern	P1	110	2 977	2 931	41	1 075	883	151	4 052	3 814
	P2	111	3 027	3 012	29	873	731	140	3 900	3 743
	P3	111	3 002	2 922	29	834	691	140	3 836	3 613
	P4	103	2 827	2 718	25	709	617	128	3 536	3 335
	P5	96	2 644	2 540	32	887	769	128	3 531	3 309
	P6	99	2 739	2 549	32	856	727	131	3 595	3 276
	All Grades	630	17 216	16 672	188	5 234	4 418	818	22 450	21 090
Southern	P1	44	1 184	1 141	67	1 559	1 387	111	2 743	2 528
	P2	43	1 159	1 131	54	1 368	1 294	97	2 527	2 425
	P3	44	1 159	1 118	49	1 239	1 197	93	2 398	2 315
	P4	41	1 109	1 050	49	1 253	1 177	90	2 362	2 227
	P5	42	1 134	1 081	48	1 210	1 122	90	2 344	2 203
	P6	40	1 104	999	41	1 026	909	81	2 130	1 908
	All Grades	254	6 849	6 520	308	7 655	7 086	562	14 504	13 606
Yau Tsim Mong	P1	87	2 394	2 380	4	140	140	91	2 534	2 520
	P2	90	2 465	2 458	4	148	146	94	2 613	2 604
	P3	86	2 365	2 421	4	144	144	90	2 509	2 565
	P4	77	2 140	2 197	4	148	146	81	2 288	2 343
	P5	73	2 100	2 158	4	144	145	77	2 244	2 303
	P6	71	2 070	2 111	3	108	108	74	2 178	2 219
	All Grades	484	13 534	13 725	23	832	829	507	14 366	14 554

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sham Shui Po	P1	95	2 634	2 679	31	1 193	922	126	3 827	3 601
	P2	97	2 694	2 729	31	1 151	919	128	3 845	3 648
	P3	94	2 639	2 689	32	1 142	1 002	126	3 781	3 691
	P4	89	2 509	2 538	26	918	797	115	3 427	3 335
	P5	85	2 474	2 513	26	966	745	111	3 440	3 258
	P6	86	2 564	2 532	21	795	578	107	3 359	3 110
	All Grades	546	15 514	15 680	167	6 165	4 963	713	21 679	20 643
Kowloon City	P1	126	3 387	3 469	73	2 596	2 071	199	5 983	5 540
	P2	128	3 412	3 520	71	2 528	1 987	199	5 940	5 507
	P3	122	3 312	3 444	73	2 641	2 072	195	5 953	5 516
	P4	119	3 237	3 371	72	2 562	1 975	191	5 799	5 346
	P5	117	3 162	3 236	68	2 405	1 868	185	5 567	5 104
	P6	114	3 122	3 065	60	2 109	1 614	174	5 231	4 679
	All Grades	726	19 632	20 105	417	14 841	11 587	1 143	34 473	31 692
Wong Tai Sin	P1	112	2 870	2 795	15	540	497	127	3 410	3 292
	P2	106	2 690	2 715	17	573	475	123	3 263	3 190
	P3	102	2 565	2 632	15	480	487	117	3 045	3 119
	P4	100	2 540	2 583	13	420	433	113	2 960	3 016
	P5	94	2 415	2 425	11	378	396	105	2 793	2 821
	P6	92	2 365	2 384	12	393	355	104	2 758	2 739
	All Grades	606	15 445	15 534	83	2 784	2 643	689	18 229	18 177
Kwun Tong	P1	150	3 885	3 900	10	291	280	160	4 176	4 180
	P2	147	4 320	4 204	10	291	270	157	4 611	4 474
	P3	154	3 980	4 143	10	291	266	164	4 271	4 409
	P4	150	3 880	4 022	9	269	251	159	4 149	4 273
	P5	149	3 878	3 951	9	269	223	158	4 147	4 174
	P6	147	3 770	3 876	8	247	209	155	4 017	4 085
	All Grades	897	23 713	24 096	56	1 658	1 499	953	25 371	25 595
Sai Kung	P1	105	2 693	2 588	7	189	174	112	2 882	2 762
	P2	105	2 718	2 657	7	189	174	112	2 907	2 831
	P3	98	2 543	2 505	7	189	178	105	2 732	2 683
	P4	98	2 548	2 415	7	189	178	105	2 737	2 593
	P5	88	2 223	2 127	7	189	170	95	2 412	2 297
	P6	94	2 397	2 281	7	189	169	101	2 586	2 450
	All Grades	588	15 122	14 573	42	1 134	1 043	630	16 256	15 616

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sha Tin	P1	175	4 615	4 688	17	442	442	192	5 057	5 130
	P2	176	4 665	4 774	17	442	440	193	5 107	5 214
	P3	166	4 415	4 519	17	471	442	183	4 886	4 961
	P4	153	4 107	4 184	16	446	425	169	4 553	4 609
	P5	146	3 912	4 009	15	427	407	161	4 339	4 416
	P6	140	3 757	3 816	16	443	416	156	4 200	4 232
	All Grades	956	25 471	25 990	98	2 671	2 572	1 054	28 142	28 562
Tai Po	P1	76	2 280	2 407	8	253	205	84	2 533	2 612
	P2	78	2 340	2 414	7	233	190	85	2 573	2 604
	P3	86	2 195	2 264	7	233	197	93	2 428	2 461
	P4	81	2 070	2 111	7	233	162	88	2 303	2 273
	P5	68	1 745	1 778	7	212	149	75	1 957	1 927
	P6	64	1 645	1 668	6	188	128	70	1 833	1 796
	All Grades	453	12 275	12 642	42	1 352	1 031	495	13 627	13 673
North	P1	114	3 080	3 246	0	0	0	114	3 080	3 246
	P2	115	3 115	3 316	0	0	0	115	3 115	3 316
	P3	111	3 522	3 500	0	0	0	111	3 522	3 500
	P4	110	3 187	3 173	0	0	0	110	3 187	3 173
	P5	105	2 931	2 944	0	0	0	105	2 931	2 944
	P6	101	2 735	2 779	0	0	0	101	2 735	2 779
	All Grades	656	18 570	18 958	0	0	0	656	18 570	18 958
Yuen Long	P1	207	5 552	5 567	3	85	40	210	5 637	5 607
	P2	211	5 683	5 780	3	85	44	214	5 768	5 824
	P3	196	4 999	5 095	3	85	40	199	5 084	5 135
	P4	184	4 624	4 737	3	85	42	187	4 709	4 779
	P5	172	4 274	4 414	3	85	37	175	4 359	4 451
	P6	168	4 162	4 254	3	85	40	171	4 247	4 294
	All Grades	1 138	29 294	29 847	18	510	243	1 156	29 804	30 090
Tuen Mun	P1	160	4 072	4 169	4	111	82	164	4 183	4 251
	P2	162	4 152	4 124	5	133	100	167	4 285	4 224
	P3	153	3 847	3 901	4	117	79	157	3 964	3 980
	P4	135	3 477	3 500	5	141	107	140	3 618	3 607
	P5	124	3 172	3 189	4	117	87	128	3 289	3 276
	P6	118	3 032	2 905	6	141	107	124	3 173	3 012
	All Grades	852	21 752	21 788	28	760	562	880	22 512	22 350

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tsuen Wan	P1	77	2 105	2 189	1	30	11	78	2 135	2 200
	P2	76	2 080	2 152	1	30	9	77	2 110	2 161
	P3	76	2 080	2 150	1	30	15	77	2 110	2 165
	P4	74	2 030	2 083	1	30	14	75	2 060	2 097
	P5	75	2 055	2 115	1	30	14	76	2 085	2 129
	P6	73	2 005	2 016	1	30	18	74	2 035	2 034
	All Grades	451	12 355	12 705	6	180	81	457	12 535	12 786
Kwai Tsing	P1	119	3 229	3 159	9	190	198	128	3 419	3 357
	P2	117	3 129	3 065	6	132	134	123	3 261	3 199
	P3	117	3 129	3 072	5	115	113	122	3 244	3 185
	P4	114	3 104	3 013	0	0	0	114	3 104	3 013
	P5	111	3 024	2 965	0	0	0	111	3 024	2 965
	P6	110	2 999	2 976	0	0	0	110	2 999	2 976
	All Grades	688	18 614	18 250	20	437	445	708	19 051	18 695
Islands	P1	39	955	852	15	380	338	54	1 335	1 190
	P2	37	830	789	13	329	280	50	1 159	1 069
	P3	36	855	813	13	323	280	49	1 178	1 093
	P4	35	880	812	13	321	275	48	1 201	1 087
	P5	37	905	836	12	301	256	49	1 206	1 092
	P6	38	950	835	9	238	217	47	1 188	1 052
	All Grades	222	5 375	4 937	75	1 892	1 646	297	7 267	6 583
All Districts	P1	1 901	50 752	51 016	361	10 979	9 304	2 262	61 731	60 320
	P2	1 902	51 269	51 689	329	10 354	8 797	2 231	61 623	60 486
	P3	1 856	49 422	50 071	326	10 251	8 860	2 182	59 673	58 931
	P4	1 756	46 809	47 075	305	9 537	8 128	2 061	56 346	55 203
	P5	1 677	44 638	44 826	289	9 094	7 619	1 966	53 732	52 445
	P6	1 649	44 001	43 449	267	8 379	6 724	1 916	52 380	50 173
	All Grades	10 741	286 891	288 126	1 877	58 594	49 432	12 618	345 485	337 558

## 2016/17 school year

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	P1	53	1 435	1 476	25	816	662	78	2 251	2 138
	P2	51	1 385	1 391	27	861	729	78	2 246	2 120
	P3	50	1 360	1 382	26	876	722	76	2 236	2 104
	P4	51	1 385	1 410	24	828	670	75	2 213	2 080
	P5	44	1 210	1 191	23	802	624	67	2 012	1 815
	P6	45	1 235	1 178	21	706	526	66	1 941	1 704
	All Grades	294	8 010	8 028	146	4 889	3 933	440	12 899	11 961
Wan Chai	P1	53	1 410	1 403	32	1 150	932	85	2 560	2 335
	P2	54	1 435	1 406	32	1 144	972	86	2 579	2 378
	P3	53	1 410	1 422	32	1 137	949	85	2 547	2 371
	P4	53	1 410	1 424	31	1 034	930	84	2 444	2 354
	P5	48	1 285	1 295	21	772	653	69	2 057	1 948
	P6	49	1 310	1 272	21	850	660	70	2 160	1 932
	All Grades	310	8 260	8 222	169	6 087	5 096	479	14 347	13 318
Eastern	P1	112	3 072	3 032	38	1 030	876	150	4 102	3 908
	P2	109	2 997	2 972	25	733	659	134	3 730	3 631
	P3	110	3 022	3 031	28	829	694	138	3 851	3 725
	P4	109	2 997	2 996	25	741	636	134	3 738	3 632
	P5	104	2 872	2 774	30	826	740	134	3 698	3 514
	P6	97	2 689	2 586	32	861	728	129	3 550	3 314
	All Grades	641	17 649	17 391	178	5 020	4 333	819	22 669	21 724
Southern	P1	44	1 172	1 114	69	1 650	1 562	113	2 822	2 676
	P2	44	1 184	1 131	51	1 285	1 250	95	2 469	2 381
	P3	43	1 159	1 126	51	1 290	1 235	94	2 449	2 361
	P4	44	1 159	1 113	51	1 257	1 236	95	2 416	2 349
	P5	41	1 109	1 039	52	1 263	1 220	93	2 372	2 259
	P6	42	1 134	1 066	42	1 051	949	84	2 185	2 015
	All Grades	258	6 917	6 589	316	7 796	7 452	574	14 713	14 041
Yau Tsim Mong	P1	90	2 444	2 470	4	140	140	94	2 584	2 610
	P2	87	2 394	2 379	4	144	145	91	2 538	2 524
	P3	90	2 469	2 476	4	148	146	94	2 617	2 622
	P4	82	2 265	2 336	4	148	146	86	2 413	2 482
	P5	77	2 140	2 204	4	148	147	81	2 288	2 351
	P6	73	2 100	2 130	4	148	147	77	2 248	2 277
	All Grades	499	13 812	13 995	24	876	871	523	14 688	14 866



District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sham Shui Po	P1	93	2 592	2 680	30	1 158	921	123	3 750	3 601
	P2	94	2 617	2 703	30	1 131	886	124	3 748	3 589
	P3	97	2 697	2 761	32	1 112	896	129	3 809	3 657
	P4	95	2 642	2 740	31	1 108	975	126	3 750	3 715
	P5	90	2 512	2 566	26	969	780	116	3 481	3 346
	P6	85	2 452	2 521	19	702	552	104	3 154	3 073
	All Grades	554	15 512	15 971	168	6 180	5 010	722	21 692	20 981
Kowloon City	P1	130	3 537	3 679	76	2 629	2 114	206	6 166	5 793
	P2	134	3 637	3 742	69	2 451	1 941	203	6 088	5 683
	P3	138	3 732	3 848	69	2 447	1 960	207	6 179	5 808
	P4	132	3 582	3 726	76	2 675	2 152	208	6 257	5 878
	P5	130	3 507	3 641	71	2 456	1 945	201	5 963	5 586
	P6	124	3 357	3 401	67	2 294	1 787	191	5 651	5 188
	All Grades	788	21 352	22 037	428	14 952	11 899	1 216	36 304	33 936
Wong Tai Sin	P1	104	2 645	2 535	15	540	496	119	3 185	3 031
	P2	102	2 570	2 510	15	543	481	117	3 113	2 991
	P3	94	2 370	2 410	16	554	464	110	2 924	2 874
	P4	92	2 320	2 421	15	542	479	107	2 862	2 900
	P5	92	2 320	2 365	12	418	421	104	2 738	2 786
	P6	87	2 220	2 233	11	378	372	98	2 598	2 605
	All Grades	571	14 445	14 474	84	2 975	2 713	655	17 420	17 187
Kwun Tong	P1	147	3 830	3 867	10	301	287	157	4 131	4 154
	P2	150	3 910	3 989	10	301	278	160	4 211	4 267
	P3	148	4 345	4 304	10	301	270	158	4 646	4 574
	P4	157	4 060	4 259	10	301	265	167	4 361	4 524
	P5	153	3 990	4 124	10	301	271	163	4 291	4 395
	P6	149	3 878	3 976	9	281	221	158	4 159	4 197
	All Grades	904	24 013	24 519	59	1 786	1 592	963	25 799	26 111
Sai Kung	P1	107	2 753	2 625	9	224	200	116	2 977	2 825
	P2	105	2 703	2 574	8	199	189	113	2 902	2 763
	P3	106	2 728	2 661	8	199	190	114	2 927	2 851
	P4	102	2 657	2 605	8	199	189	110	2 856	2 794
	P5	92	2 360	2 231	7	189	183	99	2 549	2 414
	P6	93	2 431	2 305	7	189	170	100	2 620	2 475
	All Grades	605	15 632	15 001	47	1 199	1 121	652	16 831	16 122

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sha Tin	P1	175	4 665	4 822	17	442	447	192	5 107	5 269
	P2	175	4 640	4 755	17	442	448	192	5 082	5 203
	P3	176	4 690	4 847	17	442	436	193	5 132	5 283
	P4	166	4 440	4 600	16	446	436	182	4 886	5 036
	P5	155	4 157	4 240	16	452	423	171	4 609	4 663
	P6	146	3 912	4 001	16	443	426	162	4 355	4 427
	All Grades	993	26 504	27 265	99	2 667	2 616	1 092	29 171	29 881
Tai Po	P1	77	2 464	2 606	16	464	372	93	2 928	2 978
	P2	76	2 280	2 394	9	292	223	85	2 572	2 617
	P3	78	2 340	2 445	9	292	224	87	2 632	2 669
	P4	85	2 170	2 278	8	263	184	93	2 433	2 462
	P5	80	2 045	2 118	7	218	161	87	2 263	2 279
	P6	68	1 745	1 776	8	245	133	76	1 990	1 909
	All Grades	464	13 044	13 617	57	1 774	1 297	521	14 818	14 914
North	P1	110	3 283	3 434	0	0	0	110	3 283	3 434
	P2	114	3 080	3 231	0	0	0	114	3 080	3 231
	P3	115	3 115	3 310	0	0	0	115	3 115	3 310
	P4	112	3 527	3 516	0	0	0	112	3 527	3 516
	P5	110	3 187	3 169	0	0	0	110	3 187	3 169
	P6	105	2 931	2 936	0	0	0	105	2 931	2 936
	All Grades	666	19 123	19 596	0	0	0	666	19 123	19 596
Yuen Long	P1	206	5 611	5 722	7	280	153	213	5 891	5 875
	P2	204	5 527	5 561	3	85	41	207	5 612	5 602
	P3	212	5 714	5 787	3	85	45	215	5 799	5 832
	P4	199	5 030	5 149	2	60	37	201	5 090	5 186
	P5	185	4 680	4 769	3	85	45	188	4 765	4 814
	P6	173	4 330	4 441	3	85	32	176	4 415	4 473
	All Grades	1 179	30 892	31 429	21	680	353	1 200	31 572	31 782
Tuen Mun	P1	155	4 002	4 158	5	133	101	160	4 135	4 259
	P2	158	4 072	4 121	4	111	78	162	4 183	4 199
	P3	162	4 152	4 080	5	141	107	167	4 293	4 187
	P4	153	3 847	3 933	4	117	81	157	3 964	4 014
	P5	137	3 477	3 521	5	141	106	142	3 618	3 627
	P6	124	3 172	3 174	6	126	109	130	3 298	3 283
	All Grades	889	22 722	22 987	29	769	582	918	23 491	23 569

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tsuen Wan	P1	80	2 180	2 218	1	30	6	81	2 210	2 224
	P2	77	2 105	2 206	1	30	18	78	2 135	2 224
	P3	76	2 080	2 177	1	30	14	77	2 110	2 191
	P4	77	2 105	2 178	1	30	15	78	2 135	2 193
	P5	75	2 055	2 116	1	30	17	76	2 085	2 133
	P6	75	2 055	2 108	1	30	12	76	2 085	2 120
	All Grades	460	12 580	13 003	6	180	82	466	12 760	13 085
Kwai Tsing	P1	122	3 304	3 254	9	199	192	131	3 503	3 446
	P2	119	3 229	3 201	5	115	113	124	3 344	3 314
	P3	117	3 129	3 109	6	138	137	123	3 267	3 246
	P4	117	3 129	3 095	0	0	0	117	3 129	3 095
	P5	114	3 104	3 058	0	0	0	114	3 104	3 058
	P6	111	3 024	2 972	0	0	0	111	3 024	2 972
	All Grades	700	18 919	18 689	20	452	442	720	19 371	19 131
Islands	P1	43	1 030	926	16	400	379	59	1 430	1 305
	P2	38	955	849	15	361	330	53	1 316	1 179
	P3	36	830	780	14	333	290	50	1 163	1 070
	P4	36	855	809	12	310	273	48	1 165	1 082
	P5	35	880	803	13	317	280	48	1 197	1 083
	P6	37	905	828	10	268	256	47	1 173	1 084
	All Grades	225	5 455	4 995	80	1 989	1 808	305	7 444	6 803
All Districts	P1	1 901	51 429	52 021	379	11 586	9 840	2 280	63 015	61 861
	P2	1 891	50 720	51 115	325	10 228	8 781	2 216	60 948	59 896
	P3	1 901	51 342	51 956	331	10 354	8 779	2 232	61 696	60 735
	P4	1 862	49 580	50 588	318	10 059	8 704	2 180	59 639	59 292
	P5	1 762	46 890	47 224	301	9 387	8 016	2 063	56 277	55 240
	P6	1 683	44 880	44 904	277	8 657	7 080	1 960	53 537	51 984
	All Grades	11 000	294 841	297 808	1 931	60 271	51 200	12 931	355 112	349 008

## 2017/18 school year

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	P1	53	1 435	1 481	27	810	681	80	2 245	2 162
	P2	53	1 435	1 455	24	819	687	77	2 254	2 142
	P3	51	1 385	1 380	24	814	652	75	2 199	2 032
	P4	50	1 360	1 382	24	843	648	74	2 203	2 030
	P5	51	1 385	1 394	23	797	613	74	2 182	2 007
	P6	44	1 210	1 166	22	780	568	66	1 990	1 734
	All Grades	302	8 210	8 258	144	4 863	3 849	446	13 073	12 107
Wan Chai	P1	56	1 485	1 486	35	1 246	1 018	91	2 731	2 504
	P2	53	1 410	1 407	30	1 069	910	83	2 479	2 317
	P3	54	1 435	1 412	32	1 156	933	86	2 591	2 345
	P4	53	1 410	1 416	31	1 094	917	84	2 504	2 333
	P5	53	1 410	1 413	26	964	764	79	2 374	2 177
	P6	48	1 285	1 269	21	848	636	69	2 133	1 905
	All Grades	317	8 435	8 403	175	6 377	5 178	492	14 812	13 581
Eastern	P1	113	3 097	3 134	36	1 009	910	149	4 106	4 044
	P2	112	3 072	3 032	26	763	679	138	3 835	3 711
	P3	109	2 997	2 987	27	775	662	136	3 772	3 649
	P4	110	3 022	3 032	27	838	716	137	3 860	3 748
	P5	109	2 997	2 975	31	895	769	140	3 892	3 744
	P6	104	2 872	2 755	32	853	744	136	3 725	3 499
	All Grades	657	18 057	17 915	179	5 133	4 480	836	23 190	22 395
Southern	P1	46	1 222	1 178	76	1 750	1 672	122	2 972	2 850
	P2	44	1 172	1 100	58	1 433	1 350	102	2 605	2 450
	P3	44	1 184	1 104	55	1 355	1 300	99	2 539	2 404
	P4	43	1 159	1 110	54	1 324	1 274	97	2 483	2 384
	P5	44	1 159	1 112	53	1 294	1 243	97	2 453	2 355
	P6	41	1 109	1 013	43	1 083	1 006	84	2 192	2 019
	All Grades	262	7 005	6 617	339	8 239	7 845	601	15 244	14 462
Yau Tsim Mong	P1	90	2 469	2 504	5	160	148	95	2 629	2 652
	P2	89	2 444	2 486	4	144	145	93	2 588	2 631
	P3	87	2 394	2 390	4	148	147	91	2 542	2 537
	P4	86	2 365	2 414	4	148	147	90	2 513	2 561
	P5	82	2 265	2 343	4	148	148	86	2 413	2 491
	P6	77	2 140	2 184	4	148	147	81	2 288	2 331
	All Grades	511	14 077	14 321	25	896	882	536	14 973	15 203

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sham Shui Po	P1	95	3 064	2 893	42	1 340	1 226	137	4 404	4 119
	P2	94	2 598	2 713	36	1 213	1 011	130	3 811	3 724
	P3	94	2 627	2 742	34	1 079	963	128	3 706	3 705
	P4	97	2 707	2 818	36	1 161	1 031	133	3 868	3 849
	P5	95	2 644	2 794	36	1 254	1 066	131	3 898	3 860
	P6	90	2 523	2 592	25	826	693	115	3 349	3 285
	All Grades	565	16 163	16 552	209	6 873	5 990	774	23 036	22 542
Kowloon City	P1	130	3 701	3 820	84	2 948	2 314	214	6 649	6 134
	P2	130	3 537	3 675	75	2 579	2 045	205	6 116	5 720
	P3	134	3 637	3 765	72	2 502	1 967	206	6 139	5 732
	P4	137	3 707	3 860	67	2 348	1 949	204	6 055	5 809
	P5	133	3 582	3 721	71	2 428	2 000	204	6 010	5 721
	P6	130	3 507	3 587	66	2 291	1 834	196	5 798	5 421
	All Grades	794	21 671	22 428	434	15 096	12 109	1 228	36 767	34 537
Wong Tai Sin	P1	107	2 720	2 680	14	493	465	121	3 213	3 145
	P2	104	2 645	2 586	15	538	485	119	3 183	3 071
	P3	101	2 570	2 533	14	499	465	115	3 069	2 998
	P4	94	2 370	2 463	15	555	456	109	2 925	2 919
	P5	94	2 345	2 446	14	493	460	108	2 838	2 906
	P6	92	2 320	2 386	12	409	394	104	2 729	2 780
	All Grades	592	14 970	15 094	84	2 987	2 725	676	17 957	17 819
Kwun Tong	P1	164	4 302	4 395	10	301	281	174	4 603	4 676
	P2	149	3 877	3 965	10	301	273	159	4 178	4 238
	P3	153	3 987	4 116	10	301	279	163	4 288	4 395
	P4	150	4 397	4 461	10	301	262	160	4 698	4 723
	P5	160	4 147	4 358	10	301	264	170	4 448	4 622
	P6	155	4 017	4 181	10	301	273	165	4 318	4 454
	All Grades	931	24 727	25 476	60	1 806	1 632	991	26 533	27 108
Sai Kung	P1	113	2 928	2 848	10	234	214	123	3 162	3 062
	P2	107	2 753	2 605	9	224	198	116	2 977	2 803
	P3	105	2 703	2 591	8	199	191	113	2 902	2 782
	P4	110	2 832	2 771	9	224	198	119	3 056	2 969
	P5	96	2 459	2 421	9	229	195	105	2 688	2 616
	P6	98	2 558	2 419	8	214	183	106	2 772	2 602
	All Grades	629	16 233	15 655	53	1 324	1 179	682	17 557	16 834

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sha Tin	P1	187	5 418	5 453	17	448	447	204	5 866	5 900
	P2	178	4 740	4 969	17	448	448	195	5 188	5 417
	P3	176	4 690	4 900	17	442	441	193	5 132	5 341
	P4	177	4 715	4 948	16	446	429	193	5 161	5 377
	P5	167	4 440	4 655	16	452	429	183	4 892	5 084
	P6	155	4 157	4 236	16	443	427	171	4 600	4 663
	All Grades	1 040	28 160	29 161	99	2 679	2 621	1 139	30 839	31 782
Tai Po	P1	78	2 574	2 641	18	515	405	96	3 089	3 046
	P2	77	2 464	2 595	13	417	319	90	2 881	2 914
	P3	76	2 280	2 403	10	329	226	86	2 609	2 629
	P4	78	2 340	2 473	9	297	225	87	2 637	2 698
	P5	85	2 170	2 272	8	265	177	93	2 435	2 449
	P6	80	2 045	2 111	7	220	145	87	2 265	2 256
	All Grades	474	13 873	14 495	65	2 043	1 497	539	15 916	15 992
North	P1	116	3 451	3 600	0	0	0	116	3 451	3 600
	P2	111	3 311	3 424	0	0	0	111	3 311	3 424
	P3	115	3 105	3 254	0	0	0	115	3 105	3 254
	P4	115	3 115	3 273	0	0	0	115	3 115	3 273
	P5	111	3 527	3 499	0	0	0	111	3 527	3 499
	P6	110	3 187	3 152	0	0	0	110	3 187	3 152
	All Grades	678	19 696	20 202	0	0	0	678	19 696	20 202
Yuen Long	P1	208	5 777	5 876	7	261	138	215	6 038	6 014
	P2	206	5 592	5 647	7	280	158	213	5 872	5 805
	P3	204	5 511	5 562	3	85	42	207	5 596	5 604
	P4	214	5 693	5 795	3	85	42	217	5 778	5 837
	P5	201	5 059	5 180	3	85	39	204	5 144	5 219
	P6	185	4 659	4 758	3	85	43	188	4 744	4 801
	All Grades	1 218	32 291	32 818	26	881	462	1 244	33 172	33 280
Tuen Mun	P1	158	4 247	4 332	5	133	102	163	4 380	4 434
	P2	156	4 002	4 044	5	141	112	161	4 143	4 156
	P3	157	4 022	4 058	4	117	82	161	4 139	4 140
	P4	161	4 152	4 068	5	141	103	166	4 293	4 171
	P5	153	3 847	3 894	4	117	87	157	3 964	3 981
	P6	137	3 477	3 503	7	150	125	144	3 627	3 628
	All Grades	922	23 747	23 899	30	799	611	952	24 546	24 510

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tsuen Wan	P1	82	2 385	2 409	1	30	11	83	2 415	2 420
	P2	80	2 180	2 232	1	30	14	81	2 210	2 246
	P3	77	2 105	2 190	1	30	20	78	2 135	2 210
	P4	77	2 105	2 197	1	30	12	78	2 135	2 209
	P5	78	2 130	2 200	1	30	18	79	2 160	2 218
	P6	75	2 055	2 102	1	30	16	76	2 085	2 118
	All Grades	469	12 960	13 330	6	180	91	475	13 140	13 421
Kwai Tsing	P1	131	3 479	3 456	0	0	0	131	3 479	3 456
	P2	122	3 304	3 239	0	0	0	122	3 304	3 239
	P3	119	3 229	3 200	0	0	0	119	3 229	3 200
	P4	116	3 129	3 158	0	0	0	116	3 129	3 158
	P5	116	3 129	3 149	0	0	0	116	3 129	3 149
	P6	114	3 104	3 077	0	0	0	114	3 104	3 077
	All Grades	718	19 374	19 279	0	0	0	718	19 374	19 279
Islands	P1	47	1 130	999	17	407	384	64	1 537	1 383
	P2	41	1 030	925	15	360	360	56	1 390	1 285
	P3	38	955	843	13	325	311	51	1 280	1 154
	P4	35	830	775	12	301	275	47	1 131	1 050
	P5	36	855	809	11	295	271	47	1 150	1 080
	P6	35	880	793	10	273	250	45	1 153	1 043
	All Grades	232	5 680	5 144	78	1 961	1 851	310	7 641	6 995
All Districts	P1	1 974	54 884	55 185	404	12 085	10 416	2 378	66 969	65 601
	P2	1 906	51 566	52 099	345	10 759	9 194	2 250	62 325	61 293
	P3	1 894	50 816	51 430	328	10 156	8 681	2 222	60 972	60 111
	P4	1 903	51 408	52 414	323	10 136	8 684	2 226	61 544	61 098
	P5	1 864	49 550	50 635	320	10 047	8 543	2 184	59 597	59 178
	P6	1 770	47 105	47 284	287	8 954	7 484	2 057	56 059	54 768
	All Grades	11 311	305 329	309 047	2 006	62 137	53 002	13 317	367 466	362 049

## 2018/19 school year

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	P1	51	1 530	1 535	22	753	645	73	2 283	2 180
	P2	53	1 435	1 467	24	795	656	77	2 230	2 123
	P3	53	1 435	1 440	23	761	625	76	2 196	2 065
	P4	51	1 385	1 367	21	720	584	72	2 105	1 951
	P5	50	1 360	1 364	20	715	561	70	2 075	1 925
	P6	51	1 385	1 364	20	691	512	71	2 076	1 876
	All Grades	309	8 530	8 537	130	4 435	3 583	439	12 965	12 120
Wan Chai	P1	57	1 497	1 468	38	1 326	1 034	95	2 823	2 502
	P2	56	1 485	1 464	35	1 237	1 019	91	2 722	2 483
	P3	53	1 410	1 398	32	1 102	899	85	2 512	2 297
	P4	54	1 435	1 414	28	971	830	82	2 406	2 244
	P5	53	1 410	1 409	27	959	822	80	2 369	2 231
	P6	53	1 407	1 382	25	923	729	78	2 330	2 111
	All Grades	326	8 644	8 535	185	6 518	5 333	511	15 162	13 868
Eastern	P1	114	3 359	3 304	36	997	859	150	4 356	4 163
	P2	113	3 097	3 109	26	763	666	139	3 860	3 775
	P3	112	3 072	3 033	26	752	662	138	3 824	3 695
	P4	109	2 997	3 004	28	825	719	137	3 822	3 723
	P5	110	3 022	3 013	30	890	744	140	3 912	3 757
	P6	109	2 997	2 936	32	875	743	141	3 872	3 679
	All Grades	667	18 544	18 399	178	5 102	4 393	845	23 646	22 792
Southern	P1	47	1 247	1 178	74	1 778	1 673	121	3 025	2 851
	P2	46	1 222	1 152	60	1 511	1 431	106	2 733	2 583
	P3	44	1 172	1 067	57	1 453	1 343	101	2 625	2 410
	P4	44	1 184	1 099	55	1 373	1 326	99	2 557	2 425
	P5	43	1 159	1 107	54	1 346	1 300	97	2 505	2 407
	P6	44	1 159	1 088	46	1 169	1 064	90	2 328	2 152
	All Grades	268	7 143	6 691	346	8 630	8 137	614	15 773	14 828
Yau Tsim Mong	P1	90	2 780	2 715	11	328	278	101	3 108	2 993
	P2	90	2 469	2 478	9	271	222	99	2 740	2 700
	P3	89	2 444	2 464	7	208	190	96	2 652	2 654
	P4	83	2 290	2 297	6	193	182	89	2 483	2 479
	P5	86	2 365	2 408	5	163	163	91	2 528	2 571
	P6	82	2 265	2 302	5	163	160	87	2 428	2 462
	All Grades	520	14 613	14 664	43	1 326	1 195	563	15 939	15 859



District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sham Shui Po	P1	96	3 049	2 905	42	1 406	1 220	138	4 455	4 125
	P2	94	3 063	2 895	35	1 201	1 042	129	4 264	3 937
	P3	94	2 628	2 704	36	1 201	1 008	130	3 829	3 712
	P4	95	2 657	2 757	34	1 132	954	129	3 789	3 711
	P5	99	2 762	2 854	36	1 270	1 010	135	4 032	3 864
	P6	95	2 649	2 771	30	1 121	884	125	3 770	3 655
	All Grades	573	16 808	16 886	213	7 331	6 118	786	24 139	23 004
Kowloon City	P1	130	3 916	3 951	82	2 910	2 333	212	6 826	6 284
	P2	130	3 711	3 807	73	2 610	2 093	203	6 321	5 900
	P3	130	3 552	3 679	70	2 470	1 971	200	6 022	5 650
	P4	133	3 627	3 755	66	2 340	1 919	199	5 967	5 674
	P5	138	3 717	3 828	65	2 282	1 876	203	5 999	5 704
	P6	133	3 592	3 676	66	2 289	1 888	199	5 881	5 564
	All Grades	794	22 115	22 696	422	14 901	12 080	1 216	37 016	34 776
Wong Tai Sin	P1	104	2 570	2 550	15	535	470	119	3 105	3 020
	P2	107	2 720	2 687	13	454	445	120	3 174	3 132
	P3	104	2 645	2 586	14	493	462	118	3 138	3 048
	P4	101	2 570	2 579	14	501	444	115	3 071	3 023
	P5	95	2 370	2 460	14	496	433	109	2 866	2 893
	P6	94	2 345	2 430	14	493	442	108	2 838	2 872
	All Grades	605	15 220	15 292	84	2 972	2 696	689	18 192	17 988
Kwun Tong	P1	161	4 610	4 612	9	293	251	170	4 903	4 863
	P2	164	4 296	4 462	12	365	309	176	4 661	4 771
	P3	152	3 970	4 086	11	338	284	163	4 308	4 370
	P4	155	4 045	4 225	11	344	289	166	4 389	4 514
	P5	153	4 485	4 539	11	337	274	164	4 822	4 813
	P6	160	4 150	4 365	11	340	279	171	4 490	4 644
	All Grades	945	25 556	26 289	65	2 017	1 686	1 010	27 573	27 975
Sai Kung	P1	115	2 990	2 951	21	520	420	136	3 510	3 371
	P2	114	2 903	2 816	16	448	369	130	3 351	3 185
	P3	106	2 753	2 598	12	327	300	118	3 080	2 898
	P4	109	2 807	2 671	13	372	289	122	3 179	2 960
	P5	103	2 634	2 565	12	313	284	115	2 947	2 849
	P6	102	2 657	2 602	10	288	253	112	2 945	2 855
	All Grades	649	16 744	16 203	84	2 268	1 915	733	19 012	18 118

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sha Tin	P1	182	5 724	5 595	17	448	446	199	6 172	6 041
	P2	185	5 373	5 426	17	448	445	202	5 821	5 871
	P3	178	4 745	4 961	17	442	440	195	5 187	5 401
	P4	177	4 725	4 929	17	442	428	194	5 167	5 357
	P5	178	4 750	4 911	17	452	430	195	5 202	5 341
	P6	167	4 445	4 619	16	431	431	183	4 876	5 050
	All Grades	1 067	29 762	30 441	101	2 663	2 620	1 168	32 425	33 061
Tai Po	P1	89	2 670	2 730	22	617	461	111	3 287	3 191
	P2	78	2 574	2 598	17	513	405	95	3 087	3 003
	P3	78	2 496	2 580	14	441	357	92	2 937	2 937
	P4	78	2 310	2 382	12	377	249	90	2 687	2 631
	P5	79	2 369	2 466	12	377	275	91	2 746	2 741
	P6	86	2 170	2 234	9	268	207	95	2 438	2 441
	All Grades	488	14 589	14 990	86	2 593	1 954	574	17 182	16 944
North	P1	120	3 436	3 507	0	0	0	120	3 436	3 507
	P2	116	3 451	3 528	0	0	0	116	3 451	3 528
	P3	111	3 311	3 404	0	0	0	111	3 311	3 404
	P4	115	3 105	3 230	0	0	0	115	3 105	3 230
	P5	115	3 114	3 244	0	0	0	115	3 114	3 244
	P6	111	3 524	3 479	0	0	0	111	3 524	3 479
	All Grades	688	19 941	20 392	0	0	0	688	19 941	20 392
Yuen Long	P1	208	5 782	5 824	5	192	113	213	5 974	5 937
	P2	206	5 782	5 851	7	276	127	213	6 058	5 978
	P3	206	5 596	5 552	7	280	152	213	5 876	5 704
	P4	207	5 516	5 530	3	100	41	210	5 616	5 571
	P5	212	5 646	5 771	3	100	42	215	5 746	5 813
	P6	201	5 064	5 150	3	100	35	204	5 164	5 185
	All Grades	1 240	33 386	33 678	28	1 048	510	1 268	34 434	34 188
Tuen Mun	P1	152	4 285	4 338	5	133	101	157	4 418	4 439
	P2	157	4 247	4 356	5	137	105	162	4 384	4 461
	P3	158	4 002	4 111	5	145	113	163	4 147	4 224
	P4	154	3 947	4 126	4	117	84	158	4 064	4 210
	P5	161	4 152	4 089	5	141	107	166	4 293	4 196
	P6	152	3 847	3 868	7	150	136	159	3 997	4 004
	All Grades	934	24 480	24 888	31	823	646	965	25 303	25 534

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tsuen Wan	P1	81	2 390	2 459	1	30	12	82	2 420	2 471
	P2	81	2 385	2 409	1	30	12	82	2 415	2 421
	P3	80	2 180	2 219	1	30	9	81	2 210	2 228
	P4	78	2 130	2 218	1	30	14	79	2 160	2 232
	P5	78	2 130	2 214	1	30	11	79	2 160	2 225
	P6	78	2 130	2 189	1	30	18	79	2 160	2 207
	All Grades	476	13 345	13 708	6	180	76	482	13 525	13 784
Kwai Tsing	P1	130	3 479	3 464	0	0	0	130	3 479	3 464
	P2	129	3 479	3 442	0	0	0	129	3 479	3 442
	P3	122	3 304	3 232	0	0	0	122	3 304	3 232
	P4	119	3 229	3 241	0	0	0	119	3 229	3 241
	P5	116	3 129	3 166	0	0	0	116	3 129	3 166
	P6	116	3 129	3 140	0	0	0	116	3 129	3 140
	All Grades	732	19 749	19 685	0	0	0	732	19 749	19 685
Islands	P1	48	1 225	1 136	16	414	376	64	1 639	1 512
	P2	47	1 130	1 061	14	369	346	61	1 499	1 407
	P3	41	1 030	963	15	365	346	56	1 395	1 309
	P4	38	955	889	12	315	286	50	1 270	1 175
	P5	36	880	816	12	306	273	48	1 186	1 089
	P6	37	880	811	11	279	246	48	1 159	1 057
	All Grades	247	6 100	5 676	80	2 048	1 873	327	8 148	7 549
All Districts	P1	1 975	56 539	56 222	416	12 680	10 692	2 391	69 219	66 914
	P2	1 966	54 822	55 008	364	11 428	9 692	2 330	66 250	64 700
	P3	1 911	51 745	52 077	347	10 808	9 161	2 258	62 553	61 238
	P4	1 900	50 914	51 713	325	10 152	8 638	2 225	61 066	60 351
	P5	1 905	51 454	52 224	324	10 177	8 605	2 229	61 631	60 829
	P6	1 871	49 795	50 406	306	9 610	8 027	2 177	59 405	58 433
	All Grades	11 528	315 269	317 650	2 082	64 855	54 815	13 610	380 124	372 465

## 2019/20 school year

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	P1	51	1 385	1 388	23	797	645	74	2 182	2 033
	P2	51	1 530	1 513	27	884	721	78	2 414	2 234
	P3	53	1 435	1 450	26	855	696	79	2 290	2 146
	P4	53	1 435	1 406	25	805	660	78	2 240	2 066
	P5	51	1 385	1 349	21	735	597	72	2 120	1 946
	P6	50	1 360	1 336	22	764	579	72	2 124	1 915
	All Grades	309	8 530	8 442	144	4 840	3 898	453	13 370	12 340
Wan Chai	P1	53	1 410	1 394	34	1 186	975	87	2 596	2 369
	P2	56	1 485	1 469	37	1 287	1 030	93	2 772	2 499
	P3	56	1 485	1 473	35	1 227	990	91	2 712	2 463
	P4	53	1 410	1 399	29	1 016	798	82	2 426	2 197
	P5	54	1 435	1 407	28	981	818	82	2 416	2 225
	P6	53	1 410	1 387	27	1 009	771	80	2 419	2 158
	All Grades	325	8 635	8 529	190	6 706	5 382	515	15 341	13 911
Eastern	P1	109	3 054	2 932	32	930	826	141	3 984	3 758
	P2	114	3 371	3 238	26	775	690	140	4 146	3 928
	P3	113	3 097	3 054	26	772	664	139	3 869	3 718
	P4	112	3 072	3 014	28	835	748	140	3 907	3 762
	P5	109	2 997	2 963	29	833	748	138	3 830	3 711
	P6	110	3 022	2 966	30	855	743	140	3 877	3 709
	All Grades	667	18 613	18 167	171	5 000	4 419	838	23 613	22 586
Southern	P1	45	1 197	1 078	77	1 844	1 685	122	3 041	2 763
	P2	47	1 247	1 147	61	1 538	1 432	108	2 785	2 579
	P3	46	1 222	1 129	61	1 542	1 416	107	2 764	2 545
	P4	44	1 172	1 057	58	1 447	1 357	102	2 619	2 414
	P5	44	1 184	1 088	55	1 369	1 323	99	2 553	2 411
	P6	43	1 159	1 094	47	1 188	1 094	90	2 347	2 188
	All Grades	269	7 181	6 593	359	8 928	8 307	628	16 109	14 900
Yau Tsim Mong	P1	88	2 430	2 424	14	438	320	102	2 868	2 744
	P2	90	2 780	2 659	13	405	303	103	3 185	2 962
	P3	90	2 469	2 482	10	294	243	100	2 763	2 725
	P4	85	2 340	2 381	6	208	193	91	2 548	2 574
	P5	83	2 290	2 282	7	222	195	90	2 512	2 477
	P6	86	2 365	2 372	6	190	164	92	2 555	2 536
	All Grades	522	14 674	14 600	56	1 757	1 418	578	16 431	16 018

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sham Shui Po	P1	98	2 837	2 831	41	1 387	1 174	139	4 224	4 005
	P2	96	3 045	3 014	37	1 273	1 073	133	4 318	4 087
	P3	95	3 131	3 016	35	1 156	1 022	130	4 287	4 038
	P4	97	2 707	2 809	35	1 167	987	132	3 874	3 796
	P5	99	2 732	2 820	34	1 181	928	133	3 913	3 748
	P6	100	2 762	2 846	30	1 074	808	130	3 836	3 654
	All Grades	585	17 214	17 336	212	7 238	5 992	797	24 452	23 328
Kowloon City	P1	130	3 622	3 657	77	2 695	2 242	207	6 317	5 899
	P2	130	3 906	3 918	75	2 657	2 213	205	6 563	6 131
	P3	130	3 701	3 804	75	2 600	2 114	205	6 301	5 918
	P4	129	3 512	3 685	68	2 296	1 942	197	5 808	5 627
	P5	132	3 587	3 727	66	2 181	1 905	198	5 768	5 632
	P6	137	3 682	3 765	64	2 078	1 829	201	5 760	5 594
	All Grades	788	22 010	22 556	425	14 507	12 245	1 213	36 517	34 801
Wong Tai Sin	P1	99	2 425	2 244	14	493	428	113	2 918	2 672
	P2	102	2 570	2 527	14	496	456	116	3 066	2 983
	P3	107	2 720	2 667	14	493	440	121	3 213	3 107
	P4	104	2 645	2 618	14	501	454	118	3 146	3 072
	P5	101	2 570	2 601	14	501	419	115	3 071	3 020
	P6	95	2 370	2 445	14	488	417	109	2 858	2 862
	All Grades	608	15 300	15 102	84	2 972	2 614	692	18 272	17 716
Kwun Tong	P1	150	4 240	4 122	9	293	248	159	4 533	4 370
	P2	161	4 607	4 626	13	389	333	174	4 996	4 959
	P3	165	4 327	4 471	12	362	318	177	4 689	4 789
	P4	154	4 017	4 169	11	344	285	165	4 361	4 454
	P5	157	4 092	4 268	11	337	284	168	4 429	4 552
	P6	153	4 482	4 541	11	341	272	164	4 823	4 813
	All Grades	940	25 765	26 197	67	2 066	1 740	1 007	27 831	27 937
Sai Kung	P1	112	2 895	2 697	22	537	441	134	3 432	3 138
	P2	115	2 983	2 886	17	456	380	132	3 439	3 266
	P3	113	2 908	2 776	17	456	378	130	3 364	3 154
	P4	110	2 862	2 682	14	384	308	124	3 246	2 990
	P5	103	2 614	2 473	13	361	291	116	2 975	2 764
	P6	109	2 837	2 735	13	361	293	122	3 198	3 028
	All Grades	662	17 099	16 249	96	2 555	2 091	758	19 654	18 340

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sha Tin	P1	173	5 215	4 986	18	463	457	191	5 678	5 443
	P2	183	5 724	5 635	17	448	441	200	6 172	6 076
	P3	186	5 398	5 494	17	448	447	203	5 846	5 941
	P4	180	4 795	4 977	17	452	444	197	5 247	5 421
	P5	179	4 775	4 944	17	452	439	196	5 227	5 383
	P6	177	4 725	4 885	17	456	441	194	5 181	5 326
	All Grades	1 078	30 632	30 921	103	2 719	2 669	1 181	33 351	33 590
Tai Po	P1	84	2 170	2 178	21	581	470	105	2 751	2 648
	P2	89	2 670	2 685	20	578	446	109	3 248	3 131
	P3	78	2 574	2 599	17	516	427	95	3 090	3 026
	P4	78	2 496	2 555	16	475	373	94	2 971	2 928
	P5	79	2 340	2 393	13	376	289	92	2 716	2 682
	P6	79	2 370	2 437	12	353	279	91	2 723	2 716
	All Grades	487	14 620	14 847	99	2 879	2 284	586	17 499	17 131
North	P1	105	2 820	2 833	0	0	0	105	2 820	2 833
	P2	120	3 436	3 497	0	0	0	120	3 436	3 497
	P3	116	3 451	3 532	0	0	0	116	3 451	3 532
	P4	111	3 311	3 403	0	0	0	111	3 311	3 403
	P5	115	3 105	3 212	0	0	0	115	3 105	3 212
	P6	115	3 115	3 224	0	0	0	115	3 115	3 224
	All Grades	682	19 238	19 701	0	0	0	682	19 238	19 701
Yuen Long	P1	194	5 165	5 037	6	220	108	200	5 385	5 145
	P2	207	5 752	5 761	6	220	119	213	5 972	5 880
	P3	206	5 783	5 795	6	225	123	212	6 008	5 918
	P4	210	5 617	5 530	6	236	141	216	5 853	5 671
	P5	208	5 535	5 526	2	60	36	210	5 595	5 562
	P6	212	5 649	5 731	2	60	37	214	5 709	5 768
	All Grades	1 237	33 501	33 380	28	1 021	564	1 265	34 522	33 944
Tuen Mun	P1	149	3 822	3 814	5	133	103	154	3 955	3 917
	P2	153	4 286	4 259	5	133	105	158	4 419	4 364
	P3	157	4 247	4 329	5	141	115	162	4 388	4 444
	P4	157	4 002	4 114	5	141	112	162	4 143	4 226
	P5	155	3 947	4 115	4	117	84	159	4 064	4 199
	P6	162	4 152	4 049	7	174	115	169	4 326	4 164
	All Grades	933	24 456	24 680	31	839	634	964	25 295	25 314

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tsuen Wan	P1	77	2 250	2 231	1	30	8	78	2 280	2 239
	P2	81	2 390	2 398	1	30	14	82	2 420	2 412
	P3	81	2 385	2 388	1	30	10	82	2 415	2 398
	P4	80	2 180	2 208	1	30	10	81	2 210	2 218
	P5	79	2 155	2 218	1	30	14	80	2 185	2 232
	P6	78	2 130	2 188	1	30	7	79	2 160	2 195
	All Grades	476	13 490	13 631	6	180	63	482	13 670	13 694
Kwai Tsing	P1	116	3 104	2 960	0	0	0	116	3 104	2 960
	P2	129	3 479	3 412	0	0	0	129	3 479	3 412
	P3	129	3 454	3 379	0	0	0	129	3 454	3 379
	P4	122	3 304	3 203	0	0	0	122	3 304	3 203
	P5	120	3 229	3 230	0	0	0	120	3 229	3 230
	P6	116	3 129	3 154	0	0	0	116	3 129	3 154
	All Grades	732	19 699	19 338	0	0	0	732	19 699	19 338
Islands	P1	49	1 230	1 171	16	408	358	65	1 638	1 529
	P2	55	1 400	1 370	15	393	361	70	1 793	1 731
	P3	50	1 255	1 236	14	352	327	64	1 607	1 563
	P4	44	1 105	1 098	13	346	316	57	1 451	1 414
	P5	41	1 030	1 011	11	303	286	52	1 333	1 297
	P6	36	880	853	10	279	252	46	1 159	1 105
	All Grades	275	6 900	6 739	79	2 081	1 900	354	8 981	8 639
All Districts	P1	1 882	51 271	49 977	410	12 435	10 488	2 292	63 706	60 465
	P2	1 979	56 661	56 014	384	11 962	10 117	2 363	68 623	66 131
	P3	1 971	55 042	55 074	371	11 469	9 730	2 342	66 511	64 804
	P4	1 923	51 982	52 308	346	10 683	9 128	2 269	62 665	61 436
	P5	1 909	51 002	51 627	326	10 039	8 656	2 235	61 041	60 283
	P6	1 911	51 599	52 008	313	9 700	8 101	2 224	61 299	60 109
	All Grades	11 575	317 557	317 008	2 150	66 288	56 220	13 725	383 845	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.
- (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 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.

**Numbers of operating classes, places and students of secondary day schools  
by district, grade and sector from the 2015/16 to 2019/20 school years**

**2015/16 school year**

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	S1	48	1 538	1 464	10	295	281	58	1 833	1 745
	S2	48	1 557	1 453	11	317	292	59	1 874	1 745
	S3	47	1 611	1 486	10	280	259	57	1 891	1 745
	S4	49	1 629	1 461	11	308	255	60	1 937	1 716
	S5	49	1 620	1 399	10	280	236	59	1 900	1 635
	S6	52	1 700	1 336	10	307	223	62	2 007	1 559
	S7	0	0	0	10	307	229	10	307	229
	All Grades	293	9 655	8 599	72	2 094	1 775	365	11 749	10 374
Wan Chai	S1	57	1 972	1 783	8	202	191	65	2 174	1 974
	S2	57	2 004	1 801	8	202	196	65	2 206	1 997
	S3	58	2 036	1 777	8	202	177	66	2 238	1 954
	S4	61	2 215	1 779	8	202	166	69	2 417	1 945
	S5	63	2 307	1 719	7	177	151	70	2 484	1 870
	S6	65	2 399	1 718	7	177	140	72	2 576	1 858
	S7	0	0	0	6	151	128	6	151	128
	All Grades	361	12 933	10 577	52	1 313	1 149	413	14 246	11 726
Eastern	S1	120	3 829	3 261	19	491	430	139	4 320	3 691
	S2	122	4 053	3 371	19	485	428	141	4 538	3 799
	S3	122	4 140	3 522	21	487	377	143	4 627	3 899
	S4	132	4 505	3 824	18	388	274	150	4 893	4 098
	S5	129	4 397	3 582	17	375	304	146	4 772	3 886
	S6	134	4 713	3 637	15	327	308	149	5 040	3 945
	S7	0	0	0	9	180	156	9	180	156
	All Grades	759	25 637	21 197	118	2 733	2 277	877	28 370	23 474
Southern	S1	57	1 786	1 520	42	1 158	1 131	99	2 944	2 651
	S2	57	1 828	1 514	42	1 136	1 045	99	2 964	2 559
	S3	59	1 972	1 601	43	1 114	1 040	102	3 086	2 641
	S4	65	2 119	1 714	42	1 073	932	107	3 192	2 646
	S5	65	2 119	1 625	39	997	898	104	3 116	2 523
	S6	66	2 191	1 603	39	932	830	105	3 123	2 433
	S7	0	0	0	37	882	739	37	882	739
	All Grades	369	12 015	9 577	284	7 292	6 615	653	19 307	16 192
Yau Tsim Mong	S1	73	2 391	2 104	0	0	0	73	2 391	2 104
	S2	74	2 535	2 173	0	0	0	74	2 535	2 173
	S3	73	2 554	2 284	0	0	0	73	2 554	2 284
	S4	83	2 927	2 564	3	81	4	86	3 008	2 568
	S5	83	2 927	2 457	2	54	5	85	2 981	2 462
	S6	87	3 097	2 441	3	86	23	90	3 183	2 464
	S7	0	0	0	0	0	0	0	0	0
	All Grades	473	16 431	14 023	8	221	32	481	16 652	14 055



District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sham Shui Po	S1	116	3 794	3 392	8	220	188	124	4 014	3 580
	S2	117	3 948	3 556	8	220	182	125	4 168	3 738
	S3	115	4 021	3 658	8	220	181	123	4 241	3 839
	S4	109	3 898	3 637	8	213	168	117	4 111	3 805
	S5	109	3 866	3 316	7	185	158	116	4 051	3 474
	S6	120	4 250	3 500	10	310	162	130	4 560	3 662
	S7	0	0	0	5	125	81	5	125	81
	All Grades	686	23 777	21 059	54	1 493	1 120	740	25 270	22 179
Kowloon City	S1	140	4 685	4 306	24	653	591	164	5 338	4 897
	S2	140	4 774	4 336	24	653	590	164	5 427	4 926
	S3	140	4 904	4 365	25	678	606	165	5 582	4 971
	S4	155	5 272	4 690	25	660	597	180	5 932	5 287
	S5	155	5 263	4 371	25	628	581	180	5 891	4 952
	S6	163	5 694	4 257	20	502	480	183	6 196	4 737
	S7	0	0	0	13	314	314	13	314	314
	All Grades	893	30 592	26 325	156	4 088	3 759	1 049	34 680	30 084
Wong Tai Sin	S1	96	3 032	2 801	4	144	116	100	3 176	2 917
	S2	97	3 186	2 886	4	144	117	101	3 330	3 003
	S3	100	3 310	3 002	3	108	72	103	3 418	3 074
	S4	104	3 528	3 234	3	108	89	107	3 636	3 323
	S5	102	3 492	2 967	3	108	71	105	3 600	3 038
	S6	109	3 732	3 047	3	108	58	112	3 840	3 105
	S7	0	0	0	0	0	0	0	0	0
	All Grades	608	20 280	17 937	20	720	523	628	21 000	18 460
Kwun Tong	S1	141	4 525	4 044	7	159	146	148	4 684	4 190
	S2	140	4 676	4 258	6	136	110	146	4 812	4 368
	S3	140	4 817	4 489	4	92	64	144	4 909	4 553
	S4	150	5 144	4 708	4	68	63	154	5 212	4 771
	S5	152	5 180	4 562	4	68	58	156	5 248	4 620
	S6	165	5 841	4 856	4	68	38	169	5 909	4 894
	S7	0	0	0	4	48	27	4	48	27
	All Grades	888	30 183	26 917	33	639	506	921	30 822	27 423
Sai Kung	S1	104	3 348	2 941	3	91	61	107	3 439	3 002
	S2	105	3 444	2 979	3	91	60	108	3 535	3 039
	S3	106	3 533	3 120	3	69	55	109	3 602	3 175
	S4	115	3 868	3 453	3	69	51	118	3 937	3 504
	S5	117	3 851	3 219	3	69	35	120	3 920	3 254
	S6	123	4 253	3 355	2	44	22	125	4 297	3 377
	S7	0	0	0	2	22	26	2	22	26
	All Grades	670	22 297	19 067	19	455	310	689	22 752	19 377

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sha Tin	S1	181	5 694	5 073	21	436	432	202	6 130	5 505
	S2	183	5 908	5 042	20	428	425	203	6 336	5 467
	S3	185	6 176	5 454	20	434	432	205	6 610	5 886
	S4	192	6 471	5 816	20	422	411	212	6 893	6 227
	S5	197	6 570	5 482	20	428	394	217	6 998	5 876
	S6	213	7 084	5 415	20	428	404	233	7 512	5 819
	S7	0	0	0	20	428	370	20	428	370
	All Grades	1 151	37 903	32 282	141	3 004	2 868	1 292	40 907	35 150
Tai Po	S1	78	2 436	2 027	0	0	0	78	2 436	2 027
	S2	77	2 575	2 078	0	0	0	77	2 575	2 078
	S3	79	2 642	2 246	0	0	0	79	2 642	2 246
	S4	80	2 740	2 429	0	0	0	80	2 740	2 429
	S5	80	2 740	2 288	0	0	0	80	2 740	2 288
	S6	90	3 032	2 261	0	0	0	90	3 032	2 261
	S7	0	0	0	0	0	0	0	0	0
	All Grades	484	16 165	13 329	0	0	0	484	16 165	13 329
North	S1	81	2 614	2 505	3	60	45	84	2 674	2 550
	S2	82	2 717	2 603	3	60	54	85	2 777	2 657
	S3	80	2 755	2 680	3	60	49	83	2 815	2 729
	S4	88	2 869	2 768	3	60	50	91	2 929	2 818
	S5	88	2 833	2 593	3	60	34	91	2 893	2 627
	S6	99	3 357	2 751	2	40	31	101	3 397	2 782
	S7	0	0	0	1	20	11	1	20	11
	All Grades	518	17 145	15 900	18	360	274	536	17 505	16 174
Yuen Long	S1	162	5 080	4 538	0	0	0	162	5 080	4 538
	S2	164	5 327	4 761	0	0	0	164	5 327	4 761
	S3	164	5 424	5 025	0	0	0	164	5 424	5 025
	S4	177	5 764	5 233	1	12	12	178	5 776	5 245
	S5	178	5 759	4 990	2	58	30	180	5 817	5 020
	S6	197	6 646	5 380	5	199	107	202	6 845	5 487
	S7	0	0	0	0	0	0	0	0	0
	All Grades	1 042	34 000	29 927	8	269	149	1 050	34 269	30 076
Tuen Mun	S1	134	4 140	3 440	4	100	98	138	4 240	3 538
	S2	133	4 303	3 569	4	96	95	137	4 399	3 664
	S3	138	4 604	3 955	3	75	76	141	4 679	4 031
	S4	150	4 912	4 273	4	100	98	154	5 012	4 371
	S5	150	4 912	4 026	3	60	60	153	4 972	4 086
	S6	165	5 560	4 270	3	63	64	168	5 623	4 334
	S7	0	0	0	2	48	49	2	48	49
	All Grades	870	28 431	23 533	23	542	540	893	28 973	24 073

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tsuen Wan	S1	52	1 692	1 556	0	0	0	52	1 692	1 556
	S2	52	1 740	1 669	0	0	0	52	1 740	1 669
	S3	52	1 788	1 757	0	0	0	52	1 788	1 757
	S4	58	1 872	1 833	0	0	0	58	1 872	1 833
	S5	59	1 872	1 730	0	0	0	59	1 872	1 730
	S6	66	2 196	1 819	0	0	0	66	2 196	1 819
	S7	0	0	0	0	0	0	0	0	0
	All Grades	339	11 160	10 364	0	0	0	339	11 160	10 364
Kwai Tsing	S1	121	3 808	3 500	0	0	0	121	3 808	3 500
	S2	120	3 927	3 628	0	0	0	120	3 927	3 628
	S3	123	4 114	3 857	0	0	0	123	4 114	3 857
	S4	134	4 356	4 163	0	0	0	134	4 356	4 163
	S5	135	4 356	4 064	0	0	0	135	4 356	4 064
	S6	153	4 968	4 101	0	0	0	153	4 968	4 101
	S7	0	0	0	0	0	0	0	0	0
	All Grades	786	25 529	23 313	0	0	0	786	25 529	23 313
Islands	S1	34	1 017	856	7	192	154	41	1 209	1 010
	S2	35	1 109	907	7	186	161	42	1 295	1 068
	S3	35	1 140	945	9	223	188	44	1 363	1 133
	S4	37	1 255	1 050	7	179	140	44	1 434	1 190
	S5	37	1 267	980	7	179	127	44	1 446	1 107
	S6	43	1 411	1 093	5	135	105	48	1 546	1 198
	S7	0	0	0	4	120	80	4	120	80
	All Grades	221	7 199	5 831	46	1 214	955	267	8 413	6 786
All Districts	S1	1 795	57 381	51 111	160	4 201	3 864	1 955	61 582	54 975
	S2	1 803	59 611	52 584	159	4 154	3 755	1 962	63 765	56 339
	S3	1 816	61 541	55 223	160	4 042	3 576	1 976	65 583	58 799
	S4	1 939	65 344	58 629	160	3 943	3 310	2 099	69 287	61 939
	S5	1 948	65 331	55 370	152	3 726	3 142	2 100	69 057	58 512
	S6	2 110	72 124	56 840	148	3 726	2 995	2 258	75 850	59 835
	S7	0	0	0	113	2 645	2 210	113	2 645	2 210
	All Grades	11 411	381 332	329 757	1 052	26 437	22 852	12 463	407 769	352 609

## 2016/17 school year

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	S1	47	1 505	1 436	11	329	301	58	1 834	1 737
	S2	47	1 538	1 426	10	289	277	57	1 827	1 703
	S3	47	1 557	1 386	11	308	257	58	1 865	1 643
	S4	49	1 602	1 414	10	280	243	59	1 882	1 657
	S5	49	1 629	1 381	10	280	240	59	1 909	1 621
	S6	49	1 617	1 280	10	307	199	59	1 924	1 479
	S7	0	0	0	10	307	218	10	307	218
	All Grades	288	9 448	8 323	72	2 100	1 735	360	11 548	10 058
Wan Chai	S1	64	2 164	1 909	9	225	198	73	2 389	2 107
	S2	64	2 164	1 886	8	200	183	72	2 364	2 069
	S3	63	2 202	1 878	8	200	196	71	2 402	2 074
	S4	66	2 322	1 881	8	200	175	74	2 522	2 056
	S5	69	2 508	1 875	7	175	167	76	2 683	2 042
	S6	70	2 545	1 833	7	175	139	77	2 720	1 972
	S7	0	0	0	7	175	139	7	175	139
	All Grades	396	13 905	11 262	54	1 350	1 197	450	15 255	12 459
Eastern	S1	115	3 701	3 070	20	533	427	135	4 234	3 497
	S2	112	3 637	3 053	18	467	394	130	4 104	3 447
	S3	116	3 855	3 240	20	539	390	136	4 394	3 630
	S4	119	3 936	3 304	15	389	200	134	4 325	3 504
	S5	124	4 253	3 430	16	392	289	140	4 645	3 719
	S6	121	4 145	3 186	16	419	321	137	4 564	3 507
	S7	0	0	0	8	169	141	8	169	141
	All Grades	707	23 527	19 283	113	2 908	2 162	820	26 435	21 445
Southern	S1	56	1 739	1 450	43	1 203	1 143	99	2 942	2 593
	S2	56	1 771	1 447	44	1 184	1 127	100	2 955	2 574
	S3	57	1 813	1 488	43	1 126	1 013	100	2 939	2 501
	S4	62	1 957	1 571	44	1 123	995	106	3 080	2 566
	S5	64	2 119	1 571	41	1 043	838	105	3 162	2 409
	S6	64	2 119	1 532	40	972	865	104	3 091	2 397
	S7	0	0	0	39	934	763	39	934	763
	All Grades	359	11 518	9 059	294	7 585	6 744	653	19 103	15 803
Yau Tsim Mong	S1	73	2 327	2 077	0	0	0	73	2 327	2 077
	S2	72	2 357	2 075	0	0	0	72	2 357	2 075
	S3	74	2 538	2 187	0	0	0	74	2 538	2 187
	S4	80	2 750	2 416	1	29	4	81	2 779	2 420
	S5	82	2 927	2 465	2	54	10	84	2 981	2 475
	S6	82	2 927	2 272	2	58	24	84	2 985	2 296
	S7	0	0	0	0	0	0	0	0	0
	All Grades	463	15 826	13 492	5	141	38	468	15 967	13 530

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sham Shui Po	S1	113	3 785	3 438	8	220	195	121	4 005	3 633
	S2	115	3 792	3 365	8	220	186	123	4 012	3 551
	S3	116	3 938	3 569	8	220	183	124	4 158	3 752
	S4	109	3 757	3 453	7	220	182	116	3 977	3 635
	S5	109	3 862	3 365	7	220	165	116	4 082	3 530
	S6	109	3 810	3 117	8	267	151	117	4 077	3 268
	S7	0	0	0	4	130	73	4	130	73
	All Grades	671	22 944	20 307	50	1 497	1 135	721	24 441	21 442
Kowloon City	S1	144	4 813	4 357	24	640	549	168	5 453	4 906
	S2	145	4 845	4 385	27	713	600	172	5 558	4 985
	S3	144	4 939	4 406	24	640	563	168	5 579	4 969
	S4	158	5 332	4 556	25	663	587	183	5 995	5 143
	S5	163	5 468	4 513	27	713	583	190	6 181	5 096
	S6	161	5 395	4 173	23	505	519	184	5 900	4 692
	S7	0	0	0	15	300	308	15	300	308
	All Grades	915	30 792	26 390	165	4 174	3 709	1 080	34 966	30 099
Wong Tai Sin	S1	95	3 032	2 749	4	144	104	99	3 176	2 853
	S2	96	3 032	2 809	4	144	115	100	3 176	2 924
	S3	97	3 186	2 866	3	108	103	100	3 294	2 969
	S4	102	3 310	2 938	3	108	75	105	3 418	3 013
	S5	103	3 528	3 043	3	108	70	106	3 636	3 113
	S6	101	3 492	2 773	3	108	63	104	3 600	2 836
	S7	0	0	0	0	0	0	0	0	0
	All Grades	594	19 580	17 178	20	720	530	614	20 300	17 708
Kwun Tong	S1	139	4 445	4 049	7	188	172	146	4 633	4 221
	S2	141	4 566	4 124	6	164	144	147	4 730	4 268
	S3	141	4 695	4 278	6	140	100	147	4 835	4 378
	S4	144	4 786	4 421	4	92	63	148	4 878	4 484
	S5	149	5 093	4 482	4	68	63	153	5 161	4 545
	S6	152	5 149	4 357	4	68	58	156	5 217	4 415
	S7	0	0	0	4	68	31	4	68	31
	All Grades	866	28 734	25 711	35	788	631	901	29 522	26 342
Sai Kung	S1	105	3 373	2 866	3	91	61	108	3 464	2 927
	S2	105	3 373	2 898	3	91	60	108	3 464	2 958
	S3	105	3 479	2 945	3	69	65	108	3 548	3 010
	S4	111	3 688	3 107	3	69	54	114	3 757	3 161
	S5	116	3 933	3 208	3	69	53	119	4 002	3 261
	S6	117	3 916	3 005	3	69	39	120	3 985	3 044
	S7	0	0	0	1	22	21	1	22	21
	All Grades	659	21 762	18 029	19	480	353	678	22 242	18 382

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sha Tin	S1	177	5 561	4 905	20	444	440	197	6 005	5 345
	S2	176	5 529	4 808	19	433	433	195	5 962	5 241
	S3	177	5 738	4 907	20	428	429	197	6 166	5 336
	S4	187	6 011	5 218	20	428	436	207	6 439	5 654
	S5	193	6 432	5 406	20	428	418	213	6 860	5 824
	S6	193	6 390	4 914	20	428	378	213	6 818	5 292
	S7	0	0	0	20	428	385	20	428	385
	All Grades	1 103	35 661	30 158	139	3 017	2 919	1 242	38 678	33 077
Tai Po	S1	78	2 476	2 077	0	0	0	78	2 476	2 077
	S2	76	2 436	2 022	0	0	0	76	2 436	2 022
	S3	78	2 575	2 100	0	0	0	78	2 575	2 100
	S4	80	2 642	2 230	0	0	0	80	2 642	2 230
	S5	80	2 740	2 275	0	0	0	80	2 740	2 275
	S6	80	2 740	2 147	0	0	0	80	2 740	2 147
	S7	0	0	0	0	0	0	0	0	0
	All Grades	472	15 609	12 851	0	0	0	472	15 609	12 851
North	S1	82	2 647	2 524	3	60	52	85	2 707	2 576
	S2	81	2 614	2 516	2	40	46	83	2 654	2 562
	S3	80	2 720	2 610	3	60	41	83	2 780	2 651
	S4	86	2 760	2 592	2	40	37	88	2 800	2 629
	S5	88	2 863	2 545	3	60	44	91	2 923	2 589
	S6	88	2 831	2 428	1	30	22	89	2 861	2 450
	S7	0	0	0	2	40	30	2	40	30
	All Grades	505	16 435	15 215	16	330	272	521	16 765	15 487
Yuen Long	S1	157	5 034	4 440	0	0	0	157	5 034	4 440
	S2	161	5 139	4 542	0	0	0	161	5 139	4 542
	S3	162	5 340	4 735	0	0	0	162	5 340	4 735
	S4	170	5 549	4 921	1	13	8	171	5 562	4 929
	S5	176	5 737	4 889	2	57	33	178	5 794	4 922
	S6	179	5 783	4 792	4	154	102	183	5 937	4 894
	S7	0	0	0	0	0	0	0	0	0
	All Grades	1 005	32 582	28 319	7	224	143	1 012	32 806	28 462
Tuen Mun	S1	133	3 980	3 360	4	100	99	137	4 080	3 459
	S2	132	4 140	3 322	4	92	94	136	4 232	3 416
	S3	133	4 303	3 584	4	92	93	137	4 395	3 677
	S4	147	4 604	3 873	3	78	77	150	4 682	3 950
	S5	150	4 912	4 024	4	88	87	154	5 000	4 111
	S6	150	4 912	3 823	3	69	68	153	4 981	3 891
	S7	0	0	0	3	63	61	3	63	61
	All Grades	845	26 851	21 986	25	582	579	870	27 433	22 565

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tsuen Wan	S1	52	1 660	1 552	0	0	0	52	1 660	1 552
	S2	52	1 692	1 597	0	0	0	52	1 692	1 597
	S3	52	1 740	1 678	0	0	0	52	1 740	1 678
	S4	58	1 788	1 717	0	0	0	58	1 788	1 717
	S5	58	1 872	1 723	0	0	0	58	1 872	1 723
	S6	59	1 872	1 611	0	0	0	59	1 872	1 611
	S7	0	0	0	0	0	0	0	0	0
	All Grades	331	10 624	9 878	0	0	0	331	10 624	9 878
Kwai Tsing	S1	121	3 808	3 471	0	0	0	121	3 808	3 471
	S2	120	3 808	3 499	0	0	0	120	3 808	3 499
	S3	120	3 927	3 633	0	0	0	120	3 927	3 633
	S4	131	4 114	3 772	0	0	0	131	4 114	3 772
	S5	133	4 356	3 942	0	0	0	133	4 356	3 942
	S6	135	4 356	3 815	0	0	0	135	4 356	3 815
	S7	0	0	0	0	0	0	0	0	0
	All Grades	760	24 369	22 132	0	0	0	760	24 369	22 132
Islands	S1	33	989	824	7	195	184	40	1 184	1 008
	S2	34	989	827	7	195	164	41	1 184	991
	S3	36	1 106	917	10	268	212	46	1 374	1 129
	S4	37	1 171	961	7	185	156	44	1 356	1 117
	S5	38	1 211	947	7	185	130	45	1 396	1 077
	S6	37	1 252	916	5	135	101	42	1 387	1 017
	S7	0	0	0	4	120	93	4	120	93
	All Grades	215	6 718	5 392	47	1 283	1 040	262	8 001	6 432
All Districts	S1	1 784	57 039	50 554	163	4 372	3 925	1 947	61 411	54 479
	S2	1 785	57 422	50 601	160	4 232	3 823	1 945	61 654	54 424
	S3	1 798	59 651	52 407	163	4 198	3 645	1 961	63 849	56 052
	S4	1 896	62 079	54 345	153	3 917	3 292	2 049	65 996	57 637
	S5	1 944	65 443	55 084	156	3 940	3 190	2 100	69 383	58 274
	S6	1 947	65 251	51 974	149	3 764	3 049	2 096	69 015	55 023
	S7	0	0	0	117	2 756	2 263	117	2 756	2 263
	All Grades	11 154	366 885	314 965	1 061	27 179	23 187	12 215	394 064	338 152

## 2017/18 school year

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	S1	47	1 505	1 439	11	329	278	58	1 834	1 717
	S2	47	1 505	1 409	11	329	288	58	1 834	1 697
	S3	46	1 538	1 367	10	292	244	56	1 830	1 611
	S4	49	1 547	1 340	10	292	255	59	1 839	1 595
	S5	49	1 601	1 328	10	292	233	59	1 893	1 561
	S6	49	1 625	1 257	10	319	225	59	1 944	1 482
	S7	0	0	0	10	319	191	10	319	191
	All Grades	287	9 321	8 140	72	2 172	1 714	359	11 493	9 854
Wan Chai	S1	64	2 164	1 966	8	200	201	72	2 364	2 167
	S2	64	2 164	1 841	8	200	194	72	2 364	2 035
	S3	63	2 164	1 831	8	200	165	71	2 364	1 996
	S4	66	2 282	1 818	8	200	181	74	2 482	1 999
	S5	68	2 400	1 780	7	175	159	75	2 575	1 939
	S6	70	2 540	1 771	8	200	146	78	2 740	1 917
	S7	0	0	0	8	200	136	8	200	136
	All Grades	395	13 714	11 007	55	1 375	1 182	450	15 089	12 189
Eastern	S1	111	3 605	3 075	19	507	456	130	4 112	3 531
	S2	114	3 701	3 036	19	507	419	133	4 208	3 455
	S3	112	3 637	3 028	19	528	362	131	4 165	3 390
	S4	118	3 855	3 194	15	403	229	133	4 258	3 423
	S5	119	3 936	3 083	16	416	281	135	4 352	3 364
	S6	124	4 253	3 191	15	400	288	139	4 653	3 479
	S7	0	0	0	10	230	167	10	230	167
	All Grades	698	22 987	18 607	113	2 991	2 202	811	25 978	20 809
Southern	S1	57	1 796	1 528	46	1 250	1 164	103	3 046	2 692
	S2	56	1 764	1 429	46	1 252	1 133	102	3 016	2 562
	S3	56	1 796	1 431	45	1 154	1 050	101	2 950	2 481
	S4	61	1 838	1 431	43	1 077	965	104	2 915	2 396
	S5	62	1 982	1 457	42	1 018	916	104	3 000	2 373
	S6	64	2 144	1 455	42	986	807	106	3 130	2 262
	S7	0	0	0	38	885	781	38	885	781
	All Grades	356	11 320	8 731	302	7 622	6 816	658	18 942	15 547
Yau Tsim Mong	S1	73	2 329	2 058	0	0	0	73	2 329	2 058
	S2	72	2 326	2 098	0	0	0	72	2 326	2 098
	S3	72	2 361	2 079	0	0	0	72	2 361	2 079
	S4	81	2 743	2 325	1	20	4	82	2 763	2 329
	S5	80	2 760	2 250	2	54	7	82	2 814	2 257
	S6	82	2 937	2 312	3	66	15	85	3 003	2 327
	S7	0	0	0	0	0	0	0	0	0
	All Grades	460	15 456	13 122	6	140	26	466	15 596	13 148



District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sham Shui Po	S1	115	3 785	3 484	13	347	296	128	4 132	3 780
	S2	114	3 793	3 484	12	324	259	126	4 117	3 743
	S3	113	3 760	3 441	11	299	241	124	4 059	3 682
	S4	107	3 693	3 346	10	303	213	117	3 996	3 559
	S5	108	3 749	3 296	10	304	217	118	4 053	3 513
	S6	109	3 837	3 197	8	232	174	117	4 069	3 371
	S7	0	0	0	4	130	100	4	130	100
	All Grades	666	22 617	20 248	68	1 939	1 500	734	24 556	21 748
Kowloon City	S1	145	4 886	4 472	24	672	588	169	5 558	5 060
	S2	144	4 813	4 328	25	698	568	169	5 511	4 896
	S3	144	4 845	4 309	23	633	543	167	5 478	4 852
	S4	154	5 155	4 460	21	533	499	175	5 688	4 959
	S5	160	5 308	4 258	25	633	538	185	5 941	4 796
	S6	164	5 469	4 168	27	522	478	191	5 991	4 646
	S7	0	0	0	20	344	348	20	344	348
	All Grades	911	30 476	25 995	165	4 035	3 562	1 076	34 511	29 557
Wong Tai Sin	S1	94	3 000	2 802	4	144	114	98	3 144	2 916
	S2	95	3 032	2 747	4	144	104	99	3 176	2 851
	S3	95	3 032	2 786	3	108	98	98	3 140	2 884
	S4	100	3 186	2 814	3	108	93	103	3 294	2 907
	S5	104	3 310	2 792	3	108	55	107	3 418	2 847
	S6	102	3 528	2 858	3	108	62	105	3 636	2 920
	S7	0	0	0	0	0	0	0	0	0
	All Grades	590	19 088	16 799	20	720	526	610	19 808	17 325
Kwun Tong	S1	139	4 445	4 032	8	212	201	147	4 657	4 233
	S2	139	4 486	4 167	7	188	169	146	4 674	4 336
	S3	142	4 602	4 196	6	140	118	148	4 742	4 314
	S4	145	4 680	4 228	5	116	95	150	4 796	4 323
	S5	145	4 790	4 214	4	68	61	149	4 858	4 275
	S6	149	5 065	4 232	4	68	55	153	5 133	4 287
	S7	0	0	0	4	68	54	4	68	54
	All Grades	859	28 068	25 069	38	860	753	897	28 928	25 822
Sai Kung	S1	106	3 401	2 930	3	91	63	109	3 492	2 993
	S2	105	3 368	2 819	3	91	63	108	3 459	2 882
	S3	104	3 368	2 878	3	91	63	107	3 459	2 941
	S4	108	3 554	2 925	3	69	61	111	3 623	2 986
	S5	112	3 700	2 906	3	69	53	115	3 769	2 959
	S6	116	3 899	3 001	3	69	52	119	3 968	3 053
	S7	0	0	0	1	22	35	1	22	35
	All Grades	651	21 290	17 459	19	502	390	670	21 792	17 849

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sha Tin	S1	177	5 561	5 101	21	466	445	198	6 027	5 546
	S2	177	5 561	4 887	20	450	435	197	6 011	5 322
	S3	175	5 529	4 778	20	482	420	195	6 011	5 198
	S4	183	5 783	4 866	20	434	427	203	6 217	5 293
	S5	194	6 151	4 996	20	434	420	214	6 585	5 416
	S6	194	6 461	5 011	20	434	407	214	6 895	5 418
	S7	0	0	0	20	434	362	20	434	362
	All Grades	1 100	35 046	29 639	141	3 134	2 916	1 241	38 180	32 555
Tai Po	S1	78	2 508	2 267	1	24	6	79	2 532	2 273
	S2	77	2 476	2 073	0	0	0	77	2 476	2 073
	S3	76	2 436	2 055	0	0	0	76	2 436	2 055
	S4	79	2 575	2 079	0	0	0	79	2 575	2 079
	S5	80	2 642	2 114	0	0	0	80	2 642	2 114
	S6	80	2 740	2 102	0	0	0	80	2 740	2 102
	S7	0	0	0	0	0	0	0	0	0
	All Grades	470	15 377	12 690	1	24	6	471	15 401	12 696
North	S1	82	2 614	2 529	3	69	65	85	2 683	2 594
	S2	82	2 647	2 517	3	60	57	85	2 707	2 574
	S3	80	2 612	2 504	2	46	44	82	2 658	2 548
	S4	83	2 721	2 558	3	60	42	86	2 781	2 600
	S5	86	2 760	2 429	3	57	44	89	2 817	2 473
	S6	88	2 869	2 396	3	57	37	91	2 926	2 433
	S7	0	0	0	1	23	21	1	23	21
	All Grades	501	16 223	14 933	18	372	310	519	16 595	15 243
Yuen Long	S1	159	5 068	4 644	0	0	0	159	5 068	4 644
	S2	158	5 020	4 436	0	0	0	158	5 020	4 436
	S3	161	5 070	4 549	0	0	0	161	5 070	4 549
	S4	164	5 345	4 654	0	0	0	164	5 345	4 654
	S5	168	5 452	4 657	1	45	14	169	5 497	4 671
	S6	178	5 676	4 645	3	135	66	181	5 811	4 711
	S7	0	0	0	0	0	0	0	0	0
	All Grades	988	31 631	27 585	4	180	80	992	31 811	27 665
Tuen Mun	S1	131	4 076	3 510	6	120	121	137	4 196	3 631
	S2	130	3 980	3 278	6	102	99	136	4 082	3 377
	S3	131	4 140	3 323	7	91	93	138	4 231	3 416
	S4	135	4 303	3 526	7	98	95	142	4 401	3 621
	S5	146	4 604	3 605	6	72	72	152	4 676	3 677
	S6	148	4 912	3 802	7	84	85	155	4 996	3 887
	S7	0	0	0	7	63	62	7	63	62
	All Grades	821	26 015	21 044	46	630	627	867	26 645	21 671

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tsuen Wan	S1	51	1 660	1 563	0	0	0	51	1 660	1 563
	S2	52	1 660	1 602	0	0	0	52	1 660	1 602
	S3	52	1 692	1 625	0	0	0	52	1 692	1 625
	S4	57	1 740	1 644	0	0	0	57	1 740	1 644
	S5	58	1 788	1 639	0	0	0	58	1 788	1 639
	S6	58	1 872	1 618	0	0	0	58	1 872	1 618
	S7	0	0	0	0	0	0	0	0	0
	All Grades	328	10 412	9 691	0	0	0	328	10 412	9 691
Kwai Tsing	S1	121	3 776	3 438	0	0	0	121	3 776	3 438
	S2	120	3 808	3 485	0	0	0	120	3 808	3 485
	S3	120	3 808	3 469	0	0	0	120	3 808	3 469
	S4	124	3 927	3 549	0	0	0	124	3 927	3 549
	S5	130	4 114	3 565	0	0	0	130	4 114	3 565
	S6	133	4 356	3 726	0	0	0	133	4 356	3 726
	S7	0	0	0	0	0	0	0	0	0
	All Grades	748	23 789	21 232	0	0	0	748	23 789	21 232
Islands	S1	33	989	804	7	195	205	40	1 184	1 009
	S2	33	989	804	7	195	186	40	1 184	990
	S3	33	989	825	11	234	192	44	1 223	1 017
	S4	36	1 141	904	8	204	149	44	1 345	1 053
	S5	35	1 112	861	7	177	152	42	1 289	1 013
	S6	36	1 157	916	6	158	114	42	1 315	1 030
	S7	0	0	0	4	120	91	4	120	91
	All Grades	206	6 377	5 114	50	1 283	1 089	256	7 660	6 203
All Districts	S1	1 783	57 168	51 642	174	4 626	4 203	1 957	61 794	55 845
	S2	1 779	57 093	50 440	171	4 540	3 974	1 950	61 633	54 414
	S3	1 775	57 379	50 474	168	4 298	3 633	1 943	61 677	54 107
	S4	1 850	60 068	51 661	157	3 917	3 308	2 007	63 985	54 969
	S5	1 904	62 159	51 230	159	3 922	3 222	2 063	66 081	54 452
	S6	1 944	65 340	51 658	162	3 838	3 011	2 106	69 178	54 669
	S7	0	0	0	127	2 838	2 348	127	2 838	2 348
	All Grades	11 035	359 207	307 105	1 118	27 979	23 699	12 153	387 186	330 804

## 2018/19 school year

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	S1	47	1 538	1 483	5	137	106	52	1 675	1 589
	S2	47	1 505	1 387	4	109	102	51	1 614	1 489
	S3	46	1 505	1 379	4	100	90	50	1 605	1 469
	S4	49	1 530	1 315	4	100	83	53	1 630	1 398
	S5	49	1 549	1 249	4	100	77	53	1 649	1 326
	S6	49	1 604	1 231	4	127	76	53	1 731	1 307
	S7	0	0	0	4	127	75	4	127	75
	All Grades	287	9 231	8 044	29	800	609	316	10 031	8 653
Wan Chai	S1	64	2 164	1 952	8	230	196	72	2 394	2 148
	S2	64	2 164	1 919	7	195	183	71	2 359	2 102
	S3	63	2 164	1 779	7	195	158	70	2 359	1 937
	S4	66	2 246	1 794	7	175	152	73	2 421	1 946
	S5	68	2 366	1 679	7	175	167	75	2 541	1 846
	S6	68	2 400	1 678	7	175	134	75	2 575	1 812
	S7	0	0	0	7	175	139	7	175	139
	All Grades	393	13 504	10 801	50	1 320	1 129	443	14 824	11 930
Eastern	S1	114	3 701	3 162	19	483	419	133	4 184	3 581
	S2	110	3 605	3 022	16	426	372	126	4 031	3 394
	S3	114	3 701	3 029	16	432	332	130	4 133	3 361
	S4	115	3 637	3 005	11	275	202	126	3 912	3 207
	S5	116	3 855	2 981	16	428	279	132	4 283	3 260
	S6	117	3 936	2 892	15	404	296	132	4 340	3 188
	S7	0	0	0	8	180	135	8	180	135
	All Grades	686	22 435	18 091	101	2 628	2 035	787	25 063	20 126
Southern	S1	57	1 796	1 533	47	1 324	1 234	104	3 120	2 767
	S2	57	1 796	1 481	48	1 304	1 177	105	3 100	2 658
	S3	56	1 764	1 416	45	1 203	1 111	101	2 967	2 527
	S4	59	1 796	1 389	45	1 155	965	104	2 951	2 354
	S5	61	1 838	1 327	42	1 075	920	103	2 913	2 247
	S6	62	1 982	1 381	42	1 011	906	104	2 993	2 287
	S7	0	0	0	40	972	768	40	972	768
	All Grades	352	10 972	8 527	309	8 044	7 081	661	19 016	15 608
Yau Tsim Mong	S1	72	2 323	2 082	1	15	11	73	2 338	2 093
	S2	71	2 322	2 037	1	15	7	72	2 337	2 044
	S3	72	2 324	2 068	0	0	0	72	2 324	2 068
	S4	77	2 546	2 191	1	20	2	78	2 566	2 193
	S5	81	2 738	2 168	3	59	8	84	2 797	2 176
	S6	80	2 760	2 135	5	118	44	85	2 878	2 179
	S7	0	0	0	0	0	0	0	0	0
	All Grades	453	15 013	12 681	11	227	72	464	15 240	12 753

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sham Shui Po	S1	115	3 754	3 535	14	376	325	129	4 130	3 860
	S2	115	3 778	3 500	13	348	287	128	4 126	3 787
	S3	112	3 767	3 457	11	301	223	123	4 068	3 680
	S4	107	3 604	3 189	10	302	202	117	3 906	3 391
	S5	107	3 666	3 178	10	303	197	117	3 969	3 375
	S6	108	3 719	3 096	7	200	170	115	3 919	3 266
	S7	0	0	0	4	130	97	4	130	97
	All Grades	664	22 288	19 955	69	1 960	1 501	733	24 248	21 456
Kowloon City	S1	145	4 857	4 551	25	695	640	170	5 552	5 191
	S2	145	4 857	4 443	25	702	637	170	5 559	5 080
	S3	144	4 785	4 292	25	683	549	169	5 468	4 841
	S4	154	5 087	4 329	22	558	531	176	5 645	4 860
	S5	156	5 181	4 122	23	583	489	179	5 764	4 611
	S6	159	5 240	3 903	27	522	485	186	5 762	4 388
	S7	0	0	0	21	364	342	21	364	342
	All Grades	903	30 007	25 640	168	4 107	3 673	1 071	34 114	29 313
Wong Tai Sin	S1	97	3 064	2 923	4	140	115	101	3 204	3 038
	S2	94	3 000	2 789	4	140	115	98	3 140	2 904
	S3	95	3 032	2 699	3	105	91	98	3 137	2 790
	S4	98	3 032	2 730	3	105	86	101	3 137	2 816
	S5	100	3 186	2 616	3	105	90	103	3 291	2 706
	S6	102	3 310	2 612	3	105	49	105	3 415	2 661
	S7	0	0	0	0	0	0	0	0	0
	All Grades	586	18 624	16 369	20	700	546	606	19 324	16 915
Kwun Tong	S1	139	4 433	4 088	10	276	233	149	4 709	4 321
	S2	138	4 423	4 092	9	251	200	147	4 674	4 292
	S3	141	4 516	4 159	7	180	129	148	4 696	4 288
	S4	146	4 611	4 124	6	140	105	152	4 751	4 229
	S5	145	4 681	4 073	5	92	91	150	4 773	4 164
	S6	145	4 769	4 014	4	68	59	149	4 837	4 073
	S7	0	0	0	4	68	58	4	68	58
	All Grades	854	27 433	24 550	45	1 075	875	899	28 508	25 425
Sai Kung	S1	109	3 479	3 237	6	186	134	115	3 665	3 371
	S2	105	3 399	2 889	6	186	132	111	3 585	3 021
	S3	104	3 358	2 741	5	139	108	109	3 497	2 849
	S4	108	3 448	2 801	3	89	61	111	3 537	2 862
	S5	109	3 522	2 703	3	89	53	112	3 611	2 756
	S6	111	3 628	2 743	2	67	37	113	3 695	2 780
	S7	0	0	0	2	44	39	2	44	39
	All Grades	646	20 834	17 114	27	800	564	673	21 634	17 678

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sha Tin	S1	178	5 545	5 224	27	658	639	205	6 203	5 863
	S2	177	5 545	5 034	26	642	637	203	6 187	5 671
	S3	175	5 545	4 837	26	642	617	201	6 187	5 454
	S4	182	5 558	4 682	26	626	584	208	6 184	5 266
	S5	189	5 893	4 573	26	626	576	215	6 519	5 149
	S6	195	6 162	4 640	26	626	539	221	6 788	5 179
	S7	0	0	0	26	626	538	26	626	538
	All Grades	1 096	34 248	28 990	183	4 446	4 130	1 279	38 694	33 120
Tai Po	S1	81	2 604	2 379	4	96	71	85	2 700	2 450
	S2	77	2 508	2 248	3	72	32	80	2 580	2 280
	S3	77	2 476	2 054	0	0	0	77	2 476	2 054
	S4	76	2 436	2 005	0	0	0	76	2 436	2 005
	S5	79	2 575	1 957	0	0	0	79	2 575	1 957
	S6	80	2 642	1 971	0	0	0	80	2 642	1 971
	S7	0	0	0	0	0	0	0	0	0
	All Grades	470	15 241	12 614	7	168	103	477	15 409	12 717
North	S1	99	3 175	2 966	3	60	53	102	3 235	3 019
	S2	82	2 614	2 529	3	69	64	85	2 683	2 593
	S3	81	2 647	2 500	3	60	53	84	2 707	2 553
	S4	82	2 614	2 437	2	46	45	84	2 660	2 482
	S5	83	2 721	2 435	3	60	41	86	2 781	2 476
	S6	86	2 760	2 257	2	20	20	88	2 780	2 277
	S7	0	0	0	2	26	23	2	26	23
	All Grades	513	16 531	15 124	18	341	299	531	16 872	15 423
Yuen Long	S1	166	5 142	4 878	0	0	0	166	5 142	4 878
	S2	160	5 118	4 617	0	0	0	160	5 118	4 617
	S3	157	5 033	4 373	0	0	0	157	5 033	4 373
	S4	162	5 141	4 445	0	0	0	162	5 141	4 445
	S5	164	5 319	4 377	1	45	10	165	5 364	4 387
	S6	170	5 426	4 436	2	90	61	172	5 516	4 497
	S7	0	0	0	0	0	0	0	0	0
	All Grades	979	31 179	27 126	3	135	71	982	31 314	27 197
Tuen Mun	S1	135	4 172	3 782	6	120	122	141	4 292	3 904
	S2	130	4 076	3 499	6	120	121	136	4 196	3 620
	S3	129	3 980	3 279	8	96	97	137	4 076	3 376
	S4	134	4 140	3 282	8	96	98	142	4 236	3 380
	S5	135	4 303	3 305	7	91	89	142	4 394	3 394
	S6	144	4 604	3 389	8	80	79	152	4 684	3 468
	S7	0	0	0	8	88	84	8	88	84
	All Grades	807	25 275	20 536	51	691	690	858	25 966	21 226

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tsuen Wan	S1	51	1 660	1 539	0	0	0	51	1 660	1 539
	S2	51	1 660	1 586	0	0	0	51	1 660	1 586
	S3	51	1 660	1 584	0	0	0	51	1 660	1 584
	S4	56	1 692	1 572	0	0	0	56	1 692	1 572
	S5	57	1 740	1 569	0	0	0	57	1 740	1 569
	S6	58	1 788	1 533	0	0	0	58	1 788	1 533
	S7	0	0	0	0	0	0	0	0	0
	All Grades	324	10 200	9 383	0	0	0	324	10 200	9 383
Kwai Tsing	S1	121	3 808	3 504	0	0	0	121	3 808	3 504
	S2	120	3 776	3 446	0	0	0	120	3 776	3 446
	S3	120	3 808	3 463	0	0	0	120	3 808	3 463
	S4	123	3 808	3 389	0	0	0	123	3 808	3 389
	S5	123	3 927	3 366	0	0	0	123	3 927	3 366
	S6	130	4 114	3 386	0	0	0	130	4 114	3 386
	S7	0	0	0	0	0	0	0	0	0
	All Grades	737	23 241	20 554	0	0	0	737	23 241	20 554
Islands	S1	34	936	811	8	220	213	42	1 156	1 024
	S2	33	968	819	7	195	200	40	1 163	1 019
	S3	33	968	793	10	248	177	43	1 216	970
	S4	33	1 047	845	7	185	153	40	1 232	998
	S5	36	1 146	829	7	185	134	43	1 331	963
	S6	35	1 141	830	6	160	124	41	1 301	954
	S7	0	0	0	5	145	93	5	145	93
	All Grades	204	6 206	4 927	50	1 338	1 094	254	7 544	6 021
All Districts	S1	1 824	58 151	53 629	187	5 016	4 511	2 011	63 167	58 140
	S2	1 776	57 114	51 337	178	4 774	4 266	1 954	61 888	55 603
	S3	1 770	57 033	49 902	170	4 384	3 735	1 940	61 417	53 637
	S4	1 827	57 973	49 524	155	3 872	3 269	1 982	61 845	52 793
	S5	1 858	60 206	48 507	160	4 016	3 221	2 018	64 222	51 728
	S6	1 899	61 985	48 127	160	3 773	3 079	2 059	65 758	51 206
	S7	0	0	0	131	2 945	2 391	131	2 945	2 391
	All Grades	10 954	352 462	301 026	1 141	28 780	24 472	12 095	381 242	325 498

## 2019/20 school year

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	S1	52	1 734	1 675	10	301	292	62	2 035	1 967
	S2	52	1 703	1 621	10	301	295	62	2 004	1 916
	S3	51	1 670	1 478	10	292	276	61	1 962	1 754
	S4	54	1 661	1 468	10	292	252	64	1 953	1 720
	S5	54	1 694	1 376	10	292	220	64	1 986	1 596
	S6	54	1 718	1 294	12	319	215	66	2 037	1 509
	S7	0	0	0	10	319	209	10	319	209
	All Grades	317	10 180	8 912	72	2 116	1 759	389	12 296	10 671
Wan Chai	S1	65	2 235	2 044	8	215	204	73	2 450	2 248
	S2	64	2 164	1 894	8	215	181	72	2 379	2 075
	S3	63	2 164	1 868	7	185	166	70	2 349	2 034
	S4	66	2 244	1 729	5	125	112	71	2 369	1 841
	S5	68	2 324	1 668	6	150	141	74	2 474	1 809
	S6	69	2 398	1 621	7	175	134	76	2 573	1 755
	S7	0	0	0	7	175	127	7	175	127
	All Grades	395	13 529	10 824	48	1 240	1 065	443	14 769	11 889
Eastern	S1	114	3 756	3 424	20	529	474	134	4 285	3 898
	S2	112	3 701	3 165	19	502	464	131	4 203	3 629
	S3	110	3 605	3 038	17	465	346	127	4 070	3 384
	S4	113	3 669	2 992	13	365	193	126	4 034	3 185
	S5	114	3 637	2 795	18	467	293	132	4 104	3 088
	S6	116	3 855	2 820	20	546	266	136	4 401	3 086
	S7	0	0	0	9	220	164	9	220	164
	All Grades	679	22 223	18 234	116	3 094	2 200	795	25 317	20 434
Southern	S1	58	1 876	1 660	47	1 281	1 269	105	3 157	2 929
	S2	57	1 801	1 478	48	1 309	1 233	105	3 110	2 711
	S3	57	1 801	1 465	46	1 214	1 139	103	3 015	2 604
	S4	60	1 769	1 362	45	1 167	1 036	105	2 936	2 398
	S5	59	1 801	1 247	42	1 080	890	101	2 881	2 137
	S6	61	1 843	1 265	45	1 098	873	106	2 941	2 138
	S7	0	0	0	39	962	833	39	962	833
	All Grades	352	10 891	8 477	312	8 111	7 273	664	19 002	15 750
Yau Tsim Mong	S1	72	2 336	2 186	2	29	19	74	2 365	2 205
	S2	73	2 323	2 101	2	30	22	75	2 353	2 123
	S3	72	2 324	2 059	0	0	0	72	2 324	2 059
	S4	77	2 516	2 182	2	25	3	79	2 541	2 185
	S5	77	2 549	2 052	3	77	11	80	2 626	2 063
	S6	81	2 742	2 044	5	124	45	86	2 866	2 089
	S7	0	0	0	0	0	0	0	0	0
	All Grades	452	14 790	12 624	14	285	100	466	15 075	12 724



District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sham Shui Po	S1	110	3 677	3 546	15	418	338	125	4 095	3 884
	S2	110	3 628	3 418	13	368	290	123	3 996	3 708
	S3	107	3 603	3 287	12	343	263	119	3 946	3 550
	S4	100	3 370	3 053	10	315	201	110	3 685	3 254
	S5	101	3 411	2 847	9	270	181	110	3 681	3 028
	S6	102	3 519	2 843	7	200	150	109	3 719	2 993
	S7	0	0	0	4	130	106	4	130	106
	All Grades	630	21 208	18 994	70	2 044	1 529	700	23 252	20 523
Kowloon City	S1	151	5 112	4 901	28	704	656	179	5 816	5 557
	S2	149	5 014	4 630	29	730	684	178	5 744	5 314
	S3	149	5 014	4 440	28	706	632	177	5 720	5 072
	S4	156	5 194	4 429	24	607	530	180	5 801	4 959
	S5	158	5 185	4 149	23	583	500	181	5 768	4 649
	S6	160	5 281	3 962	23	498	431	183	5 779	4 393
	S7	0	0	0	17	340	327	17	340	327
	All Grades	923	30 800	26 511	172	4 168	3 760	1 095	34 968	30 271
Wong Tai Sin	S1	92	2 988	2 880	4	140	114	96	3 128	2 994
	S2	93	2 936	2 791	4	140	106	97	3 076	2 897
	S3	90	2 872	2 598	3	105	104	93	2 977	2 702
	S4	95	2 904	2 511	3	105	77	98	3 009	2 588
	S5	94	2 904	2 487	3	105	74	97	3 009	2 561
	S6	95	3 054	2 365	3	105	77	98	3 159	2 442
	S7	0	0	0	0	0	0	0	0	0
	All Grades	559	17 658	15 632	20	700	552	579	18 358	16 184
Kwun Tong	S1	140	4 591	4 288	8	203	195	148	4 794	4 483
	S2	138	4 435	4 147	8	204	184	146	4 639	4 331
	S3	139	4 446	4 090	8	203	171	147	4 649	4 261
	S4	147	4 610	4 108	5	116	113	152	4 726	4 221
	S5	146	4 605	3 961	6	140	103	152	4 745	4 064
	S6	145	4 685	3 883	5	116	96	150	4 801	3 979
	S7	0	0	0	4	92	54	4	92	54
	All Grades	855	27 372	24 477	44	1 074	916	899	28 446	25 393
Sai Kung	S1	108	3 538	3 345	7	213	143	115	3 751	3 488
	S2	109	3 485	3 165	6	168	130	115	3 653	3 295
	S3	104	3 397	2 825	6	168	114	110	3 565	2 939
	S4	107	3 454	2 694	5	143	85	112	3 597	2 779
	S5	110	3 439	2 591	3	93	53	113	3 532	2 644
	S6	109	3 511	2 530	2	69	40	111	3 580	2 570
	S7	0	0	0	1	24	21	1	24	21
	All Grades	647	20 824	17 150	30	878	586	677	21 702	17 736

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sha Tin	S1	184	5 854	5 603	21	466	445	205	6 320	6 048
	S2	177	5 545	5 155	20	450	445	197	5 995	5 600
	S3	176	5 545	4 979	20	450	433	196	5 995	5 412
	S4	182	5 590	4 658	20	450	435	202	6 040	5 093
	S5	186	5 690	4 510	20	450	413	206	6 140	4 923
	S6	188	5 893	4 304	20	426	386	208	6 319	4 690
	S7	0	0	0	20	426	381	20	426	381
	All Grades	1 093	34 117	29 209	141	3 118	2 938	1 234	37 235	32 147
Tai Po	S1	85	2 786	2 544	4	97	88	89	2 883	2 632
	S2	81	2 584	2 368	4	97	81	85	2 681	2 449
	S3	78	2 470	2 232	2	49	24	80	2 519	2 256
	S4	77	2 432	2 012	1	24	18	78	2 456	2 030
	S5	76	2 356	1 875	0	0	0	76	2 356	1 875
	S6	77	2 455	1 822	0	0	0	77	2 455	1 822
	S7	0	0	0	0	0	0	0	0	0
	All Grades	474	15 083	12 853	11	267	211	485	15 350	13 064
North	S1	101	3 333	3 248	4	92	86	105	3 425	3 334
	S2	99	3 175	2 967	3	69	63	102	3 244	3 030
	S3	81	2 614	2 517	3	69	67	84	2 683	2 584
	S4	83	2 647	2 437	3	69	53	86	2 716	2 490
	S5	82	2 614	2 312	3	69	45	85	2 683	2 357
	S6	83	2 721	2 282	2	40	32	85	2 761	2 314
	S7	0	0	0	1	20	19	1	20	19
	All Grades	529	17 104	15 763	19	428	365	548	17 532	16 128
Yuen Long	S1	170	5 423	5 230	0	0	0	170	5 423	5 230
	S2	165	5 162	4 839	0	0	0	165	5 162	4 839
	S3	161	5 134	4 565	0	0	0	161	5 134	4 565
	S4	162	5 045	4 233	0	0	0	162	5 045	4 233
	S5	162	5 150	4 130	1	45	17	163	5 195	4 147
	S6	166	5 336	4 195	2	90	49	168	5 426	4 244
	S7	0	0	0	0	0	0	0	0	0
	All Grades	986	31 250	27 192	3	135	66	989	31 385	27 258
Tuen Mun	S1	139	4 402	4 092	6	144	128	145	4 546	4 220
	S2	132	4 172	3 727	6	144	128	138	4 316	3 855
	S3	130	4 076	3 490	8	192	121	138	4 268	3 611
	S4	133	3 980	3 225	8	192	105	141	4 172	3 330
	S5	135	4 140	3 065	8	192	92	143	4 332	3 157
	S6	135	4 303	3 111	8	192	85	143	4 495	3 196
	S7	0	0	0	8	192	73	8	192	73
	All Grades	804	25 073	20 710	52	1 248	732	856	26 321	21 442

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tsuen Wan	S1	51	1 707	1 635	0	0	0	51	1 707	1 635
	S2	51	1 660	1 559	0	0	0	51	1 660	1 559
	S3	51	1 660	1 576	0	0	0	51	1 660	1 576
	S4	55	1 660	1 558	0	0	0	55	1 660	1 558
	S5	56	1 692	1 468	0	0	0	56	1 692	1 468
	S6	57	1 740	1 482	0	0	0	57	1 740	1 482
	S7	0	0	0	0	0	0	0	0	0
	All Grades	321	10 119	9 278	0	0	0	321	10 119	9 278
Kwai Tsing	S1	122	3 927	3 678	0	0	0	122	3 927	3 678
	S2	120	3 808	3 493	0	0	0	120	3 808	3 493
	S3	120	3 776	3 442	0	0	0	120	3 776	3 442
	S4	124	3 808	3 374	0	0	0	124	3 808	3 374
	S5	124	3 808	3 214	0	0	0	124	3 808	3 214
	S6	124	3 927	3 200	0	0	0	124	3 927	3 200
	S7	0	0	0	0	0	0	0	0	0
	All Grades	734	23 054	20 401	0	0	0	734	23 054	20 401
Islands	S1	36	1 013	911	8	220	213	44	1 233	1 124
	S2	34	960	843	8	220	203	42	1 180	1 046
	S3	34	1 020	818	9	219	198	43	1 239	1 016
	S4	33	1 019	811	7	185	157	40	1 204	968
	S5	33	1 003	765	7	185	145	40	1 188	910
	S6	35	1 089	786	7	185	136	42	1 274	922
	S7	0	0	0	5	145	115	5	145	115
	All Grades	205	6 104	4 934	51	1 359	1 167	256	7 463	6 101
All Districts	S1	1 850	60 288	56 890	192	5 052	4 664	2 042	65 340	61 554
	S2	1 816	58 256	53 361	188	4 947	4 509	2 004	63 203	57 870
	S3	1 773	57 191	50 767	179	4 660	4 054	1 952	61 851	54 821
	S4	1 824	57 572	48 836	161	4 180	3 370	1 985	61 752	52 206
	S5	1 835	58 002	46 512	162	4 198	3 178	1 997	62 200	49 690
	S6	1 857	60 070	45 809	168	4 183	3 015	2 025	64 253	48 824
	S7	0	0	0	125	3 045	2 429	125	3 045	2 429
	All Grades	10 955	351 379	302 175	1 175	30 265	25 219	12 130	381 644	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.
- (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 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.

**Numbers 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 <sup>Note 1</sup>			2016/17 <sup>Note 1</sup>			2017/18 <sup>Note 1</sup>			2018/19 <sup>Note 1</sup>			2019/20 <sup>Note 1</sup>		
	No. of Approved Classes	No. of Places	No. of Students <sup>Note 5</sup>	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 <sup>Note 5</sup>	No. of Approved Classes	No. of Places	No. of Students <sup>Note 5</sup>
<b>Visual Impairment</b>	8	99	57	8	96	61	8	93	57	8	90	59	8	90	58
<b>Hearing Impairment</b>	4	40	20	4	40	25	4	40	25	4	40	20	4	40	26
<b>Physical Disability</b>	39	390	334	39	390	350	42	420	359	43	430	370	43	430	389
<b>Mild Intellectual Disability</b> <sup>Note 2</sup>	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
<b>Moderate Intellectual Disability</b> <sup>Notes 2, 3</sup>	91	910	879	98	980	918	101	1 010	992	107	1 070	1 094	110	1 100	1 149
<b>Severe Intellectual Disability</b> <sup>Note 3</sup>	45	360	318	45	360	330	47	376	353	48	384	373	50	400	364
<b>School for Social Development</b>	19	276	175	20	282	155	21	273	183	25	300	180	26	312	181
<b>Hospital School</b> <sup>Note 4</sup>	23	226	236	23	226	209	23	226	194	23	226	162	23	226	195

## Notes:

- (1) Figures refer to the position in 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 operated 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 and 2019/20 school years, 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.

**Numbers 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 <sup>Note 1</sup>			2016/17 <sup>Note 1</sup>			2017/18 <sup>Note 1</sup>			2018/19 <sup>Note 1</sup>			2019/20 <sup>Note 1</sup>		
	No. of Approved Classes	No. of Places	No. of Students <sup>Note 5</sup>	No. of Approved Classes	No. of Places	No. of Students <sup>Note 5</sup>	No. of Approved Classes	No. of Places	No. of Students <sup>Note 5</sup>	No. of Approved Classes	No. of Places	No. of Students <sup>Note 5</sup>	No. of Approved Classes	No. of Places	No. of Students <sup>Note 5</sup>
<b>Visual Impairment</b>	7	79	68	7	76	62	7	76	55	7	76	51	8	88	61
<b>Hearing Impairment</b>	10	100	67	9	90	64	8	80	59	7	70	44	7	70	45
<b>Physical Disability</b>	63	630	581	62	620	533	60	600	518	60	600	537	60	600	514
<b>Mild Intellectual Disability</b> <sup>Note 2</sup>	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
<b>Moderate Intellectual Disability</b> <sup>Notes 2, 3</sup>	111	1 110	1 000	107	1 070	993	109	1 090	1 000	108	1 080	946	110	1 100	954
<b>Severe Intellectual Disability</b> <sup>Note 3</sup>	54	432	361	53	424	357	52	416	346	52	416	333	52	416	348
<b>School for Social Development</b>	64	873	425	63	810	398	68	852	411	63	774	434	67	804	466
<b>Hospital School</b> <sup>Note 4</sup>	10	106	133	10	106	124	10	106	120	10	106	118	10	114	156

## Notes:

- (1) Figures refer to the position in 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 operated 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**

**EDB127**

**(Question Serial No. 1360)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide the respective amounts of funding allocated to various universities, The Education University of Hong Kong, the Vocational Training Council, adult education providers, and all secondary schools, primary schools, kindergartens and special schools in the categories of government, aided, Direct Subsidy Scheme, caput, international schools and schools under the English Schools Foundation, as well as the unit cost of each subsidised place from 2017-18 to 2021-22.

Asked by: Hon LAM Kin-fung, Jeffrey (LegCo internal reference no.: 56)

Reply:

The respective financial provisions under the General Revenue Account and unit costs are set out at Annex.

## Respective Financial Provisions under the General Revenue Account and Unit Costs

Category of Subventions <sup>1</sup>	Financial Provision					Unit Cost				
	2017-18	2018-19	2019-20	2020-21	2021-22	2017-18	2018-19	2019-20	2020-21	2021-22
	Actual \$ million	Actual \$ million	Actual \$ million	Revised Estimate \$ million	Estimate \$ million	Actual \$	Actual \$	Actual \$	Revised Estimate \$	Estimate \$
Kindergartens and Kindergarten-cum-child care centres under the Pre-primary Education Voucher Scheme <sup>2</sup>	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 <sup>3</sup>	3,903	6,041	6,394	6,406	6,295	N/A	45,082	48,372	49,920	50,510
Government primary schools <sup>4</sup>	1,255	1,395	1,521	1,567	1,622	70,129	76,638	82,873	85,900	89,290
Aided primary schools	15,715	17,274	19,619	20,486	21,048	59,763	63,449	70,863	73,900	75,900
English Schools Foundation junior schools	92	75	59	42	25	22,249	23,471	25,712	31,250	58,780
Primary schools under the Direct Subsidy Scheme	908	963	1,089	1,151	1,160	58,287	61,313	67,729	71,530	72,280
Government secondary schools <sup>4</sup>	1,605	1,690	1,786	1,807	1,867	82,132	87,400	92,049	92,660	94,730
Aided secondary schools	21,354	22,434	23,993	24,553	25,130	80,457	86,686	93,825	95,870	97,240
Caput schools	97	100	110	111	119	76,037	80,591	89,176	87,560	91,250
English Schools Foundation secondary schools	172	172	174	173	173	29,219	29,273	29,572	29,440	29,410
Secondary schools under the Direct Subsidy Scheme	3,129	3,247	3,599	3,654	3,821	67,694	71,049	78,062	80,570	81,220
Aided special schools	2,463	2,684	2,978	3,218	3,535	277,256	298,981	325,579	343,230	366,140
Vocational Training Council <sup>5</sup>	2,523	2,665	2,837	2,783	2,849	92,600	98,400	102,300	105,000	105,000
University Grants Committee-funded Universities (including The Education University of Hong Kong) <sup>6</sup>	18,882	19,678	20,923	21,445	21,438	250,531	257,996	268,693	275,230	325,500

**Notes**

1. 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.
2. 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.
3. 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 the 2018-19 financial year, unit cost is calculated starting from that financial year.
4. 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.
5. 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.



6. Subventions to individual universities under Head 190: University Grants Committee are as follows:

	<b>2017-18 Actual</b>	<b>2018-19 Actual</b>	<b>2019-20 Actual</b>	<b>2020-21 Revised Estimate</b>	<b>2021-22 Estimate</b>
	<b>\$ million</b>	<b>\$ million</b>	<b>\$ million</b>	<b>\$ million</b>	<b>\$ million</b>
City University of Hong Kong	2,421	2,538	2,695	2,766	2,756
Hong Kong Baptist University	1,209	1,250	1,331	1,355	1,345
Lingnan University	422	439	458	471	463
The Chinese University of Hong Kong	4,192	4,350	4,643	4,725	4,721
The Education University of Hong Kong	880	906	968	990	985
The Hong Kong Polytechnic University	3,097	3,247	3,467	3,526	3,500
The Hong Kong University of Science and Technology	2,311	2,453	2,585	2,651	2,666
The University of Hong Kong	4,349	4,495	4,777	4,960	5,002
Total*	<u>18,882</u>	<u>19,678</u>	<u>20,923</u>	<u>21,445</u>	<u>21,438</u>

\* *The sum of figures may differ slightly from the total due to rounding.*

The non-recurrent funding is not included. The unit cost figures are calculated based on funding cost on an academic year and a full-time-equivalent basis. As universities may over-enroll under the mechanism, the unit cost for the 2017/18 to 2020/21 academic years is calculated based on the actual student number with over-enrollment. The estimated unit cost for the 2021/22 academic year is calculated based on the approved student number targets and does not assume over-enrollment, hence higher unit cost in the 2021/22 academic year.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB128**

**(Question Serial No. 2991)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide relevant figures for the recent 5 years (including the next financial year):

- (a) 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;
- (b) A breakdown of total education expenditure by recurrent expenditure, non-recurrent expenditure and capital account expenditure under the General Revenue Account (GRA), as well as capital expenditure under the Capital Works Reserve Fund (CWRP) and Loan Fund (LF);
- (c) Please separately provide the following information for 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 in each education area (including GRA, CWRP and LF) and their percentage shares in the total education expenditure;
- (f) The expenditure in each of these education areas (including only recurrent expenditure, non-recurrent expenditure and capital account expenditure under GRA) and their percentage shares in the Gross Domestic Product (GDP);

- (g) The total expenditure in each of these education areas (including GRA, CWRP and LF) and their percentage shares in the GDP; and
- (h) The provision for these education areas and their percentage changes.

Asked by: Hon LAM Kin-fung, Jeffrey (LegCo internal reference no.: 54)

Reply:

- (a) The total expenditure and total recurrent expenditure on education and their respective percentage shares from 2017-18 to 2021-22 are as follows:

	2017-18	2018-19	2019-20	2020-21 Revised Estimate	2021-22 Estimate
Total expenditure on education					
Amount (\$ million)	88,465	108,035	125,341	108,011	110,870
<i>As a percentage of total public expenditure</i>	17.4%	19.0%	19.5%	12.6%	14.4%
Total recurrent expenditure on education					
Amount (\$ million)	80,233	85,528	92,438	97,123	100,710
<i>As a percentage of total recurrent government expenditure</i>	22.2%	21.2%	21.1%	20.6%	19.5%

- (b) A breakdown of the total education expenditure by GRA, CWRP and LF from 2017-18 to 2021-22 is provided as follows:

	2017-18	2018-19	2019-20	2020-21 Revised Estimate	2021-22 Estimate
	<b>\$ million</b>	<b>\$ million</b>	<b>\$ million</b>	<b>\$ million</b>	<b>\$ million</b>
<b>General Revenue Account</b>					
Recurrent	80,233	85,528	92,438	97,123	100,710
Non-recurrent	2,232	8,317	24,923	3,128	2,513
Capital account	962	1,314	1,310	1,363	1,333
Sub-total	83,427	95,159	118,671	101,614	104,556
<b>Capital Works Reserve Fund</b>	2,888	10,682	4,873	3,193	4,340
<b>Loan Fund</b>	2,150	2,194	1,797	3,204	1,974
Total expenditure on education	88,465	108,035	125,341	108,011	110,870

- (c), (d) and (f)

The expenditure under GRA by education area and their percentage shares in the GDP from 2017-18 to 2021-22 are set out at Annex.

(e) The total expenditure by education area and their respective percentage shares from 2017-18 to 2021-22 are tabulated as follows:

Education Area <sup>(1)</sup>	2017-18		2018-19		2019-20		2020-21 Revised Estimate		2021-22 Estimate	
	Amount	% of total	Amount	% of total	Amount	% of total	Amount	% of total	Amount	% of total
	\$ million	%	\$ million	%	\$ million	%	\$ million	%	\$ million	%
Pre-primary Education	5,727	6.5%	6,627	6.1%	7,009	5.6%	6,929	6.4%	6,815	6.1%
Primary Education	19,534	22.1%	21,481	19.9%	23,964	19.1%	26,419	24.5%	26,357	23.8%
Secondary Education	27,703	31.3%	29,460	27.3%	31,227	24.9%	32,032	29.7%	33,039	29.8%
Special Education	2,925	3.3%	2,972	2.8%	3,391	2.7%	3,491	3.2%	3,876	3.5%
Vocational and Professional Education <sup>(2)</sup>	3,659	4.1%	3,299	3.1%	3,491	2.8%	3,421	3.2%	3,674	3.3%
Post-secondary Education <sup>(3)</sup>	25,997	29.4%	37,646	34.8%	52,149	41.6%	28,477	26.4%	30,178	27.2%
Others <sup>(4)</sup>	2,920	3.3%	6,551	6.1%	4,111	3.3%	7,242	6.7%	6,931	6.3%
Total <sup>(5)</sup>	88,465	100%	108,035	100%	125,341	100%	108,011	100%	110,870	100%

<i>Out of the above total - teacher training<sup>(6)</sup></i>	1,382	1.6%	1,412	1.3%	1,594	1.3%	1,482	1.4%	1,622	1.5%
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(g) The total expenditure by education area and their percentage shares in the GDP from 2017-18 to 2021-22 are tabulated as follows:

Education Area <sup>(1)</sup>	2017-18		2018-19		2019-20		2020-21 Revised Estimate		2021-22 Estimate	
	Amount	% of GDP	Amount	% of GDP	Amount	% of GDP	Amount	% of GDP	Amount	% of GDP
	\$ million	%	\$ million	%	\$ million	%	\$ million	%	\$ million	%
Pre-primary Education	5,727	0.22%	6,627	0.23%	7,009	0.24%	6,929	0.26%	6,815	0.24%
Primary Education	19,534	0.73%	21,481	0.76%	23,964	0.84%	26,419	0.97%	26,357	0.92%
Secondary Education	27,703	1.04%	29,460	1.04%	31,227	1.09%	32,032	1.18%	33,039	1.16%
Special Education	2,925	0.11%	2,972	0.10%	3,391	0.12%	3,491	0.13%	3,876	0.14%
Vocational and Professional Education <sup>(2)</sup>	3,659	0.14%	3,299	0.12%	3,491	0.12%	3,421	0.13%	3,674	0.13%
Post-secondary Education <sup>(3)</sup>	25,997	0.98%	37,646	1.33%	52,149	1.82%	28,477	1.05%	30,178	1.06%
Others <sup>(4)</sup>	2,920	0.11%	6,551	0.23%	4,111	0.14%	7,242	0.27%	6,931	0.24%
Total <sup>(5)</sup>	88,465	3.33%	108,035	3.81%	125,341	4.37%	108,011	3.98%	110,870	3.88%

<i>Out of the above total - teacher training<sup>(6)</sup></i>	1,382	0.05%	1,412	0.05%	1,594	0.06%	1,482	0.05%	1,622	0.06%
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GDP (calendar year) (\$ million)	2,659,384	2,835,119	2,865,659	2,710,730	2,859,800
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(h) The provision by education area and their respective percentage changes from 2017-18 to 2021-22 are tabulated as follows:

Education Area <sup>(1)</sup>	2017-18			2018-19		2019-20		2020-21 Revised Estimate		2021-22 Estimate	
	Amount	Amount	Change over 2017-18	Amount	Change over 2018-19	Amount	Change over 2019-20	Amount	Change over 2019-20	Amount	Change over 2020-21
	\$ million	\$ million	%	\$ million	%	\$ million	%	\$ million	%	\$ million	%
Pre-primary Education	5,727	6,627	15.7%	7,009	5.8%	6,929	-1.1%	6,815	-1.6%		
Primary Education	19,534	21,481	10.0%	23,964	11.6%	26,419	10.2%	26,357	-0.2%		
Secondary Education	27,703	29,460	6.3%	31,227	6.0%	32,032	2.6%	33,039	3.1%		
Special Education	2,925	2,972	1.6%	3,391	14.1%	3,491	2.9%	3,876	11.0%		
Vocational and Professional Education <sup>(2)</sup>	3,659	3,299	-9.8%	3,491	5.8%	3,421	-2.0%	3,674	7.4%		
Post-secondary Education <sup>(3)</sup>	25,997	37,646	44.8%	52,149	38.5%	28,477	-45.4%	30,178	6.0%		
Others <sup>(4)</sup>	2,920	6,551	124.3%	4,111	-37.2%	7,242	76.2%	6,931	-4.3%		
Total <sup>(5)</sup>	88,465	108,035	22.1%	125,341	16.0%	108,011	-13.8%	110,870	2.6%		
<i>Out of the above total - teacher training<sup>(6)</sup></i>	1,382	1,412	2.2%	1,594	12.9%	1,482	-7.0%	1,622	9.4%		

Note

- Subsidies for adult education 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 (WFSFAA) and are included as part of the recurrent expenditure of secondary education.
- Expenditure on vocational and professional education covers provision for the Vocational Training Council and related student financial assistance schemes administered by the WFSFAA.
- 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 WFSFAA. 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 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 increase in expenditure in 2020-21 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 (\$3.2 billion in total).
- The sums of figures may not add up to total due to rounding.
- 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 Grants Committee-funded universities. The related expenditure has been subsumed under the respective education area.

**Expenditure under GRA by education area and their percentage shares in GDP  
from 2017-18 to 2021-22**

**2017-18**

Education Area <sup>(1)</sup>	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 <sup>(2)</sup>	2,808	3.5%	3.4%	86	3.9%	0.1%	2,955	0.11%
Post-secondary Education <sup>(3)</sup>	21,547	26.9%	25.8%	1,862	83.4%	2.2%	23,408	0.88%
Others <sup>(4)</sup>	2,841	3.5%	3.4%	48	2.2%	0.1%	2,892	0.11%
Total <sup>(5)</sup>	80,233	100%	96.2%	2,232	100%	2.7%	83,427	3.14%
<i>Out of the above total - teacher training<sup>(6)</sup></i>	1,330	1.7%	1.6%	0	0.0%	0.0%	1,330	0.05%
GDP (calendar year) (\$ million)				2,659,384				

**2018-19**

Education Area <sup>(1)</sup>	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 <sup>(2)</sup>	2,879	3.4%	3.0%	121	1.5%	0.1%	3,069	0.11%
Post-secondary Education <sup>(3)</sup>	22,598	26.4%	23.7%	4,228	50.8%	4.4%	26,827	0.95%
Others <sup>(4)</sup>	3,052	3.6%	3.2%	3,478	41.8%	3.7%	6,531	0.23%
Total <sup>(5)</sup>	85,528	100%	89.9%	8,317	100%	8.7%	95,159	3.36%
<i>Out of the above total - teacher training<sup>(6)</sup></i>	1,346	1.6%	1.4%	9	0.1%	0.0%	1,355	0.05%
GDP (calendar year) (\$ million)				2,835,119				

## 2019-20

Education Area <sup>(1)</sup>	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	6,906	7.5%	5.8%	102	0.4%	0.1%	7,008	0.24%
Primary Education	22,542	24.4%	19.0%	281	1.1%	0.2%	23,427	0.82%
Secondary Education	29,886	32.3%	25.2%	286	1.1%	0.2%	30,745	1.07%
Special Education	2,907	3.1%	2.4%	1	0.0%	0.0%	2,978	0.10%
Vocational and Professional Education <sup>(2)</sup>	3,019	3.3%	2.5%	162	0.7%	0.1%	3,242	0.11%
Post-secondary Education <sup>(3)</sup>	23,918	25.9%	20.2%	23,245	93.3%	19.6%	47,163	1.65%
Others <sup>(4)</sup>	3,260	3.5%	2.7%	846	3.4%	0.7%	4,107	0.14%
Total <sup>(5)</sup>	92,438	100%	77.9%	24,923	100%	21.0%	118,671	4.14%
<i>Out of the above total - teacher training<sup>(6)</sup></i>	1,408	1.5%	1.2%	126	0.5%	0.1%	1,534	0.05%
GDP (calendar year) (\$ million)				2,865,659				

## 2020-21 Revised Estimate

Education Area <sup>(1)</sup>	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	6,926	7.1%	6.8%	3	0.1%	0.0%	6,929	0.26%
Primary Education	23,539	24.3%	23.2%	8	0.3%	0.0%	24,188	0.89%
Secondary Education	30,628	31.5%	30.1%	29	0.9%	0.0%	31,208	1.15%
Special Education	3,129	3.2%	3.1%	0	0.0%	0.0%	3,218	0.12%
Vocational and Professional Education <sup>(2)</sup>	3,025	3.1%	3.0%	61	2.0%	0.1%	3,165	0.12%
Post-secondary Education <sup>(3)</sup>	24,497	25.2%	24.1%	1,169	37.4%	1.2%	25,665	0.95%
Others <sup>(4)</sup>	5,379	5.6%	5.3%	1,858	59.4%	1.8%	7,242	0.27%
Total <sup>(5)</sup>	97,123	100%	95.6%	3,128	100%	3.1%	101,614	3.75%
<i>Out of the above total - teacher training<sup>(6)</sup></i>	1,405	1.4%	1.4%	17	0.5%	0.0%	1,422	0.05%
GDP (calendar year) (\$ million)				2,710,730				

## 2021-22 Estimate

Education Area <sup>(1)</sup>	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	6,815	6.8%	6.5%	0	0.0%	0.0%	6,815	0.24%
Primary Education	24,709	24.5%	23.6%	2	0.1%	0.0%	25,319	0.89%
Secondary Education	31,564	31.3%	30.2%	25	1.0%	0.0%	32,113	1.12%
Special Education	3,472	3.5%	3.3%	0	0.0%	0.0%	3,556	0.12%
Vocational and Professional Education <sup>(2)</sup>	3,105	3.1%	3.0%	109	4.3%	0.1%	3,315	0.12%
Post-secondary Education <sup>(3)</sup>	24,960	24.8%	23.9%	1,547	61.6%	1.5%	26,506	0.93%
Others <sup>(4)</sup>	6,085	6.0%	5.8%	831	33.1%	0.8%	6,931	0.24%
Total <sup>(5)</sup>	100,710	100%	96.3%	2,513	100%	2.4%	104,556	3.66%
<i>Out of the above total - teacher training<sup>(6)</sup></i>	1,511	1.5%	1.4%	43	1.7%	0.0%	1,554	0.05%
GDP (calendar year) (\$ million)				2,859,800				

### Note

- Subsidies for adult education 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 (WFSFAA) and are included as part of the recurrent expenditure of secondary education.
- Expenditure on vocational and professional education covers provision for the Vocational Training Council and related student financial assistance schemes administered by the WFSFAA.
- 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 WFSFAA. 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 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 increase in expenditure in 2020-21 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 (\$3.2 billion in total).
- The sums of figures may not add up to total due to rounding.
- 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 Grants Committee-funded universities. The related expenditure has been subsumed under the respective education area.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB129**

**(Question Serial No. 2992)**

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 (Ms Michelle LI)

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 from 2017/18 to 2021/22:

- (a) items of one-off allocation under the General Revenue Account (GRA) on education and the amount involved;
- (b) items of non-recurrent grants/capital subventions under the GRA on education 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 LAM Kin-fung, Jeffrey (LegCo internal reference no.: 57)

Reply:

- (a) Details of the one-off injections into the various funds under the General Revenue Account (GRA) from 2017-18 to 2021-22 are as follows:

	<b>Particulars</b>	<b>Area of Education</b>	<b>Amount Involved \$ million</b>
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

- (b) The non-recurrent grants/capital subventions items under GRA with significant cashflow from 2017-18 to 2021-22 by area of education are set out at **Annex 1**.
- (c) There are 9 funds under the management of the 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 of the funds, amount of injection into the funds and the operating expenses directly covered by the funds from 2015/16 to 2019/20 school/academic years are set out at **Annex 2**.

**Non-recurrent grants/capital subventions items under GRA with significant cashflow from 2017-18 to 2021-22**

	<b>2017-18 Actual \$ million</b>	<b>2018-19 Actual \$ million</b>	<b>2019-20 Actual \$ million</b>	<b>2020-21 Revised Estimate \$ million</b>	<b>2021-22 Estimate \$ million</b>
<b>Post-secondary, Vocational and Professional Education</b>					
- Acquisition of furniture and equipment and information technology systems in the Vocational Training Council (VTC)	60.9	68.9	61.1	78.3	101.4
- Yi Jin Diploma	85.0	86.1	82.0	80.0	100.0
- Enhancement and Start-up Grant Scheme for self-financing post-secondary education	-	-	-	-	84.0
- Pilot Subsidy Scheme for Students of Professional Part-time Programmes	26.7	36.0	53.6	33.4	76.2
- Pilot incentive to employers participating in the workplace assessment under the Training and Support Scheme	-	-	36.0	-	18.0
- Scholarship Scheme for studying outside Hong Kong	46.0	55.8	35.3	24.0	9.8
- Grant to VTC for implementing the Pilot Training and Support Scheme	59.2	68.6	50.2	26.4	8.4
- Pilot international study programme under the Training and Support Scheme	-	-	-	-	6.7
- Mainland University Study Subsidy Scheme	8.9	7.1	3.9	1.0	0.2
- Seventh Matching Grant Scheme for the self-financing post-secondary education sector	313.4	150.0	28.6	-	-

	<b>2017-18 Actual \$ million</b>	<b>2018-19 Actual \$ million</b>	<b>2019-20 Actual \$ million</b>	<b>2020-21 Revised Estimate \$ million</b>	<b>2021-22 Estimate \$ million</b>
- Study Subsidy Scheme for Designated Professions/Sectors	186.3	-	-	-	-
- Qualifications Framework Support Schemes	22.2	-	-	-	-
<b>Secondary Education</b>					
- Maintenance, repairs and minor improvement projects in secondary schools	419.3	567.9	562.0	548.2	516.0
- Funding for the Student Activities Support Grant	-	-	-	21.3	22.0
- One-off grant for the promotion of Chinese history and culture	63.2	1.2	1.8	0.4	1.4
- Provision of a non-recurrent grant to support non-Chinese speaking students to learn Chinese history and culture	-	-	23.3	1.1	1.2
- Provision for supporting students with financial needs to participate in life-wide learning activities	-	-	24.0	0.6	-
- Implementation of the Fourth Strategy on Information Technology in Education	8.3	0.7	0.2	0.1	-
- One-off grant to secondary schools for promotion of Science, Technology, Engineering and Mathematics education	1.6	3.2	1.4	-	-
- Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland	47.4	3.3	-	-	-

	<b>2017-18 Actual \$ million</b>	<b>2018-19 Actual \$ million</b>	<b>2019-20 Actual \$ million</b>	<b>2020-21 Revised Estimate \$ million</b>	<b>2021-22 Estimate \$ million</b>
<b>Primary Education</b>					
- Maintenance, repairs and minor improvement projects in primary schools	418.1	590.3	590.4	637.4	600.0
- Funding for the Student Activities Support Grant	-	-	-	1.0	1.0
- One-off grant for the promotion of Chinese history and culture	44.3	1.5	1.2	0.2	0.5
- Provision for supporting students with financial needs to participate in life-wide learning activities	-	-	14.4	0.4	-
- Implementation of the Fourth Strategy on Information Technology in Education	7.9	0.8	0.2	0.2	-
- Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland	48.4	2.0	-	-	-

	<b>2017-18 Actual \$ million</b>	<b>2018-19 Actual \$ million</b>	<b>2019-20 Actual \$ million</b>	<b>2020-21 Revised Estimate \$ million</b>	<b>2021-22 Estimate \$ million</b>
<b>Special Education</b>					
- Maintenance, repairs and minor improvement projects in special schools	52.9	70.9	69.1	89.2	84.0
- 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	0.7	-	0.1	-	-
- Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland	4.6	-	-	-	-
- One-off grant to secondary schools for promotion of Science, Technology, Engineering and Mathematics education	0.2	-	-	-	-
<b>Pre-primary Education</b>					
One-off start-up grant for kindergartens joining the Kindergarten Education Scheme	0.7	-	-	-	-

**Funds under the management of EDB**

<b>Name of Fund</b>	<b>School/ Academic Year <sup>(1)</sup></b>	<b>Year-end Balance \$ million</b>	<b>Amount of Injection \$ million</b>	<b>Operating Expenses Directly Covered by the Fund <sup>(2)</sup> \$ million</b>
Language Fund	2015/16	6,280	-	-
	2016/17	6,372	-	-
	2017/18	6,475	-	-
	2018/19	6,550	-	-
	2019/20	6,657	-	-
Quality Education Fund	2015/16	8,403	-	53.0
	2016/17	9,173	-	49.5
	2017/18	9,494	-	55.7
	2018/19	9,426	-	69.4
	2019/20	9,923	-	111.3
Education Development Fund <sup>(3)</sup>	2015/16	325	-	-
	2016/17	224	-	-
	2017/18	136	-	-
	2018/19	1	-	-
	2019/20	-	-	-
HKSAR Government Scholarship Fund	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
	2019/20	3,379	-	6.1
Research Endowment Fund <sup>(4)</sup>	2015/16	26,811	-	-
	2016/17	26,572	-	-
	2017/18	29,210	3,000	-
	2018/19	49,257	20,000	-
	2019/20	49,729	-	-
Self-financing Post-secondary Education Fund	2015/16	3,578	-	8.6
	2016/17	3,878	-	9.7
	2017/18	3,969	-	10.7
	2018/19	3,946	-	9.8
	2019/20	4,071	-	8.0
Qualifications Framework Fund	2015/16	1,016	1,000	-
	2016/17	1,046	-	-
	2017/18	2,276	1,200	-
	2018/19	2,300	-	-
	2019/20	2,323	-	-
Gifted Education Fund <sup>(5)</sup>	2016/17	810	800	-
	2017/18	824	-	-
	2018/19	1,625	800	-
	2019/20	1,640	-	-
Student Activities Support Fund <sup>(6)</sup>	2018/19	2,533	2,500	-
	2019/20	2,582	-	-

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/academic 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 departments concerned, 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.
- (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**

**EDB130**

**(Question Serial No. 1898)**

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:

The 2021-22 estimate for the Programme is 37% higher than that for 2020-21. In this connection, please advise this Committee of:

- (1) the details on the projects, staff establishment and expenditure for national education;
- (2) the types of activities for promoting national education and the expenditure involved in the past 3 years; and
- (3) the number of teachers and students who benefited from the provision of national education and whether the effectiveness was evaluated in the past 3 years.

Asked by: Hon LAU Ip-keung, Kenneth (LegCo internal reference no.: 67)

Reply:

(1) to (3)

National education is an integral part of the school curriculum, and national security education is inseparable from national education. It is the responsibility of schools to implement it. National education seeks to deepen students' understanding of our country's history, culture and development, the Constitution and the Basic Law, and the concepts and aspects of national security education. In the 2021/22 school year, the Education Bureau (EDB) will continue to strengthen national education with a "multi-pronged and co-ordinated" approach through updating the curriculum, developing learning and teaching resources, providing training for teachers, and organising student activities and Mainland exchange programmes for teachers and students, etc., to support schools in promoting national education within and beyond the classroom, so that teachers and students can gain a better understanding of our country, and develop a sense of national identity, an awareness of national security, and a sense of law-abidingness and responsibility.

In respect of the curriculum, the EDB has been progressively implementing the revised junior secondary Chinese History curriculum, starting with Secondary One from the 2020/21 school year. The revised curriculum enables students to learn about our country's history and development in a holistic and structured manner. In parallel, learning contents on Chinese culture and Chinese geography will be enriched under subjects like Chinese Language and Geography, and a supplement about national security is incorporated into the existing standalone module on "Constitution and the Basic Law" at the junior secondary level. To facilitate a systematic and holistic planning and implementation of national security education in schools, the EDB issued the *Curriculum Framework of National Security Education in Hong Kong*, together with subject-based examples in February 2021. The EDB will release successively the national security education curriculum frameworks for other subjects.

In respect of learning and teaching resources, the EDB has developed a student self-learning platform for aligning with the implementation of the revised junior secondary Chinese History curriculum, and continued with the production of learning and teaching materials on Basic Law and national security education, such as online self-learning programmes on the Basic Law, the audio picture book entitled "Let's Learn about National Security", and online games. All these are aimed at promoting national security education and national education, and heightening students' sense of law-abidingness.

At the same time, the EDB organises diversified student activities on an ongoing basis. Examples include Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Chinese Culture, Territory-wide Primary Schools Quiz Competition on Chinese History and Chinese Culture, Chinese Classic Sayings campaign, Territory-wide Inter-school Basic Law Competition, Online Quiz Competition on the Constitution Day, School Bulletin Board Design Competition on National Security, as well as Basic Law Student Ambassadors Training Scheme, under which thematic seminars, visits, and Mainland learning tours are arranged for student ambassadors. To facilitate schools in organising school-based national education activities on important days, the EDB has also produced the Basic Law Education: School-based Events Calendar.

In respect of teachers' professional development, training (including online self-learning programmes) in Basic Law and national security education is enhanced. Starting from the 2020/21 school year, the core training programmes for newly-joined, serving teachers and teachers aspiring for promotion have already covered contents pertinent to the Constitution, the Basic Law and the National Security Law. The estimated expenditure on these items is subsumed under the EDB's recurrent expenditure, and no breakdown of figures is available.

In addition, the EDB will continue to organise various Mainland professional exchange programmes for teachers to deepen their understanding of Mainland's latest development, widen their horizons and enhance their professional competence. Mainland exchange programmes for students cover diversified themes and destinations to let students gain first-hand experience of our country's developments in such aspects as history, culture, economy, education, science and technology from multiple perspectives, understand the opportunities and challenges brought about by the country's developments to Hong Kong, and strengthen their sense of national identity.

The expenditures on Mainland exchange programmes in the past 3 school years (from 2018/19 to 2020/21) and in the 2021/22 school year are tabulated below. Due to the

COVID-19 epidemic, all Mainland exchange programmes organised or subsidised by the EDB have been suspended or postponed since end-January 2020. The EDB will keep in view the development of the epidemic and the arrangement for re-opening of borders and resume Mainland exchange programmes at an appropriate time. The estimated expenditure on the relevant programmes in the 2021/22 school year is comparable to that before the epidemic.

School year	Expenditure (\$ million) <sup>@</sup>	
	Programmes for primary and secondary students	Programmes for primary and secondary school teachers
2018/19	108.9	7.1
2019/20 <sup>#</sup>	14.9	5
2020/21 <sup>*</sup>	6.0	6.3
2021/22 <sup>++</sup>	115.0	12.7

<sup>@</sup> Manpower resources for the provision of Mainland exchange programmes are subsumed under the recurrent expenditure of the EDB

<sup>#</sup> Actual figures revised from last year's estimates

<sup>\*</sup> Provisional figures

<sup>++</sup> Estimated figures

Since all teachers and students in Hong Kong benefit from the work on promotion of national education, it is impracticable to quantify the beneficiaries of each initiative. As far as participation in Mainland exchange programmes is concerned, the numbers of primary and secondary students joining Mainland exchange programmes and the number of teachers joining Mainland professional exchange programmes in the past 3 school years (from 2018/19 to 2020/21) are as follows:

School year	No. of primary and secondary students (rounded down to the nearest hundred)	No. of teachers (rounded down to the nearest ten)
2018/19	74 500	1 680
2019/20 <sup>#</sup>	8 000	400
2020/21 <sup>*</sup>	4 500	1 140

<sup>#</sup> Actual figures revised from last year's estimates

<sup>\*</sup> Provisional figures

The EDB continually keeps in view schools' implementation of national education within and beyond the classroom as well as students' learning effectiveness through various channels such as inspections, school visits and questionnaires. Where necessary, the EDB provides schools with feedback that can be of use for work refinement.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB131**

**(Question Serial No. 1899)**

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:

Regarding the promotion of Constitution and Basic Law education in schools, please advise this Committee:

- (1) of the projects, expenditures and staff establishment for promoting Constitution and Basic Law education in kindergartens, primary and secondary schools, post-secondary institutions and universities in the past 3 years;
- (2) of the number of teachers and students who benefited from Constitution and Basic Law education and whether the effectiveness was evaluated in the past 3 years; and
- (3) whether additional resources will be allocated in the current financial year to strengthen Constitution and Basic Law education, and of the details on the projects, objectives, timetables, staff establishment and expenditures.

Asked by: Hon LAU Ip-keung, Kenneth (LegCo internal reference no.: 68)

Reply:

(1) and (3)

The promotion of Basic Law education is an ongoing task of the Education Bureau (EDB) and schools. The EDB has been continuously adopting a wide array of measures, which include updating curriculum guides, developing learning and teaching resources, providing related training for school sponsoring bodies/school leaders/teachers, organising life-wide learning activities for students, etc., to support schools' planning and implementation of Basic Law education. Through these measures, teachers and students can gain a better understanding that the Constitution and the Basic Law form the constitutional basis of the Hong Kong Special Administrative Region, serve as the cornerstone of "one country, two systems" and provide a firm guarantee for Hong Kong's long-term prosperity and stability, while being an important part of national education and closely related to our daily lives.

At the kindergarten level, the EDB helps 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 the Basic Law at the primary level. At the primary and secondary levels, the resources and projects related to Basic Law education are made available in various forms. On curriculum resources, the EDB has produced “Let’s Learn the Basic Law: Learning Package”, “Basic Law Learning Package and Assessment Bank”, and an audio picture book titled “Our National Flag, National Anthem and Regional Flag” for the primary level; a standalone module on “Constitution and the Basic Law” with the incorporation of a supplement on national security in 2021 for the junior secondary level for aligning with the implementation of the National Security Law; and 3 sets of wallchart resources on the themes of “Event Book on Hong Kong’s Return to China”, “Human Rights and the Rule of Law” and “The Constitution and the Basic Law” for both primary and secondary levels. Moreover, the EDB has developed online self-learning programmes and online games, etc. on the Basic Law for teachers and students, and launched a Basic Law education website to serve as a one-stop platform for providing schools with learning and teaching resources relating to the Constitution and the Basic Law.

With regard to student activities, the EDB organises the Territory-wide Inter-school Basic Law Competition every year, starting from the 2014/15 school year. To commemorate the 30th anniversary of the promulgation of the Basic Law, the EDB issued a circular memorandum to schools in 2020 providing an overview of pertinent learning and teaching resources as well as activities for schools’ reference. Among others, the “Basic Law Education: School-based Events Calendar” has been produced to encourage schools to conduct related school-based learning activities (including display of the national flag and the regional flag as well as playing and singing of the national anthem) on important days (such as the National Day, the Constitution Day and the anniversary of promulgation of the Basic Law). Besides, the Basic Law Student Ambassadors Training Scheme was implemented in 2020, through diversified training activities, to equip primary and secondary school students with a deeper understanding of the Constitution and the Basic Law. In 2021-22, we will continuously enhance and step up the relevant work to enrich students’ understanding of the Constitution, the Basic Law and “one country, two systems”. The manpower and expenditure involved in the above items are subsumed under the recurrent expenditure of the EDB, and thus no breakdown of figures is available.

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 boost their sense of national identity. Universities 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 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.

(2)

From the 2018/19 to 2020/21 school years, the EDB has been providing teacher training related to the Constitution and the Basic Law, which includes structured professional development programmes and activities. For example, around 6 100 teachers attended the programmes on introduction to curriculum leadership and management series for primary schools, as well as other seminars and workshops; around 2 300 teachers participated in the Educational Administration and Management Course for Senior School Administrators in Secondary Schools, induction courses for new teachers, and Professional Study Tours for Teachers in the 2018/19 and 2019/20 school years; and around 4 200 teachers enrolled in online self-learning programmes (e.g. the Basic Law Knowledge Enrichment/Advanced Online Courses) offered by the EDB. These training programmes were well received by teachers. As for students, learning resources (such as online games, audio picture books and online self-learning programmes) related to the Constitution and the Basic Law are of benefit to all students in primary and secondary schools. While it is difficult to collect statistics on the number of student participants in each activity, there has been a gradual increase in the number of participants; and students were actively involved in the activities.

Starting from the 2020/21 school year, the EDB has set out more specific training requirements for newly-joined, serving teachers and teachers aspiring for promotion. The core training programmes have already covered contents pertinent to the Constitution, the Basic Law and national security education to deepen teachers' understanding of "one country, two systems", national security and national development. Meanwhile, the EDB actively liaises and works with expert organisations to enhance related training for teachers through diversified modes such as talks and seminars. In parallel, the EDB will continue to strengthen liaison with teacher education institutions for enriching contents on Constitution, Basic Law and national security education in the pre-service training programmes. The manpower and expenditure involved in the above items are subsumed under the recurrent expenditure of the EDB, and no breakdown of figures is available.

- End -

**CONTROLLING OFFICER'S REPLY****EDB132****(Question Serial No. 1815)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)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 Examination (HKDSE), 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 2016/17 to 2020/21 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
2016/17					
2017/18					
2018/19					
2019/20					
2020/21					

(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 2016/17 to 2020/21 academic years.

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 33)

Reply:

(a)

The number of 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 the number of NCS school candidates sitting for the Hong Kong Diploma of Secondary Education Examination (HKDSE) from the 2016/17 to 2020/21 school years are tabulated as follows:

	No. of NCS students attending Secondary 6 in public sector schools and DSS schools offering the local curriculum	No. of NCS school candidates sitting for the HKDSE	No. of NCS school candidates who met the general entrance requirements of undergraduate programmes
2016/17	1 186	1 062	350
2017/18	1 317	1 189	385
2018/19	1 218	1 094	331
2019/20	1 334	1 150	397
2020/21	1 403	Not available yet	Not available yet

According to the statistics provided by the University Grants Committee(UGC)-funded universities, the number of local NCS students who were admitted to UGC-funded First-Year-First-Degree (FYFD) programmes through the Joint University Programmes Admissions System (JUPAS) and non-JUPAS route from the 2016/17 to 2020/21 school years is tabulated as follows:

	Number of local NCS students who were admitted to UGC-funded FYFD programmes	
	JUPAS	Non-JUPAS
2016/17	87	98
2017/18	119	123
2018/19	116	151
2019/20	106	127
2020/21 (provisional figure)	110	203

(b)

Eligible Secondary 4 to 6 NCS school candidates are subsidised to enter for the non-local Chinese Language examinations (including the General Certificate of Secondary Education (GCSE) Examination, International General Certificate of Secondary Education (IGCSE) Examination and the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and Advanced (A)-Level) Examinations. Subsidised school candidates are only required to pay a “subsidised examination fee” on par with that of the Chinese Language paper in the HKDSE. In addition, eligible needy NCS students entering for the aforementioned examinations can apply for full or half fee remission of the “subsidised examination fee” under the Examination Fee Remission Scheme (EFRS). With the Government’s measure to pay the examination fees for school candidates entering for the HKDSE from 2019 to 2021, the “subsidised examination fee” of eligible NCS students entering for the aforementioned examinations from the 2018/19 to 2020/21 school years was waived accordingly.



The number of NCS students subsidised to enter for the aforementioned examinations for the first time from the 2016/17 to 2020/21 school years is tabulated below:

Alternative Chinese Language examinations	Number 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 (Note 1)	2020/21 school year (Note 2)
GCSE (Chinese)	1 140	1 269	486	770	541
IGCSE (Chinese)	90	108	517	348	799
GCE AS-Level (Chinese)	241	295	421	503	10 (Note 3)
GCE A-Level (Chinese)	192	130	45	72	321

Notes:

1. Some NCS students withdrew from non-local Chinese Language examinations in the 2019/20 school year due to the COVID-19 epidemic. The figures for the 2019/20 school year reflect the latest situation.
2. Figures for the 2020/21 school year are provisional.
3. One of the overseas examination boards has ceased holding the GCE AS-Level (Chinese) Examination globally since 2021. Hence, there is a drop in the number of students entering for the examination concerned in the 2020/21 school year.

The expenditure on subsidising NCS students to enter for the aforementioned examinations for the first time from the 2016/17 to 2020/21 school years is tabulated below:

Alternative Chinese Language examinations	Expenditure on subsidising NCS students to enter for the examinations for the first time (\$ million)				
	2016/17 school year	2017/18 school year	2018/19 school year	2019/20 school year	2020/21 school year
GCSE (Chinese)	0.93	1.14	0.79	1.35	0.99
IGCSE (Chinese)	0.18	0.22	1.46	1.05	2.49
GCE AS-Level (Chinese)	0.66	0.82	1.56	1.92	0.02
GCE A-Level (Chinese)	0.70	0.54	0.25	0.41	1.93

Notes:

1. 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.
2. The expenditure for the 2020/21 school year is estimated expenditure.

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****EDB133****(Question Serial No. 1816)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)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 2020/21 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 LEE Wai-king, Starry (LegCo internal reference no.: 34)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 which 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” 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 on Chinese Language to cater for the learning needs of non-Chinese speaking (NCS) students. Details of the relevant resources developed from the 2016/17 to 2020/21 school years are set out in the Annex.

**Learning and teaching resources on Chinese Language to cater for the learning needs of NCS students developed from the 2016/17 to 2020/21 school years**

<b>Title of teaching materials</b>	<b>Target subject and content</b>	<b>Funding source</b>	<b>Principal developer/ research institute</b>	<b>Beneficiary</b>	<b>Start date</b>	<b>Progress</b>	<b>Arrangement for releasing the completed teaching materials (Note)</b>
1. Interactive Learning Chinese with News for NCS Students	To develop a Chinese app covering topics of current affairs, daily life, and etc.	Language Fund	Open Knowledge Association Limited	NCS students at upper primary and junior secondary levels in Hong Kong; practitioners who teach NCS students Chinese in Hong Kong; and NCS parents.	September 2016	Completed (November 2017)	2, 4
2. Chinese Cultural Readings for Non-Chinese Speaking Students: Historical Personages	To compile a reader on Chinese culture 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 at upper primary and junior secondary levels in Hong Kong	September 2016	Completed (September 2017)	1, 3
3. Construction of an Interlanguage Corpus for Non-Chinese Speaking Students in Hong Kong	To develop a corpus of interlanguage, which is derived from Hong Kong NCS students' Chinese learning	Language Fund	Department of Chinese and Bilingual Studies, The Hong Kong Polytechnic University	Academics who study the teaching of Chinese as a foreign language, frontline teachers, compilers of dictionary, teaching	November 2016	Completed (July 2020)	1, 2

Title of teaching materials	Target subject and content	Funding source	Principal developer/ research institute	Beneficiary	Start date	Progress	Arrangement for releasing the completed teaching materials (Note)
				material writers and NCS students who learn Chinese			
4. Chinese Self-learning App for NCS Students	To develop a self-learning and parent-child co-learning Chinese app for NCS students	Language Fund	Open Knowledge Association Limited	Primary One to Secondary One NCS students	September 2019	In progress	N/A
5. “Chinese Cultural Readings for Non-Chinese Speaking Students: Historical Personages” Digitization and Interactive Learning Programme	To digitalize 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	Completed (August 2020)	2, 4
6. DIY-Learn Chinese with Fun	To promote Chinese “300 commonly-used characters” using comic books, flash cards, electronic games, mobile apps and other means	Language Fund	School of Continuing and Professional Education, City University of Hong Kong	NCS students in primary and secondary schools	September 2019	In progress	N/A
7. 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	Non-Chinese speakers interested in learning Chinese (including Cantonese)	September 2019	In progress	N/A

<b>Title of teaching materials</b>	<b>Target subject and content</b>	<b>Funding source</b>	<b>Principal developer/ research institute</b>	<b>Beneficiary</b>	<b>Start date</b>	<b>Progress</b>	<b>Arrangement for releasing the completed teaching materials (Note)</b>
8. Project on the Development of Chinese Language Graded Readers for Non-Chinese Speaking Children	To develop a set of 90 Chinese graded readers by three organisations respectively	Language Fund	Joint Publishing (Hong Kong) Company Limited, Oxford University Press (China) Limited, and Greenfield Educational Centre	NCS children aged 3 to 9	February 2021	In progress	N/A
9. 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
10. 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
11. 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)	N/A (the deliverable is a school-based e-learning platform)
12. Materials and teaching designs for supporting Chinese learning for non-	Secondary school students (smartphone vocabulary e-flash cards)	Quality Education Fund	Centre for Advancement of Chinese Language Education and	Secondary school students	June 2015	Completed (May 2017)	1

<b>Title of teaching materials</b>	<b>Target subject and content</b>	<b>Funding source</b>	<b>Principal developer/ research institute</b>	<b>Beneficiary</b>	<b>Start date</b>	<b>Progress</b>	<b>Arrangement for releasing the completed teaching materials (Note)</b>
Chinese speaking students: “mChinese” Smartphone vocabulary e-flash cards			Research, Faculty of Education, The University of Hong Kong				
13. 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
14. “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
15. 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)	N/A (the deliverable is a school-based e-learning platform)
16. Construction of School-based E-curriculum of Chinese as a Second Language for	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



<b>Title of teaching materials</b>	<b>Target subject and content</b>	<b>Funding source</b>	<b>Principal developer/ research institute</b>	<b>Beneficiary</b>	<b>Start date</b>	<b>Progress</b>	<b>Arrangement for releasing the completed teaching materials (Note)</b>
Enhancement of Teaching and Learning Effects for Non-Chinese Speaking Students (Built-on Project)							
17. 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
18. 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)	N/A (the deliverable is a school-based e-learning platform)
19. 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
20. Facilitating transition to primary schools of NCS students: Coping with challenges of foreign language anxiety in learning Chinese,	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

<b>Title of teaching materials</b>	<b>Target subject and content</b>	<b>Funding source</b>	<b>Principal developer/ research institute</b>	<b>Beneficiary</b>	<b>Start date</b>	<b>Progress</b>	<b>Arrangement for releasing the completed teaching materials (Note)</b>
social integration and social participation							
21. “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
22. 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)	1
23. 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	Completed (August 2020)	2, 3
24. 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

<b>Title of teaching materials</b>	<b>Target subject and content</b>	<b>Funding source</b>	<b>Principal developer/ research institute</b>	<b>Beneficiary</b>	<b>Start date</b>	<b>Progress</b>	<b>Arrangement for releasing the completed teaching materials (Note)</b>
25. 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****EDB134****(Question Serial No. 1817)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)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 number of kindergartens 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 2020/21 school year disaggregated by district:

District	Total number of kindergartens	Number of kindergarten(s) that received admission application(s) for NCS children	Number of kindergarten(s) that conducted interview(s) for NCS children	Number of kindergarten(s) that admitted NCS students

- (b) To ensure comply with the Kindergarten Admission Guidelines, admission related data like number of ethnic minority applicants, bilingual applications information, interviews language, and interpretations provided are necessary. Has the EDB collected respective data? If yes, please provide the number of schools that provide with the above measures in the recent 2 years. If not, why not and how does the EDB monitor whether the KG comply with the Kindergarten Admission Guidelines?
- (c) What information is collected in the annual survey on admission?
- (d) The number of enquiries regarding NCS kindergarten admission received each month by respective regional offices. If the above data is not provided, how does

the EDB evaluate the work of regional education offices for ethnic minority stakeholders?

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 35)

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 2020/21 school year, the number of KGs joining the Scheme and the number of those KGs with NCS students, by District Council district, are tabulated at Annex 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.

**Number of KGs joining the Scheme and  
admitting NCS students in the 2020/21 school year**

<b>District</b>	<b>Number of KGs joining the Scheme</b>	<b>Number of KGs joining the Scheme and admitting NCS students</b>
Central & Western	24	15
Wan Chai	14	12
Eastern	55	37
Southern	19	14
Yau Tsim Mong	25	14
Sham Shui Po	45	27
Kowloon City	48	30
Wong Tai Sin	44	23
Kwun Tong	74	34
Sai Kung	41	24
Sha Tin	60	28
Tai Po	24	12
North	43	16
Yuen Long	70	44
Tuen Mun	61	33
Tsuen Wan	33	17
Kwai Tsing	58	36
Islands	25	22

## Notes:

1. Figures refer to the position as at 15 October 2020.
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**

**EDB135**

**(Question Serial No. 1818)**

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:

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 number of kindergartens (KGs) under the Free Quality Kindergartens Education Scheme provided with the additional funding support for NCS students and the expenditure in the 2020/21 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 number of kindergartens (KGs) under the Free Quality Kindergartens Education Scheme provided with the additional funding support for NCS students in 2019/20 and 2020/21 school year disaggregated 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			

- (c) the number of KG with remaining grants at the end of the academic year 2019/20 and 2020/21;
- (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 2019/20 and 2020/21 school year:

	2019/20		2020/21	
	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 LEE Wai-king, Starry (LegCo internal reference no.: 36)



Reply:

- (a) The number and percentage of kindergartens (KGs) joining the kindergarten education scheme (Scheme-KGs) and receiving the grant for supporting non-Chinese speaking (NCS) students in the 2020/21 school year by number of NCS students are tabulated at Annex 1.
- (b) The number and percentage of Scheme-KGs receiving the grant for supporting NCS students in the 2019/20 and 2020/21 school years by District Council district and number of NCS students are tabulated at Annex 2.
- (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. The Education Bureau (EDB) will claw back the surplus of the grant based on the annual audited accounts. Since schools are still submitting their accounts for the 2019/20 school year and the 2020/21 school year has not yet come to a close, we are unable to provide the relevant information for these two school years.
- (d) All Scheme-KGs admitting eligible NCS students for local curriculum classes will receive the grant for supporting NCS students and application for the grant is not required. The EDB will calculate the provisional grant rate according to the number of eligible NCS students reported by KGs via the EDB's system and disburse the grant in two instalments to KGs in the commencement month of the school year and April of the same school year. The EDB will verify the number of eligible NCS students as at the specified date in mid-September (mid-October in the 2020/21 school year) and mid-April of the same school year, and adjust the grant rate as appropriate.
- (e) To cope with NCS students' needs, progress and effectiveness in learning, KGs will flexibly deploy resources and manpower, including the additional grant for NCS students, in order to provide the NCS students with diversified school-based support, and facilitate their learning and development. We therefore do not have a breakdown of the expenditure. The diversified modes of support adopted by KGs, as indicated in the school reports submitted by KGs receiving the grant in the 2019/20 school year, are tabulated below. Since KGs are required to submit their school reports for the 2020/21 school year by end-August 2021, we are unable to provide the related figures at this stage.

Mode of support	No. of KGs that adopted this mode of support in the 2019/20 school year
Adaptations to curriculum and teaching strategies	315
Arrangement of teaching assistants to provide support in class	227
Arrangement of small group learning/individual teaching	313
Professional development	393
Purchase of learning and teaching resources	264
Procurement of professional services	85
Organisation of cross-cultural activities	294

- (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 support measures are taken forward and how resources are deployed by KGs, and will offer advice when necessary. Moreover, the EDB will incorporate the assessment of support for NCS students under catering for students' diverse needs when conducting Quality Review (QR), so as to evaluate the overall performance of the KGs. The QR report will be uploaded onto the EDB website.

**Number of Scheme-KGs receiving the grant for supporting NCS students  
in the 2020/21 school year**

No. of NCS students	Estimated expenditure (\$ million)	No. of KGs receiving the grant	Percentage of KGs receiving the grant among the total no. of KGs admitting NCS students
1-4	10.3	204	100%
5-7	15.1	76	100%
8-15	31.6	79	100%
16-30	26.8	41	100%
31 or more	33.0	41	100%

## Notes:

1. Figures are based on the number of KGs receiving the grant as at February 2021. 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 are eligible for the grant for supporting NCS students. Application 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 categorised as NCS according to the spoken language at home.

**Number of Scheme-KGs receiving the grant for supporting NCS students  
in the 2019/20 and 2020/21 school years**

**2019/20 school year**

District	No. of Scheme-KGs	No. of KGs admitting NCS students (by no. of students)						Percentage of KGs admitting NCS students out of the total no. of KGs	No. of KGs receiving the grant	Percentage of KGs receiving the 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	1	4	71.4%	10	100.0%
Eastern	57	19	21	5	6	4	2	66.7%	38	100.0%
Southern	19	4	9	2	3	1	0	78.9%	15	100.0%
Yau Tsim Mong	26	9	8	0	2	2	5	65.4%	17	100.0%
Sham Shui Po	43	22	7	2	2	8	2	48.8%	21	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	39	25	3	5	2	0	47.3%	35	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%
North	43	27	14	2	0	0	0	37.2%	16	100.0%
Yuen Long	70	27	11	6	15	7	4	61.4%	43	100.0%
Tuen Mun	60	27	15	7	5	6	0	55.0%	33	100.0%

District	No. of Scheme-KGs	No. of KGs admitting NCS students (by no. of students)						Percentage of KGs admitting NCS students out of the total no. of KGs	No. of KGs receiving the grant	Percentage of KGs receiving the grant among the total no. of KGs admitting NCS students
		0	1-4	5-7	8-15	16-30	31 or more			
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 include K1, K2 and K3 classes of KG-cum-child care centres.
2. Figures include students whose ethnicity is Chinese but who are categorised as NCS according to the spoken language at home.

## 2020/21 school year

District	No. of Scheme-KGs	No. of KGs admitting NCS students (by no. of students)						Percentage of KGs admitting NCS students out of the total no. of KGs	No. of KGs receiving the grant	Percentage of KGs receiving the 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	9	7	0	2	3	3	62.5%	15	100.0%
Wan Chai	14	2	3	3	2	2	2	85.7%	12	100.0%
Eastern	55	17	19	6	8	2	3	69.1%	38	100.0%
Southern	19	5	8	1	5	0	0	73.7%	14	100.0%
Yau Tsim Mong	25	11	4	3	1	1	5	56.0%	14	100.0%
Sham Shui Po	45	19	9	3	4	7	3	57.8%	26	100.0%
Kowloon City	48	17	16	4	6	1	4	64.6%	31	100.0%
Wong Tai Sin	44	21	13	4	6	0	0	52.3%	23	100.0%
Kwun Tong	74	40	17	12	2	3	0	45.9%	34	100.0%
Sai Kung	41	17	12	3	5	0	4	58.5%	24	100.0%
Sha Tin	60	31	16	8	5	0	0	48.3%	29	100.0%
Tai Po	24	12	9	1	1	1	0	50.0%	12	100.0%
North	43	28	11	4	0	0	0	34.9%	15	100.0%
Yuen Long	70	26	13	7	14	5	5	62.9%	44	100.0%
Tuen Mun	61	27	16	8	5	5	0	55.7%	34	100.0%
Tsuen Wan	33	15	11	1	2	3	1	54.5%	18	100.0%
Kwai Tsing	58	21	15	7	7	6	2	63.8%	37	100.0%
Islands	25	4	5	1	4	2	9	84.0%	21	100.0%

Notes:

1. Figures are based on the number of KGs receiving the grant as at February 2021. As the grant is calculated by the EDB based on the student enrolment information of KGs, the number of KGs 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 categorised as NCS according to the spoken language at home.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB136**

**(Question Serial No. 1819)**

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:

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 2019/20 and 2020/21;
- (b) The number of KGs the EDB visited in 2019/20 and 2020/21 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 LEE Wai-king, Starry (LegCo internal reference no.: 37)



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 salary range for 1 KG teacher. 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. In the 2019/20 school year, 433 KGs were provided with the grant. For the 2020/21 school year, as at February 2021, 441 KGs were in receipt of the grant.

(b) to (f)

In the 2019/20 and 2020/21 school years, due to the social events and the COVID-19 epidemic, most of the school visits had to be cancelled or postponed. In the 2019/20 school year, we visited 58 KGs in receipt of the grant. Starting from the beginning of the 2020/21 school year, KG classes were suspended most of the time owing to the persistence of the epidemic. Up to the end of February 2021, it remained impossible for us to visit schools. 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 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 completed relevant training courses shared what they had 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 these KGs in the 2019/20 school year, 159 KGs had used the grant to employ additional teachers, while 128 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 2020/21 school year, the KGs receiving the grant will submit school reports to the EDB by the end of August 2021, 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. To facilitate the public's better understanding on how KGs support NCS students, starting from 2018, a new column on "Support to NCS students" has been added in the KG Profile 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 proposal for such funding.

- End -

**CONTROLLING OFFICER'S REPLY****EDB137****(Question Serial No. 1820)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Regarding the regional offices of the Education Bureau, will the government inform the council the following in the recent 3 school years:

- (a) The number of services and the respective number disaggregated by districts:

	Types of services			
Districts	Handled enquiries	Handled applications	Handled 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 related to NCS students disaggregated by relevance to kindergarten/primary or secondary school issues;
- (e) The list of trainings and workshops received by the regional office staff, 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 LEE Wai-king, Starry (LegCo internal reference no.: 38)

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 in the respective districts 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, including organising training programmes for those newly recruited or posted to the REOs, and thematic seminars/talks for all REO staff from time to time so as to equip them with a more adequate and comprehensive understanding of the education policies, measures and latest developments. The EDB also encourages all staff (including the REO staff) to participate in training or sharing programmes organised by other government departments and institutions (such as the Civil Service Training and Development Institute and universities) and enrol in relevant programmes that suit their developmental needs. Officers of different divisions/sections (including the 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 information on the training programmes attended by the REO staff, the trainers, themes of the programmes, etc.

- End -

**CONTROLLING OFFICER'S REPLY****EDB138****(Question Serial No. 1840)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

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.: 19)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 2020/21 school year (Note 1) are tabulated by District Council district below:

**(i) Operating HD classes only**

<b>District</b>	<b>No. of KGs</b>	<b>No. of students</b>	<b>No. of teachers</b>
Central & Western	25	3 838	310
Wan Chai	19	5 194	380
Eastern	31	3 694	309
Southern	15	1 342	136
Sham Shui Po	18	3 412	263
Yau Tsim Mong	17	3 006	239
Kowloon City	50	15 149	962
Wong Tai Sin	5	1 979	122
Kwun Tong	15	3 520	238
Tsuen Wan	17	3 839	274
Tuen Mun	11	2 995	172

District	No. of KGs	No. of students	No. of teachers
Yuen Long	22	6 262	380
North	9	2 432	156
Tai Po	9	1 250	97
Sha Tin	25	5 642	374
Sai Kung	26	3 281	230
Islands	14	1 047	89
Kwai Tsing	13	3 014	199

**(ii) Operating WD classes only**

District	No. of KGs	No. of students	No. of teachers
Central & Western	10	745	96
Wan Chai	9	877	130
Eastern	16	999	129
Southern	8	692	87
Sham Shui Po	15	1 641	205
Yau Tsim Mong	15	1 503	188
Kowloon City	23	2 252	297
Wong Tai Sin	18	1 583	204
Kwun Tong	27	2 444	297
Tsuen Wan	9	985	113
Tuen Mun	20	1 573	197
Yuen Long	18	1 828	219
North	10	907	117
Tai Po	9	901	113
Sha Tin	22	2 030	252
Sai Kung	15	1 162	160
Islands	5	467	46
Kwai Tsing	16	1 410	168

**(iii) Operating both HD and WD classes**

District	No. of KGs	No. of students	No. of teachers
Central & Western	13	1 379	140
Wan Chai	3	694	59
Eastern	38	5 377	481
Southern	15	2 077	185
Sham Shui Po	25	4 965	381
Yau Tsim Mong	7	1 249	143
Kowloon City	26	3 307	370
Wong Tai Sin	22	2 925	300
Kwun Tong	36	5 626	513

<b>District</b>	<b>No. of KGs</b>	<b>No. of students</b>	<b>No. of teachers</b>
Tsuen Wan	14	1 658	184
Tuen Mun	37	6 682	644
Yuen Long	39	7 835	614
North	28	4 857	453
Tai Po	19	4 052	324
Sha Tin	35	5 683	511
Sai Kung	30	4 162	395
Islands	18	2 486	226
Kwai Tsing	35	5 026	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:

<b>District</b>	<b>No. of FACs</b>	<b>No. of students</b>	<b>No. of teachers</b>
Central & Western	9	716	91
Wan Chai	6	476	71
Eastern	17	1 003	133
Southern	8	665	85
Sham Shui Po	13	1 473	183
Yau Tsim Mong	14	1 400	178
Kowloon City	15	1 408	188
Wong Tai Sin	17	1 522	198
Kwun Tong	24	2 186	268
Tsuen Wan	10	1 065	122
Tuen Mun	19	1 471	186
Yuen Long	18	1 828	219
North	10	907	117
Tai Po	9	901	113
Sha Tin	20	1 863	230
Sai Kung	13	1 061	138
Islands	5	369	40
Kwai Tsing	19	1 620	194

The wastage (Note 3) of teachers in local KGs with WD, HD and both HD and WD classes from 2018/19 to 2020/21 school years, and their average years of service, average monthly salary and academic qualifications are tabulated below:

	<b>KGs with WD classes only</b>	<b>KGs with HD classes only</b>	<b>KGs with both HD and WD classes</b>
<b>2018/19 school year</b>			
No. of wastage	329	480	776
Average years of service	9.9	10.8	12.4
Average monthly salary	\$23,944	\$23,970	\$22,755
No. of teachers with Certificate in Early Childhood Education or above qualifications	315	388	678
<b>2019/20 school year</b>			
No. of wastage	360	428	756
Average years of service	10.7	10.4	12.3
Average monthly salary	\$26,391	\$25,768	\$24,390
No. of teachers with Certificate in Early Childhood Education or above qualifications	340	347	664
<b>2020/21 school year (Note 1)</b>			
No. of wastage	285	415	630
Average years of service	10.3	13.5	12.2
Average monthly salary	\$26,811	\$28,330	\$25,495
No. of teachers with Certificate in Early Childhood Education or above qualifications	276	342	576



Among the above KGs operating WD classes, the wastage of teachers in FACs from 2018/19 to 2020/21 school years, and their average years of service, average monthly salary and academic qualifications are tabulated below:

<b>Teachers in FACs</b>			
<b>School year</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21(Note 1)</b>
No. of wastage	334	354	278
Average years of service (years)	9.5	10.9	10.2
Average monthly salary	\$23,828	\$26,451	\$26,752
No. of teachers with Certificate in Early Childhood Education or above qualifications	321	338	270

Note:

1. Figures for the 2020/21 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 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 (as at mid-October for the 2020/21 school year).

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB139**

**(Question Serial No. 1859)**

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:

How many sites are reserved for school use (including primary, secondary and special schools) in each of the District Council districts? What are the location, site area, planned use, student capacity, current status (e.g. whether there is a concrete school building project or a technical feasibility study is underway, etc.) and development schedule of each site?

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 49)

Reply:

In planning the development of public sector primary and secondary schools at reserved sites, whilst noting that land is a valuable resource and the construction of new school premises involves substantial expenditure, the Education Bureau (EDB) has all along been prudent in its development of school building projects so as to commensurate with the long-term sustainable development of the districts concerned, including the steady development of the school sector. In this regard, the EDB takes into account a series of factors including the planned development of the area concerned, the school-age population projections which are compiled based on the population projections updated regularly by the Census and Statistics Department and the projection of population distribution released by the Planning Department, the actual number of existing students and school places available at various levels, the prevailing education policies and other factors that may affect the supply and demand of school places, etc. in order to decide whether the planned premises should be used for operating a new school or re-provisioning an existing school, and when to kick-start the relevant school building project.

As at March 2021, there are a total of 27 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 from the districts concerned, progress of technical works and funding approval. Project planning and preparation work for those school building projects, such as site investigation and school

design, are being carried out in accordance with the prevailing procedures. A breakdown of the 27 reserved school sites by districts with their location, site area and planned use, is set out in the Table below.

District	Location	Site area Note (i)	Planned use	No. of classrooms	Allocation status	Remarks
Kowloon City	To Kwa Wan	7 700	Secondary school	30	Unallocated	(iv)
Kowloon City	Ho Man Tin	7 800	Primary school	24	Unallocated	(iv)
Kowloon City	Kowloon Tong	7 700	2 Special schools	12 and 24 respectively	Allocated	(iv)
Kowloon City	Kai Tak Development	6 100	Primary school	30	Allocated	(iv)
Kowloon City	Tsing Chau Street	3 600	Primary school	18	Allocated	(iv)
Sham Shui Po	Cheung Sha Wan	6 500	Primary school	30	Allocated	(ii)
Sham Shui Po	Cheung Sha Wan	6 200	Primary school	30	Allocated	(iv)
Sham Shui Po	Mei Lai Road	3 300	Primary school	18	Unallocated	(iv)
Wong Tai Sin	Luk Lau Avenue	3 700	Primary school	24	Allocated	(iv)
Kwun Tong	Wang Chiu Road	7 000	Secondary school	30	Allocated	(iv)
Kwun Tong	Anderson Road	7 300	Secondary school	30	Allocated	(ii)
Kwun Tong	Anderson Road	7 200	Primary school	30	Allocated	(iii)
Kwun Tong	Anderson Road	6 800	Primary school	30	Allocated	(iv)
Sai Kung	Anderson Road Quarry	6 200	Primary school	30	Allocated	(iv)
			Kindergarten	6	Unallocated	
Sai Kung	Anderson Road Quarry	7 000	Primary school	30	Allocated	(iv)
Sai Kung	Anderson Road Quarry	8 100	Secondary school	30	Unallocated	(iv)
Sai Kung	Tseung Kwan O	6 200	Primary school	30	Allocated	(iv)
Sai Kung	Tseung Kwan O	7 000	Secondary school	30	Allocated	(iv)
Sai Kung	Tseung Kwan O	7 400	Secondary school	30	Unallocated	(iv)
North	Fanling	5 900	Primary school	30	Allocated	(ii)
North	Fanling	5 900	Primary school	30	Allocated	(ii)
North	Fanling	6 400	Primary school	30	Unallocated	(iv)
Sha Tin	Shui Chuen O	9 200	Primary school	30	Allocated	(ii)
Sha Tin	Fo Tan	4 700	Primary school	24	Allocated	(iii)
Tai Po	Area 9	7 100	Primary school	36	Allocated	(iii)
Tsuen Wan	Tsuen Wan West	5 800	Primary school	30	Allocated	(iii)
Islands	Tung Chung	6 200	Primary school	30	Allocated	(iv)

Remarks:

- (i) Rounded to the nearest hundred m<sup>2</sup>.
- (ii) Funding approval has been obtained from the Finance Committee (FC) of the Legislative Council (LegCo) for the school building project.
- (iii) Funding approval will be sought from the FC of LegCo in the 2020-21 LegCo Session for the school building project.
- (iv) 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.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB140**

**(Question Serial No. 1860)**

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:

The Committee on Prevention of Student Suicides published its final report in November 2016. According to the Education Bureau, it has accepted the recommendations therein and is in the process of devising a number of practicable measures and follow-up actions in four key areas, namely Promotion of Students' Mental Well-being and Health, Strengthening Support for Schools and Teachers, Reviewing Relevant Domains in the Education System, and Enhancement of Family Life and Parent Education. Please advise this Committee of the following:

- (1) the number of student suicides in each of the past 3 years and the age distribution of these students;
- (2) the details of the funding reserved for implementing the Committee's recommendations in the past 3 years and the specific work details; and
- (3) the ways to measure the effectiveness of the related measures.

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 50)

Reply:

1.  
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 only after the legal proceedings of the Coroner's Court have completed. As the EDB has not captured relevant information from the Court, officially verified figures on students' fatal suicide cases are not available. The numbers of suspected fatal suicide cases of students as reported by primary and secondary

schools to the EDB in the past 3 years (from 2017/18 to 2019/20 school years) are tabulated as follows:

School year	No. of cases
2017/18	16
2018/19	20
2019/20	23

2. and 3.

The EDB has been encouraging schools to adopt the Whole School Approach directed at 3 levels, namely “Universal”, “Selective” and “Indicated”, as suggested by the Committee on Prevention of Student Suicides, to promote mental health among students and enhance support for students with mental health needs (including those 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” for primary and secondary schools, to enhance students’ resilience, cultivate their sense of dignity, self-discipline and responsibility, and boost their 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 on these programmes in the past 3 years (2018-19, 2019-20 and 2020-21) is about \$66 million, \$73 million and \$82 million (estimate) respectively. 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. Drawing on experiences and insights, many schools have since sustained their effort in promoting mental health on campus. Besides, the EDB chose “Be grateful and treasure what we have, stay positive and optimistic” as the theme for promoting values education in schools in the 2019/20 and the subsequent 2 school years. We have been providing relevant teaching resources, as well as organising 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 has implemented “My Pledge to Act – Be grateful and treasure what we have, stay positive 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 232 schools and 155 kindergartens submitted applications in the 2019/20 and 2020/21 school years. As of February 2021, funding amount of about \$36 million was approved by the QEF.

At the “Selective” level, to help serving teachers support students with special educational needs (SEN), the EDB has been organising structured training programmes pitched at basic, advanced and thematic levels (BAT Courses) for them starting from the 2007/08 school year. Some modules of the BAT Courses cover mental illness. From the 2017/18 school year onwards, the EDB has also provided primary and secondary school teachers with the “Professional Development Programme for Mental Health”, which includes 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 for identifying and supporting students with mental health needs. However, more than a half of the teacher training programmes scheduled for the 2019/20 school year have been postponed to the 2020/21 school year for the sake of preventing the spread of COVID-19. Up to the 2020/21 school year, the EDB has provided schools with around 2 300 training places. Besides, the EDB also organises related talks, seminars, experience sharing sessions, etc. in each school year. Taken together, the revised estimated expenditure for teacher training programmes on supporting students with SEN and various related training activities for the 2020/21 school year is about \$80.2 million. The estimated expenditure for the 2021/22 school year is about \$82.3 million. In addition, 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” 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 has covered students with mental illness so that schools can strengthen their support for these students’ learning, social, emotional and behavioural needs. Moreover, the Food and Health Bureau, in collaboration with the EDB, 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 150 schools benefiting from this Scheme in the 2020/21 school year.

Regarding parent education, the EDB has all along been supporting the Committee on Home-School Co-operation in organising parent activities and seminars to help parents enhance their parenting skills and assist them in the early identification of their children’s emotional problems and fostering positive thinking in their children. Through the “Smart Parent Net” website, the EDB enables parents to easily access useful information on supporting the physical and mental development of students. Furthermore, the EDB has fully accepted the recommendations made by the Task Force on Home-school Co-operation and Parent Education, which include providing the Federations of Parent-Teacher Associations and Parent-Teacher Associations of schools with additional resources for enhancing home-school co-operation and promoting parent education from the 2019/20 school year onwards, and relevant measures are being implemented progressively. In the 2020-21 financial year, the expenditure for promoting home-school co-operation and parent education is around \$65.63 million.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB141**

**(Question Serial No. 1876)**

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:

Owing to the epidemic situation, many cross-boundary students (CBS) in secondary and primary schools have been unable to come to Hong Kong for classes and examinations for a long time since 2020. Some of these students have no alternative but to transfer to schools in the Mainland. Please advise this Committee of:

- (1) the number of CBS by class level in each of the past 3 years;
- (2) the number of days on which CBS in each class level were unable to attend classes/take examinations in Hong Kong due to the epidemic situation in the past year;
- (3) the number of CBS in each class level who dropped out of school in the past year and the relevant details; and
- (4) the Education Bureau's support for CBS in addressing the above issues.

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 68)

Reply:

(1), (2) and (3)

The number of cross-boundary students (CBS) in secondary and primary schools by class level in the 2018/19 and 2019/20 school years is tabulated at Annex A. In the 2020/21 school year, due to the development of the COVID-19 epidemic and the restrictions imposed by the anti-epidemic measures in Hong Kong and the Mainland, most of the CBS have been unable to come to Hong Kong for school since the beginning of the school year, while some CBS are temporarily staying in Hong Kong to attend face-to-face classes in schools. As such, it is not possible for the Education Bureau (EDB) to gather accurate data on the number of CBS travelling daily across the boundary in the school year. In October 2020, the EDB collected information via schools on the number of students residing in the Mainland at that time. The number of students in secondary and primary schools residing in the Mainland by class level in the 2020/21 school year is tabulated at Annex B. In addition, the EDB does not collect data on the number of CBS who dropped out of school.



(4)

The EDB and schools have always been concerned about the learning of CBS amid the epidemic and have provided them with appropriate support. It is our target to make arrangements for CBS to attend face-to-face classes in Hong Kong as far as practicable. During the period from 15 June to 17 July 2020, the EDB, in coordination with the relevant Mainland authorities, arranged about 2 500 quotas for CBS in Secondary Three to Secondary Five residing in Shenzhen to resume classes in Hong Kong. Under this arrangement, to dovetail with the joint epidemic prevention and control policy of the HKSAR Government and the Shenzhen Municipal People's Government, these Secondary Three to Secondary Five CBS, who were exempted from the 14-day compulsory quarantine requirement, travelled across the boundary via two designated ports and took the point-to-point school buses to directly commute between school and the boundary control point on the Hong Kong side. Schools were required to undertake a series of precautionary and health surveillance work.

When face-to-face classes are suspended or when CBS cannot be arranged to attend schools in Hong Kong, schools are required to flexibly employ different learning and teaching modes to support CBS' continuous learning at home, such as e-learning, having regard to their circumstances and students' needs at different learning stages. Besides e-learning, other effective means (such as provision of learning and teaching materials for students by post), are adopted by schools to help maintain students' learning progress, thereby achieving the goal of "suspending classes without suspending learning".

To support students' effective learning, the EDB has issued guidelines to schools and shared good practices. For example, we have set up a dedicated webpage with videos uploaded, elucidating the skills of using e-learning platforms and real-time online teaching to assist schools in adopting e-learning modes to support students' home learning. We have conducted webinars to share successful experiences of supporting students' home learning. We have also continuously provided advice and support for teachers in need through hotlines, mobile communication applications, online self-learning courses, etc. Furthermore, the Hong Kong Education City has set up a dedicated webpage with learning and teaching resources consolidated for the use of schools, teachers, students and parents.

In addition, the EDB has adopted responsive measures in different aspects to enable schools to cope with the situation flexibly. Take the internal assessments for the Secondary School Places Allocation System 2021 as an example. The EDB has issued a circular letter to call upon schools with CBS to make appropriate arrangements for conducting examinations or make-up examinations as far as practicable, including having the examinations conducted in the Mainland via their sister schools or appropriate service providers, so that internal assessments could be completed under the principles of fairness and impartiality. Schools have co-ordinated with stakeholders in the Mainland and have relevant examinations conducted smoothly. Drawing on such experience, some schools have extended the same arrangements to other internal school examinations.

As far as we know, some local social service organisations with service points set up in Shenzhen have been providing support services for CBS residing in the Mainland, including support in learning and personal growth, counselling service, support in delivery of textbooks and learning materials, and provision of useful information to CBS and their parents. On the other hand, due to the development of the epidemic and the restrictions imposed by the anti-epidemic measures of Hong Kong and Shenzhen, some CBS, earlier on, were unable to

come to Hong Kong for renewal of their expired “Home Return Permit”. After discussion, the Mainland authorities have implemented facilitating measures for Hong Kong and Macao residents to apply to the relevant department for the renewal of their “Home Return Permit” in the Mainland.

The EDB will continuously keep in view of the development of the epidemic and take into account health experts’ advice, while maintaining liaison with the school sector in reviewing class arrangements and relevant measures as well as exploring different learning arrangements and support options for CBS.

**Number of CBS in Secondary and Primary Schools by Class Level  
in the 2018/19 and 2019/20 School Years**

**(i) Secondary Schools**

Class level	Number of CBS	
	2018/19	2019/20
S1	2 040	2 703
S2	1 226	1 974
S3	791	1 186
S4	576	728
S5	532	535
S6	402	476
<b>Total</b>	5 567	7 602

**(ii) Primary Schools**

Class level	Number of CBS	
	2018/19	2019/20
P1	3 010	1 114
P2	3 866	2 921
P3	3 872	3 722
P4	3 484	3 720
P5	3 262	3 406
P6	2 694	3 091
<b>Total</b>	20 188	17 974

Note: (1) 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. Figures refer to the position as at September 2018 and September 2019.

(2) With the implementation of the zero-quota policy for doubly non-permanent resident pregnant women in early 2013, the number of CBS enrolling in Primary One classes has significantly decreased since the 2019/20 school year.

**Number of Students Studying in Secondary and Primary Schools in Hong Kong  
but Residing in the Mainland by Class Level in the 2020/21 School Year**

**(i) Secondary Schools**

<b>Class level</b>	<b>Number of students</b>
S1	2 802
S2	2 539
S3	1 906
S4	1 112
S5	665
S6	331
<b>Total</b>	9 355

**(ii) Primary Schools**

<b>Class level</b>	<b>Number of students</b>
P1	709
P2	1 171
P3	2 996
P4	3 754
P5	3 633
P6	3 110
<b>Total</b>	15 373

Note: Figures are based on the survey on the number of students studying in schools in Hong Kong but residing in the Mainland conducted via schools in October 2020. Having regard to the COVID-19 epidemic situation and the anti-epidemic measures in Hong Kong and the Mainland, some CBS are temporarily staying with their relatives or friends in Hong Kong to attend face-to-face classes in schools, while some CBS who used to stay in Hong Kong on school days have returned to the Mainland since the beginning of the 2020/21 school year in response to the development of the epidemic and the anti-epidemic measures of the two places, and sustained learning at home through various learning modes (including e-learning). As such, the figures collected do not represent the number of CBS travelling daily across the boundary and are not directly comparable to the number of CBS set out in Annex A.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB142**

**(Question Serial No. 1877)**

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:

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, please advise this Committee of:

- (1) the respective numbers of secondary and primary students who joined Mainland exchange programmes by grade level in each of the past 3 years;
- (2) the number of teachers who participated in professional exchange programmes in each of the past 3 years;
- (3) how the effectiveness of these 2 categories of programmes was evaluated;
- (4) the effectiveness of these 2 categories of programmes; and
- (5) the details of these 2 categories of exchange programmes in 2021/22.

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 69)

Reply:

- (1) Schools can arrange students to participate in Mainland exchange activities by different means, which include organising the Mainland exchange activities on their own according to their school-based needs by using relevant subsidies (such as Life-wide Learning Grant) or applying to join the Mainland exchange programmes commissioned by the EDB. In addition, through exchanges with sister schools, schools can enable teachers and students to have a better understanding of the education in the Mainland, facilitate cultural exchange and broaden students' horizons.

The EDB organises Mainland exchange programmes for students or subsidies those organised by schools, providing about 100 000 exchange quotas every year which are sufficient for every student to join at least one Mainland exchange programme in the respective primary and secondary stages. Due to the COVID-19 epidemic, all Mainland exchange programmes for students organised or subsidised by the EDB and those organised for teachers have been suspended or postponed since end-January 2020. The EDB only has the number of students participating in Mainland exchange programmes, and no breakdown by grade level is available. The numbers of secondary and primary students participating in Mainland exchange programmes commissioned and subsidised by the EDB from the 2018/19 to 2020/21 school years are as follows:

School year	No. of students (rounded down to the nearest hundred)	
	Secondary students	Primary students
2018/19	42 100	32 400
2019/20 <sup>#</sup>	2 500	5 500
2020/21 <sup>*</sup>	2 200	2 300

<sup>#</sup> Actual figures revised from last year's estimates

<sup>\*</sup> Provisional figures

- (2) Teachers participate in the aforesaid Mainland exchange programmes for students as learning facilitators in a ratio of 1 teacher to 10 students. The EDB also organises various Mainland professional exchange activities for teachers. The numbers of teachers participating in such activities from the 2018/19 to 2020/21 school years are as follows:

School year	No. of teachers (rounded down to the nearest ten)
2018/19	1 680
2019/20 <sup>#</sup>	400
2020/21 <sup>*</sup>	1 140

<sup>#</sup> Actual figure revised from last year's estimate

<sup>\*</sup> Provisional figure

- (3) and (4) The EDB has been attaching great importance to the quality of Mainland exchange programmes for students and professional exchange activities for teachers. There is a regular mechanism to gauge participants' opinions of these programmes and activities. It generally includes having meetings with service providers, deploying staff to attend these programmes and activities to assess the appropriateness of the content, making observations and collecting participants' immediate responses and views, conducting questionnaire surveys as well as arranging interviews and post-programme sharing sessions. Such efforts are conducive to continuous enhancements and exploration of diverse themes for Mainland exchange programmes for students and professional exchange activities for teachers. On the whole, the feedback from teachers and students is positive.

- (5) In the 2021/22 school year, the EDB will continue to organise Mainland exchange programmes for students, or subsidises those organised by schools to dovetail with the school curriculum and the latest developments of our country. Covering diverse themes and different destinations, these programmes enable participants to gain first-hand experience of our country's developments in such aspects as history, culture, economy, education, science and technology from multiple perspectives. The EDB will also provide various Mainland professional exchange activities for teachers to deepen their understanding of the Mainland's latest developments, thereby widening their horizons and enhancing their professional competence. Mainland professional exchange activities generally include visits to schools, thematic seminars, as well as visits to enterprises and cultural facilities, etc.

The EDB will keep in view closely the development of the epidemic and the arrangement for re-opening of borders, and resume Mainland exchange programmes for students and professional exchange activities for teachers at an appropriate time. In parallel, we will step up promotion and publicity to encourage participation of teachers and students in these programmes. The estimated expenditures for Mainland exchange programmes for students and professional exchange activities for teachers are \$115 million and \$12.7 million respectively, and the estimated numbers of secondary and primary student participants and teacher participants are 108 900 and 2 220 respectively.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB143**

**(Question Serial No. 0372)**

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:

There are views that schools' online teaching fails to enhance the learning effectiveness of some students. In this connection, please advise:

- (1) whether an evaluation of the effectiveness of schools' online teaching will be conducted; and
- (2) how the effectiveness of schools' online teaching can be enhanced through the Fourth Strategy on Information Technology in Education.

Asked by: Hon LEUNG Che-cheung (LegCo internal reference no.: 38)

Reply:

(1) and (2)

The Education Bureau (EDB) launched the Fourth Strategy on Information Technology in Education (ITE4) in the 2015/16 school year to enhance schools' information technology (IT) environment in terms of hardware, resources and teacher training, thus enabling schools to devise school-based plans for practising e-learning in 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 questionnaire surveys and focus group meetings.

During class suspension and before the full resumption of face-to-face classes, schools should, in light of school contexts and students' diverse needs in various learning stages, flexibly adopt different learning and teaching modes (e.g. e-learning) to support students' continuous learning at home, thereby achieving the goal of "suspending classes without



suspending learning”. Consolidating the experiences of the parties concerned, we have updated the principles issued in March 2020 on adoption of e-learning to support students’ home learning during the suspension of face-to-face classes to provide schools with the relevant guidelines. The EDB also conducted a questionnaire survey in the 2019/20 school year, which showed that during the class suspension period, primary and secondary schools not only employed diversified strategies to support students’ systematic learning at home, but also kept track of students’ learning progress through different means. Most schools considered that the progress of implementation of home learning plans for students met the pre-set targets.

In addition, the EDB seeks to understand how schools support student learning and development in the new normal under the epidemic through inspections. As observed, schools, in general, are still gathering experience and continuously exploring effective measures to cater for student learning and development. The EDB will continue to gather schools’ successful experience through inspections and share them with the education sector, so as to support schools in refining related work, such as using e-learning to enhance students’ self-directed learning.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB144**

**(Question Serial No. 0390)**

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:

While online teaching mode is widely adopted by schools under the influence of the COVID-19 epidemic, some students from grass-roots families encounter difficulties in buying their own devices for online learning and paying for internet service. In this connection, please advise whether:

- (1) there is plan to conduct a comprehensive assessment and statistical survey on students' need for online learning?
- (2) support will be provided for students who are having difficulties? If yes, what are the details of the support measures?

Asked by: Hon LEUNG Che-cheung (LegCo internal reference no.: 37)

Reply:

(1) During class suspension and before the full resumption of face-to-face classes, schools have, in light of school contexts and students' diverse needs in various learning stages, flexibly adopted different learning and teaching modes (e.g. e-learning) to support students' continuous learning at home, thereby achieving the goal of "suspending classes without suspending learning". Besides questionnaire surveys, the Education Bureau (EDB) seeks to understand how schools support student learning and development in the new normal under the epidemic through inspections. As observed, schools, in general, are still gathering experience and continuously exploring effective measures to cater for student learning and development. During the class suspension period, primary and secondary schools not only employed diversified strategies to support students' systematic learning at home, but also kept track of students' learning progress through different means. Most schools considered that the progress of implementation of home learning plans for students met the pre-set targets. The EDB will continue to gather schools' successful experience through inspections and share

them with the education sector, so as to support schools in refining related work, such as using e-learning to enhance students' self-directed learning.

(2) The Government has all along kept in view and implemented different measures to support grass-roots students' e-learning. In respect of computer devices, the EDB has, through the Community Care Fund, implemented a 3-year assistance programme starting from the 2018/19 school year to subsidise needy primary and secondary school students to purchase mobile computer devices. This is to relieve the financial burden on students from low-income families under the development of the Bring Your Own Device policy in schools. In view of the COVID-19 epidemic, we have made flexible arrangements and accepted the applications submitted by all public sector primary and secondary schools implementing e-learning for their eligible students. About 34 000 students benefited from the programme in the 2018/19 and 2019/20 school years. In the 2020/21 school year, some 870 schools participated in the programme, and over 100 000 students are expected to benefit from it. For students who encounter difficulties due to the lack of devices for online learning, schools will actively render support to them by, for example, lending them mobile computer devices and helping them apply for relevant subsidies. In case of doubt or difficulties, students and parents may approach the schools directly to seek assistance as appropriate.

As regards support for Internet access, the Student Finance Office of the Working Family and Student Financial Assistance Agency and the Social Welfare Department have implemented the Subsidy Scheme for Internet Access Charges since the 2010/11 school year to disburse Internet access subsidies to eligible families to facilitate needy students' online learning at home. The rate of the subsidy is adjusted annually with reference to prevailing prices of Internet services in the market. In the 2020/21 school year, the full rate and half rate of the subsidy for each family each year are \$1,600 and \$800 respectively. Over 174 800 families benefited from the Scheme, and as at 31 January 2021, the expenditure involved was about \$236 million. In addition, to strengthen support for needy primary and secondary school students who are unable to acquire appropriate Internet services due to their living environment, the EDB provided schools in need with a one-off top-up grant from December 2020 for them to meet the additional expenses incurred in purchasing portable WiFi routers and/or mobile data cards. In the 2020/21 school year, over 15 400 students benefited from this initiative involving an additional expenditure of about \$14 million.

To further support schools in implementing the blended mode of teaching and learning under the "new normal", it was proposed in the 2020 Policy Address that \$2 billion be set aside in the Quality Education Fund (QEF) to launch a 3-year programme starting from the 2021/22 school year. Among others, public sector primary and secondary schools (including special schools) and schools under the Direct Subsidy Scheme may apply for funding under the programme to purchase mobile computer devices for loan to needy students, and provide portable WiFi routers and mobile data cards for students who are unable to acquire appropriate Internet services because of their living environment, so as to ensure that all students will have equal opportunities in accessing e-learning. We will draw reference from the experience of the Community Care Fund Assistance Programme – Provision of Subsidy to Needy Primary and Secondary Students for Purchasing Mobile Computer Devices to Facilitate the Practice of e-Learning, as well as market prices in determining the rate of subsidy. A portion of the funding will be used for developing resources and ancillary facilities for e-learning. Implementation details of the programme are yet to be finalised.

We will maintain communication with the education sector and implement the programme as soon as possible upon consultation with the QEF Steering Committee.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB145**

**(Question Serial No. 1609)**

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:

In providing appropriate support for students with special educational needs (SEN) under the integrated education policy, please provide information on the following:

- (1) the number of primary and secondary students identified with SEN in the past 3 years (i.e. 2018-2020);
- (2) the number of serving teachers attended the structured Basic, Advanced and Thematic (BAT) Courses;

	No. in 2018	No. in 2019	No. in 2020
Basic			
Advanced			
Thematic			

- (3) the estimated number of serving teachers who will attend the BAT Courses this year; and
- (4) whether there is any plan to increase the participation rate of serving teachers.

Asked by: Hon LEUNG Che-cheung (LegCo internal reference no.: 69)

Reply:

- (1)  
The number of students with special educational needs (SEN) studying in public sector ordinary primary and secondary schools from the 2018/19 to 2020/21 school years is tabulated below:

	2018/19 school year	2019/20 school year	2020/21 school year
Primary school	25 010	27 320	28 650
Secondary school	24 070	25 860	27 990

(2) to (4)

The Education Bureau (EDB) has been providing serving primary and secondary school teachers with structured training programmes on supporting students with SEN pitched at the 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 2018/19 to 2020/21 school years is tabulated below:

	2018/19 school year	2019/20 school year <sup>Note1</sup>	2020/21 school year <sup>Note2</sup> (Provisional)
Basic	709	376	320
Advanced	323	108	180
Thematic	474	174	329

Notes:

1. Most of the training programmes originally scheduled for the 2019/20 school year have to be postponed to the 2020/21 school year due to the epidemic.
2. The BAT Courses for the 2020/21 school year are not yet completed. The above figures are the anticipated number of teachers who will complete the training programmes.

To encourage schools to systematically arrange teachers to attend the BAT Courses and other professional training programmes related to special education, regular teachers of public sector schools are granted paid leave for attending these training programmes, and schools are provided with grants for employing supply teachers accordingly. In addition, the EDB will inform the public sector schools of their latest teacher training position to facilitate their arrangement of teachers to attend the BAT Courses in a systematic manner.

- End -

**CONTROLLING OFFICER'S REPLY****EDB146****(Question Serial No. 1610)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (000) Operational expensesProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

- (1) What are the number and percentage of public school teachers who left before retirement age in the 2 years from 2019 to 2020?
- (2) What is the projected wastage rate of this type of teachers for this year?

Asked by: Hon LEUNG Che-cheung (LegCo internal reference no.: 70)Reply:

(1) and (2)

The respective numbers and wastage rates of teachers who left the teaching profession before retirement age in public sector secondary schools (government, aided and caput) and primary schools (government and aided) from the 2018/19 to 2020/21 school years are set out below:

School year	Teachers who left the teaching profession before retirement age ^	
	Number^	Wastage rate#
2018/19	1 430	3.3%
2019/20	1 370	3.1%
2020/21*	1 400	3.1%

\* Figure for the 2020/21 school year is provisional.

^ Number of teachers who left the teaching profession before retirement age refers to teachers who have not reached retirement age and were serving in a school as at mid-September of the preceding school year but were no longer serving in any primary/secondary school as at mid-September of the current school year. Numbers are rounded to the nearest 10.

# Wastage rate refers to the percentage of teachers who left the teaching profession before retirement age in the total number of teachers concerned as at mid-September of the preceding school year.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB147**

**(Question Serial No. 2450)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

- (1) What resources have been allocated by the Education Bureau (EDB) to support parents in coping with the epidemic since its outbreak?
- (2) What measures have been taken by the EDB to ensure the sufficient provision of surgical masks for schools, students, school staff and related personnel (such as school bus drivers and escorts)? How many schools directly benefit from the EDB's provision of surgical masks? What are the number of surgical masks and the amount of expenditure involved?
- (3) What measures have been taken by the EDB to support schools, teachers and students in purchasing or upgrading their electronic devices for online teaching, and what is the expenditure involved? What measures are put in place by the EDB and other bureaux and departments to support needy families, and what is the expenditure involved?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 9)

Reply:

- (1) Since the outbreak of the COVID-19 epidemic, the Education Bureau (EDB) has been closely monitoring the epidemic development and taking into account the advice of health experts, as well as maintaining close liaison with the school sector to formulate class arrangements and anti-epidemic measures in a timely manner with a view to protecting the safety of students, teachers, school staff and members of the public. We have also made efforts to help parents adapt to the new arrangements under the epidemic to ease their burden as far as possible. For example, during class suspension or before the full resumption of classes, schools are required to remain open for students who lack carers to take care of them at home to return to schools. In case of doubt or difficulties, students and parents may approach the school directly to seek assistance as appropriate. Besides, as the students' emotions may easily be affected under the epidemic, school



social workers would continuously maintain close liaison with school personnel and parents to understand students' condition and take appropriate follow-up actions when necessary. We also encourage home-school cooperation in helping students overcome problems about study, social relationship and/or emotional development, and guiding them to cope with various stress brought about by the epidemic. In addition, the EDB provides each student in secondary day schools, primary schools and kindergartens with a student grant of \$2,500 per school year, and such provision is regularised starting from the 2020/21 school year to alleviate parents' financial burden in defraying education expenses.

- (2) To support schools in epidemic prevention work, the EDB provided a one-off Special Anti-epidemic Grant from March to April 2020 for all schools offering full and formal curriculum to help them replenish epidemic prevention supplies (including masks), clean the school premises and pay for other expenses related to epidemic prevention. Over 2 000 schools benefited from this initiative, which involved an additional expenditure of around \$41 million. On the supply of masks, the EDB has, starting from May 2020, provided masks for needy students through their schools. About 42.1 million masks were distributed, involving an expenditure of around \$14.8 million.
- (3) During class suspension and before the full resumption of face-to-face classes, schools have, in light of school contexts and students' diverse needs in various learning stages, flexibly adopted different learning and teaching modes (e.g. e-learning) to support students' continuous learning at home, thereby achieving the goal of "suspending classes without suspending learning". Schools may flexibly deploy various subsidies (including the Composite Information Technology Grant (CITG) and Information Technology Staffing Support Grant (ITSSG)) for subscription of WiFi services, procurement of software and hardware for online teaching and strengthening of information technology (IT) staffing support. The EDB provides all public sector schools with the annual recurrent CITG. In the 2020/21 school year, the rate of the Grant for each school ranges from \$259,703 to \$847,319, depending on the school type and the number of classes. Starting from the 2017/18 school year, the EDB has provided all public sector schools with the recurrent ITSSG to strengthen IT staffing support of schools. Each school received a provision of \$319,559 in the 2020/21 school year.

In respect of students' computer devices, the EDB has, through the Community Care Fund, implemented a 3-year assistance programme starting from the 2018/19 school year to subsidise needy primary and secondary school students to purchase mobile computer devices. This is to relieve the financial burden on students from low-income families under the development of the Bring Your Own Device policy in schools. In view of the COVID-19 epidemic, we have made flexible arrangements and accepted the applications submitted by all public sector primary and secondary schools implementing e-learning for their eligible students. About 34 000 students benefited from the programme in the 2018/19 and 2019/20 school years. In the 2020/21 school year, some 870 schools participated in the programme, and over 100 000 students are expected to benefit from it.

As regards support for Internet access, the Student Finance Office of the Working Family and Student Financial Assistance Agency and the Social Welfare Department

have implemented the Subsidy Scheme for Internet Access Charges since the 2010/11 school year to disburse Internet access subsidies to eligible families to facilitate needy students' online learning at home. The rate of the subsidy is adjusted annually with reference to prevailing prices of Internet services in the market. In the 2020/21 school year (as at 31 January 2021), over 174 800 families benefited from the Scheme, and the expenditure involved was about \$235.8 million. Meanwhile, the EDB provides each student in secondary day schools, primary schools and kindergartens with a student grant of \$2,500 per school year, and such provision is regularised starting from the 2020/21 school year to alleviate parents' financial burden in defraying education expenses. To strengthen support for needy primary and secondary school students who are unable to acquire appropriate Internet services due to their living environment, the EDB provided schools in need with a one-off top-up grant in December 2020 for them to meet the additional expenses incurred in purchasing portable WiFi routers and/or mobile data cards. In the 2020/21 school year, over 15 400 students benefited from this initiative, involving an additional expenditure of about \$14 million.

To further support schools in implementing the blended mode of teaching and learning under the "new normal", it was proposed in the 2020 Policy Address that \$2 billion would be allocated in the Quality Education Fund to launch a 3-year programme starting from the 2021/22 school year. Among others, public sector primary and secondary schools (including special schools) and schools under the Direct Subsidy Scheme may apply for funding under the programme to purchase mobile computer devices for loan to needy students, and provide portable WiFi routers and mobile data cards for students who are unable to access the Internet with appropriate services because of their living environment, so as to ensure that all students will have equal opportunities in accessing e-learning.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB148**

**(Question Serial No. 2451)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

- (1) What are the respective staff establishment, payroll expenses and total expenditure of the Liberal Studies (LS) Section of the Curriculum Development Institute under the Education Bureau (EDB) in the past 3 years and in the coming year?
- (2) Regarding the training and support offered to LS teachers by the EDB, what task has been completed/is being taken forward/will be carried out, and what are the expenditures involved?
- (3) In the 2019/20 and 2020/21 school years, how many publishers have received and how many LS textbooks have undergone the voluntary professional consultancy service? Is the EDB aware of (a) the number of publishers that have not participated in the service and the number of LS textbooks that have not undergone the professional consultation procedure in the territory? Did the Administration inquire why these publishers did not participate in the service? and (b) the number of secondary schools in the territory that did not adopt LS textbooks that have undergone the professional consultancy procedure? Did the Administration inquire why these schools did not adopt these textbooks?
- (4) Is the Administration confident that upon reform of LS, the new subject can be implemented according to schedule in the next school year (2021/22) with the full preparation of all parties (students, schools, teachers, publishers, etc.)? What are the measures to improve the learning and teaching of LS at present so as to protect the interests of students who are pursuing the existing curriculum?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 10)

Reply:

- (1) In 2018-19 and 2019-20, the establishment of the Liberal Studies (LS) Section comprised 11 curriculum development officers at various ranks, while in 2020-21, there were 12 curriculum development officers at various ranks. The staff establishment will be put under review to dovetail with the needs of curriculum development. In addition to LS, staff of the LS Section also handle other curriculum development related work. None of these scopes of work can be separated from our task of curriculum development. The expenditure involved is subsumed under the recurrent expenditure of the Education Bureau (EDB) and no breakdown is available.
- (2) The EDB has introduced various support measures for the implementation of LS on an ongoing basis. These measures include organising different kinds of professional development programmes for teachers (e.g. seminars/workshops and Mainland study tours), developing learning and teaching resources (e.g. the Liberal Studies Curriculum Resources Booklet Series that cover all modules of LS), as well as the Liberal Studies Web-based Resource Platform with a broad diversity of contents, so as to provide teachers with practical and diversified curriculum resources, learning and teaching materials, assessment items, etc. Such resources are updated and enriched from time to time for schools' use. The EDB also establishes teacher networks and learning communities to facilitate professional exchange and collaboration among schools. The expenditure for these measures is subsumed under the recurrent expenditure of the EDB and no breakdown is available.
- (3) In previous years, the so-called "textbooks" for senior secondary LS available on the market had not been reviewed by the EDB. To safeguard the well-being of students, the EDB specifically introduced in September 2019 a professional consultancy service targeting at senior secondary LS "textbooks" on the market and publishers were invited to participate in the service on a voluntary basis. Initially, there were 7 publishers with 10 sets of "textbooks" participated in the service. As far as we know, the senior secondary LS "textbooks" commonly adopted by schools were those supplied by these 7 publishers. Subsequently, individual publishers withdrew from the service due to commercial reasons. Eventually, 6 publishers with 8 sets of "textbooks" underwent the whole professional consultancy procedure. Those 8 sets of "textbooks" were then made available for schools' use in the 2020/21 school year. As schools may develop teaching resources with different materials according to the learning needs of students, we did not compile any statistics on the number of schools adopting the "textbooks", which have undergone the whole professional consultancy procedure.
- (4) The EDB is soliciting and sorting out schools' views on the optimisation of the 4 core subjects (including the renamed subject) at the senior secondary level. The consolidated views will be submitted to the Committee on the Renamed Subject under the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority for consideration. The EDB will make announcement as soon as the curriculum and assessment framework of the renamed subject has been finalised. Adapted from LS, the renamed subject is not a brand new one with a completely different curriculum. Hence, we are confident that it will be ready for implementation starting from secondary four in the 2021/22 school year.

The renamed subject will have a streamlined curriculum that bears reference to the aims and objectives of the existing LS curriculum. Since the renamed subject is not a brand new one, teachers who are teaching LS would not feel unfamiliar with it and should be competent at related teaching work. To support schools in implementing the renamed subject, the EDB will organise a new series of professional development programmes for teachers to help them accurately grasp the rationale, aims, pedagogies and assessment requirements of the subject. Moreover, the EDB is discussing with publishers the textbook review arrangements for the renamed subject, in the hope of providing the Recommended Textbook List to schools as soon as possible. At the same time, we will continue to provide teachers with learning and teaching resources for supporting them in implementing the renamed subject.

The school management has the responsibility to understand and monitor the implementation of the LS curriculum in schools, including the content and 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. The EDB has always been examining whether the teaching content and strategies in schools are in line with the curriculum aims and objectives of LS through the established mechanism and means, such as focus inspections and curriculum development visits, so as to get a grasp of the implementation of the subject and the quality of learning and teaching in schools. Where necessary, the EDB will provide schools with concrete professional advice in order to assist them in improving the quality of learning and teaching, thereby protecting the interests of students who are pursuing the existing curriculum.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB149**

**(Question Serial No. 2452)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (7) Post-secondary, Vocational and Professional Education, (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

In recent years, a number of teachers took to the social media platforms to spew hateful remarks and hurl abuses at children of police officers, or embedded in their classroom teaching biased, radical and inciteful political statements, violating their codes of professional conduct. The situation is alarming. In this connection, please advise this Committee:

- (1) of the number of complaints received against teachers' breach of codes, the number of cases requiring follow-up actions, and the number of complaints substantiated and with penalties imposed (with a breakdown by type of penalties) in each of the past 3 years;
- (2) what inquiry and disciplinary mechanism is in place to handle teachers alleged to have breached the codes; whether the Administration has assessed the legality of merely inviting the teacher concerned to make a written representation instead of granting the opportunity to defend himself/herself verbally at the Appeal Board hearing before cancelling the teacher's registration, as suggested by a teachers' union;
- (3) what measures has the Administration put in place to monitor and prevent the dissemination of biased opinions among students by a small number of teachers in classes; of the staff establishment, salary expenditure and total expenditure for such efforts in the past 3 years and the coming year.

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 12)

Reply:

- (1) From mid-June 2019 to end of December 2020, the Education Bureau (EDB) received a total of 269 complaints about suspected professional misconduct of teachers in relation to the social incidents. Given the extensive coverage of these complaints and unique nature of various cases, and quite a number of them involve multiple allegations, we do not have the figures of complaints categorised by type and we are thus unable to provide the related figures. Among the above-mentioned 269 cases, we have largely completed the investigation of 244 cases, of which 95 were found unsubstantiated. As at end-February 2021, among the remaining cases, we have cancelled two teachers' registration and issued reprimand and warning letters to 28 and 24 teachers respectively. The EDB will consider cancelling these teachers' registration pursuant to the Education Ordinance if they misconduct themselves again. We have also issued written advice to 27 teachers and verbal reminders to another 28 teachers, reminding 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. For the remaining cases that are likely to be substantiated in our initial view, we are currently handling the cases in accordance with the established procedures, including waiting for or considering the responses from the teachers concerned, with a view to determining the appropriate follow-up actions.
- (2) The EDB has a clear mechanism with well-defined procedures for handling cases of suspected professional misconduct of teachers. In gist, upon receiving a complaint against a teacher, the EDB will request the school concerned to conduct an investigation. The school will look into the case, let the teacher concerned explain, take appropriate school-based follow-up actions, and submit a report to the EDB. We will examine the content of the report carefully, request the school to submit supplementary information as appropriate. For cases that are likely to be substantiated in our initial view, we will issue a letter to invite the teacher concerned to submit written representations. For cases that may involve cancellation of registration, we will inform the teacher concerned of our intention to cancel his/her registration so that he/she may have a full understanding of the severity of the case when submitting his/her representations within 14 days. The EDB will fully consider the evidence collected, thoroughly analyse the different aspects from a professional perspective, and take appropriate actions based on the severity of the case.

If a teacher is no longer regarded as being fit and proper to teach after thorough consideration, the EDB will cancel his/her registration pursuant to the Education Ordinance. If the case does not warrant the cancellation of registration, the EDB will, in light of the nature and severity of the case, take follow-up actions of different levels including the issuing of a reprimand, warning or advisory letter, etc., to remind the teacher concerned that he/she should uphold professional ethics and recidivism will definitely be met with severe punishments, which include the possibility of cancelling the teacher's registration. For cases involving police investigation or unlawful acts of teachers, regardless of whether the teacher is convicted or not, we will, upon completion of all the legal proceedings (including the appeal proceedings), review his or her teacher registration status based on the information available. It is not appropriate for the EDB to respond or supplement in respect of individual cases here. If a teacher disagrees with the EDB's decision of cancelling his/her registration, he/she may appeal in accordance with Section 61 of the Education Ordinance. The above mechanism

ensures that the teacher concerned is treated fairly and impartially. All along, the EDB has been handling cases of suspected professional misconduct of teachers in a prudent, lawful, reasonable and just manner.

- (3) The EDB is committed to enhancing teachers' professional roles and conduct through structured training. In this connection, the EDB has provided training for newly-joined and in-service teachers, as well as teachers aspiring for promotion starting from the 2020/21 school year. Details are as follows:-
- (a) Training for Newly-joined Teachers: Teachers appointed to teach in public sector or Direct Subsidy Scheme schools for the first time are required to complete 30 hours of core training within the first 3 years of service, and not less than 60 hours of elective training based on individual professional development needs. The core training covers teachers' professional roles, local education policies and initiatives, as well as national and international education development.
  - (b) Training for In-service Teachers: In-service teachers are required to spare a minimum of 30 hours, in each 3-year cycle, to take part in 2 categories of professional development programmes, namely "Teachers' Professional Roles, Values and Conduct" and "Local, National and International Education Issues", with not less than 6 hours spent on each category.
  - (c) Enhanced Arrangements of Training for Promotion: For the Core Part, teachers must complete 30 hours of training programmes, which focus on the necessary competencies required of school leaders, including professional conduct and values, national and international development, education issues, as well as leadership and reflective skills. For the Elective Part, teachers must undertake 60 hours (for promotion to Senior Graduate Master/Mistress or Primary School Master/Mistress) or 100 hours (for promotion to Principal Graduate Master/Mistress or Senior Primary School Master/Mistress) of training, based on the professional knowledge needed for respective promotion posts. Teachers must complete the training programmes in the Core Part and the required number of hours of training in the Elective Part within 5 years prior to the date of substantive promotion.

To encourage teachers and school leaders to reflect on and demonstrate the professional roles and conduct expected of them, we will continue to incorporate contents related to the Professional Standards for Principals and Professional Standards for Teachers of Hong Kong (T-standard<sup>+</sup>) in various teacher training programmes, including training programmes for aspiring principals, newly appointed principals and serving teachers.

Moreover, in view of the development of social incidents and the latest situation faced by schools, the EDB has issued letters from time to time to provide guidelines to schools to help them cope with various challenges. For example, schools are reminded to consider from a professional perspective whether the topic is appropriate to students' level, and uphold the principle of unbiased views and reflect diverse views when handling controversial issues. When selecting topics and guiding students in discussion, teachers should consider whether the topic is appropriate to the learning and developmental stage of students. Diversified materials should be adopted and analysis



should be made from different perspectives, so as to develop students' abilities to analyse and reason in a rational and objective manner. The teaching materials adopted by teachers, as well as the assignments and assessment items they design, should cover different perspectives. To tie in with the implementation of the National Security Law, the EDB has provided schools with detailed guidelines on school administration and education, which include specific measures, examples and templates to assist schools in reviewing, formulating and implementing relevant measures to specify clearly their expectations and requirements on staff behaviour and conduct, as well as the handling of non-compliance, with a view to maintaining a safe and orderly learning environment and nurturing students to become good law-abiding citizens.

As the manpower and expenses involved are subsumed under the overall expenditure of the EDB, no breakdown is available.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB150**

**(Question Serial No. 2463)**

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:

- (1) What are the number of kindergarten (KG) teachers, the number of teachers holding a bachelor's degree in early childhood education and its percentage out of the total number of teachers in each of the past 3 school years;
- (2) What are the salary range, average salary and median salary of KG teachers in each of the past 3 school years (with a breakdown by rank);
- (3) What are the wastage figure and wastage rate of KG teachers in each of the past 3 school years (with a breakdown by KGs offering only whole-day classes, KGs offering only half-day classes, and KGs offering both half-day and whole-day classes); and
- (4) What work has been completed/is being taken forward/will be carried out by the Education Bureau to provide KG teachers with a salary range and career ladder, improve the quality assurance framework, strengthen governance and supervision, and enhance teachers' professional competence? What measures are in place to address the high wastage rate of KG teachers?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 61)

Reply:

- (1) From the 2018/19 to 2020/21 school years, the number of teachers serving at kindergartens (KGs) under the KG education scheme (Scheme) (Scheme-KGs), and among such teachers, the number of those holding a bachelor's degree in early childhood education and their percentage share are tabulated below.

	School year		
	2018/19	2019/20	2020/21 (provisional figures)
No. of teachers	10 863	11 031	10 874
No. (%) of teachers holding a bachelor's degree in early childhood education (Note 2)	5 539 (51.0%)	5 854 (53.1%)	6 242 (57.4%)

Note:

- (1) Figures in the 2020/21 school year refer to the position as at mid-October, while figures in other school years refer to the position as at mid-September of the respective school years.
- (2) Figures include teachers concurrently holding a certificate in early childhood education (C(ECE)).

- (2) The salary ranges for teachers of Scheme-KGs from the 2018/19 to 2020/21 school years are set out in the Annex. Unlike aided primary and secondary schools, there is no approved teaching establishment in KGs. As the proposed number of senior teachers and rank of principals are for KGs' reference only and the actual arrangements may vary among KGs, it is inappropriate to provide the average and median salaries by the relevant ranks. The average and median salaries of teachers and principals are tabulated below.

Monthly salary of teachers	School year		
	2018/19	2019/20 (Note)	2020/21 (provisional figures)
Average	\$26,986	\$27,894	\$29,690
Median	\$25,024	\$25,790	\$27,963

Monthly salary of principals	School year		
	2018/19	2019/20 (Note)	2020/21 (provisional figures)
Average	\$49,182	\$51,180	\$54,253
Median	\$48,540	\$50,825	\$53,500

Note: Since the 2019 civil service pay adjustment was approved by the Legislative Council in end-February 2020, the Education Bureau (EDB) could not inform Scheme-KGs of teaching staff's salary ranges for the 2019/20 school year until early March 2020. Thus, when reporting information about teacher salaries in September 2019, some schools adopted the salaries in the 2018/19 school year as the basis, while some schools made appropriate adjustments having regard to school-based circumstances. As such, the figures cannot accurately reflect the actual position in the 2019/20 school year.

- (3) The wastage figure and wastage rate of teachers in Scheme-KGs, with a breakdown by KG type, from the 2018/19 to 2020/21 school years are tabulated below.

School year	Type of KGs	Teachers in Scheme-KGs	
		Wastage figure	Wastage rate
2018/19	Operating whole-day (WD) classes only	320	12.0%
	Operating half-day (HD) classes only	314	11.8%
	Operating both WD and HD classes	662	12.0%
2019/20	Operating WD classes only	347	12.5%
	Operating HD classes only	274	10.3%
	Operating both WD and HD classes	642	11.8%
2020/21 (provisional figures)	Operating WD classes only	271	9.5%
	Operating HD classes only	226	8.4%
	Operating both WD and HD classes	531	9.7%

Note:

- (1) Figures in the 2020/21 school year refer to the position as at mid-October, while figures in other school years refer to the position as at mid-September of the respective school years.
  - (2) “Wastage” generally refers to a 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 (as at mid-October for the 2020/21 school year). “Wastage rate” generally refers to the wastage figure as a percentage of the total number of teachers as at mid-September of the preceding school year.
- (4) Under the 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 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. 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. The review is still underway and is expected to be completed in mid-2021.

On teachers’ career ladder, 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. Each KG will flexibly deploy resources provided by the EDB to implement school-based arrangements according to individual circumstances and needs.

In addition, all Scheme-KGs 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 (PIs). The refinement of PIs, which was completed in 2017, helps KGs conduct SSE in a more holistic and focused manner. The enhanced Quality Assurance Framework facilitates KGs' self-improvement on a continuous basis and improves the quality of KG education. Furthermore, Scheme-KGs should establish a more participatory school governance framework that facilitates participation of various stakeholders in the decision-making process, thereby enhancing transparency and accountability of school governance as well as effectiveness of school operation.

The provision of quality KG education hinges on teachers' professional capability and principals' effective leadership. Upon consultation with teacher education institutions, the EDB in 2018 refined the programme frameworks for C(ECE), Bachelor of Education and Postgraduate Diploma in early childhood education. Under the revised frameworks, we have strengthened the practicum requirements, and enriched the curriculum elements of catering for children's diversity (particularly non-Chinese speaking students and students at risk of developmental delay), with a view to nurturing teachers who can effectively facilitate children's learning and provide them with timely and proper care. Besides, the EDB has refined the framework for the certification course for KG principals, so as to enhance serving principals' capability of leading schools' continuous development, and to well equip aspiring principals for discharging their duties.

Salary ranges for teachers under the Scheme  
from the 2018/19 to 2020/21 school years

Rank of teaching staff	Salary range		
	2018/19 school year	2019/20 school year	2020/21 school year
Class Teacher	\$21,680 - \$38,550	\$22,790 - \$40,530	\$22,790 - \$40,530
Senior Teacher	\$28,920 - \$45,790	\$30,400 - \$48,140	\$30,400 - \$48,140
Vice Principal	\$36,140 - \$50,600	\$37,990 - \$53,200	\$37,990 - \$53,200
Principal II	\$40,970 - \$56,630	\$43,070 - \$59,540	\$43,070 - \$59,540
Principal I	\$48,190 - \$63,860	\$50,660 - \$67,140	\$50,660 - \$67,140

## Note:

- (1) The salary ranges for teaching staff apply to teachers with C(ECE) or above qualifications.
- (2) Starting from the 2018/19 school year, the salary-related subsidies for teaching staff and the salary ranges for teaching staff under the Scheme are adjusted according to the annual civil service pay adjustment on a school year basis. As the Government has announced a pay freeze for civil servants in 2020-21, the salary ranges for teaching staff in Scheme-KGs remain unchanged in the 2020/21 school year.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB151**

**(Question Serial No. 2464)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

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

Director of Bureau: Secretary for Education

Question:

There will be an increase in recurrent expenditure on education from \$80.2 billion in 2017-18 to an estimate of \$100.7 billion for 2021-22. Please advise of the policy measures on education that have been put in place since the current-term Government took office, and the additional recurrent expenditure involved for each policy measure.

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 63)

Reply:

Committed to providing quality education, the current-term Government has, since assuming office, been taking forward a series of important enhancement initiatives. The major initiatives and the additional recurrent expenditure involved are set out at **Annex**. Apart from these initiatives, the provision for various existing measures and grants has also been increased to meet the needs.

<b>Major Initiatives involving Recurrent Expenditure</b>	<b>Recurrent Expenditure (Full-year effect)</b>
<ul style="list-style-type: none"> <li>• Increasing regular teaching posts in primary and secondary schools, improving the ranking arrangements of school management in public sector schools, enhancing teachers' professional roles, strengthening the professional development of teachers and principals, as well as the school management and administration in primary and secondary schools, etc.,</li> </ul>	\$5.109 billion
<ul style="list-style-type: none"> <li>• Providing support for the development of post-secondary education and students pursuing self-financing post-secondary education, and promoting vocational and professional education and training</li> </ul>	\$2.582 billion
<ul style="list-style-type: none"> <li>• Providing student grants for day-school students</li> </ul>	\$2.261 billion
<ul style="list-style-type: none"> <li>• Improving special education services and providing support for students with special educational needs</li> </ul>	\$1.636 billion
<ul style="list-style-type: none"> <li>• Promoting life-wide learning and other measures that enhance the quality of education in primary and secondary schools</li> </ul>	\$1.15 billion
<ul style="list-style-type: none"> <li>• Improving the teaching and learning environment</li> </ul>	\$367 million
<ul style="list-style-type: none"> <li>• Regularising the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland</li> </ul>	\$170 million
<ul style="list-style-type: none"> <li>• Enhancing social work and counselling services in primary schools</li> </ul>	\$138 million
<ul style="list-style-type: none"> <li>• Providing learning support for non-Chinese speaking students</li> </ul>	\$111 million

- End -



**CONTROLLING OFFICER'S REPLY****EDB152****(Question Serial No. 2466)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

- (1) What are the respective numbers, median ages, numbers and rates of wastage of graduate teachers and non-graduate teachers in public sector primary, secondary and special schools from the 2018/19 to 2020/21 school years?
- (2) Among non-graduate teachers serving in public sector primary, secondary and special schools, how many of them possess qualifications for appointment to graduate teaching posts? What is the percentage they represent in the total number of non-graduate teachers? What are their median age and wastage rate?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 68)Reply:

- (1) From the 2018/19 to 2020/21 school years, the numbers, 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 <sup>^</sup> (%)	No. of teachers*	Median age	No. of wastage*	Wastage rate <sup>^</sup> (%)
2018/19	10,320	43	260	2.8	11,810	36	670	5.6
2019/20	20,710 <sup>#</sup>	41	260	2.6	1,940 <sup>#</sup>	39	660	5.5
2020/21 (Provisional figures)	21,180	41	690 <sup>#</sup>	3.3	1,560	36	280 <sup>#</sup>	14.2

### 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^ (%)
2018/19	17,910	44	760	4.3	4,540	34	290	6.1
2019/20	21,530 <sup>#</sup>	43	750	4.2	1,040 <sup>#</sup>	33	290	6.3
2020/21 (Provisional figures)	21,990	42	940 <sup>#</sup>	4.4	840	32	100 <sup>#</sup>	9.3

### 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^ (%)
2018/19	990	42	60	6.6	890	34	100	10.5
2019/20	1,860 <sup>#</sup>	39	50	5.3	90 <sup>#</sup>	42	80	9.0
2020/21 (Provisional figures)	1,980	39	100 <sup>#</sup>	5.3	40	53	10 <sup>#</sup>	6.5

\* The numbers of teachers and wastage are rounded to the nearest 10.

^ “Wastage rate” refers to the percentage of teachers who left the teaching profession in relation to the total number of teachers concerned as at mid-September of the preceding school year. “Drop-out teachers” refer to 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 or special school as at mid-September of the current school year.

# Under the all-graduate teaching force policy, the ratio of graduate teacher posts in public sector schools was increased to 100% in one go in the 2019/20 school year. With regrading of most of the non-graduate teachers within the establishment to graduate teachers, there was a substantial increase in the number of graduate teachers and a substantial decrease in the number of non-graduate teachers in the 2019/20 school year. As the wastage number of graduate and non-graduate teachers is calculated based on the number of teachers concerned in the preceding school year, the 2020/21 school year has seen a significant increase in the wastage number of graduate teachers and a significant decrease in the wastage number of non-graduate teachers as compared with the preceding school year.

(2) From the 2018/19 to 2020/21 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^ (%)
2018/19	11,280	95.5	35	5.3
2019/20	1,500	77.4	32	5.3
2020/21 (Provisional figures)	1,190	76.0	30	14.7

### Secondary schools (government, aided and caput)

School year	Non-graduate teacher			
	No. of degree holders*	%	Median age	Wastage rate ^ (%)
2018/19	4,300	94.6	33	5.8
2019/20	840	80.4	30	5.8
2020/21 (Provisional figures)	660	78.1	29	9.1

### Special schools

School year	Non-graduate teacher			
	No. of degree holders*	%	Median age	Wastage rate ^ (%)
2018/19	850	95.4	34	10.6
2019/20	60	67.4	37	8.6
2020/21 (Provisional figures)	10	32.5	44	8.1

\* The numbers of teachers are rounded to the nearest 10.

^ “Wastage rate” refers to the percentage of teachers who left the teaching profession in relation to the total number of teachers concerned as at mid-September of the preceding school year. “Drop-out teachers” refer to 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 or special school as at mid-September of the current school year.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB153**

**(Question Serial No. 2517)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the support for cross-boundary students amid the COVID-19 epidemic, please advise this Committee:

1. of the support measures rendered by the Administration to cross-boundary students, their schools and parents to facilitate their return to Hong Kong for school or their online learning at home since the outbreak of the epidemic;
2. whether the Education Bureau will provide further support if the epidemic persists, and what amount of resources has been earmarked for such purpose; and
3. whether the Administration has explored the option of allowing cross-boundary students to attend face-to-face classes in schools every day with exemption from the compulsory quarantine requirement; if yes, the details; if no, the reasons?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 8)

Reply:

1, 2 and 3

The Education Bureau (EDB) and schools have always been concerned about the learning of cross-boundary students (CBS) amid the epidemic and have provided them with appropriate support. It is our target to make arrangements for CBS to attend face-to-face classes in Hong Kong as far as practicable. During the period from 15 June to 17 July 2020, the EDB, in coordination with the relevant Mainland authorities, arranged about 2 500 quotas for CBS in Secondary Three to Secondary Five residing in Shenzhen to resume classes in Hong Kong. Under this arrangement, to dovetail with the joint epidemic prevention and control policy of the HKSAR Government and the Shenzhen Municipal People's Government, these

Secondary Three to Secondary Five CBS, who were exempted from the 14-day compulsory quarantine requirement, travelled across the boundary via two designated ports and took the point-to-point school buses to directly commute between school and the boundary control point on the Hong Kong side. Schools were required to undertake a series of precautionary and health surveillance work.

When face-to-face classes are suspended or when CBS cannot be arranged to attend schools in Hong Kong, schools are required to flexibly employ different learning and teaching modes to support CBS' continuous learning at home, such as e-learning, having regard to their circumstances and students' needs at different learning stages. Besides e-learning, other effective means (such as provision of learning and teaching materials for students by post), are adopted by schools to help maintain students' learning progress, thereby achieving the goal of "suspending classes without suspending learning".

To support students' effective learning, the EDB has issued guidelines to schools and shared good practices. For example, we have set up a dedicated webpage with videos uploaded, elucidating the skills of using e-learning platforms and real-time online teaching to assist schools in adopting e-learning modes to support students' home learning. We have conducted webinars to share successful experiences of supporting students' home learning. We have also continuously provided advice and support for teachers in need through hotlines, mobile communication applications, online self-learning courses, etc. Furthermore, the Hong Kong Education City has set up a dedicated webpage with learning and teaching resources consolidated for the use of schools, teachers, students and parents.

In addition, the EDB has adopted responsive measures in different aspects to enable schools to cope with the situation flexibly. Take the internal assessments for the Secondary School Places Allocation System 2021 as an example. The EDB has issued a circular letter to call upon schools with CBS to make appropriate arrangements for conducting examinations or make-up examinations as far as practicable, including having the examinations conducted in the Mainland via their sister schools or appropriate service providers, so that internal assessments could be completed under the principles of fairness and impartiality. Schools have co-ordinated with stakeholders in the Mainland and have relevant examinations conducted smoothly. Drawing on such experience, some schools have extended the same arrangements to other internal school examinations.

As far as we know, some local social service organisations with service points set up in Shenzhen have been providing support services for CBS residing in the Mainland, including support in learning and personal growth, counselling service, support in delivery of textbooks and learning materials, and provision of useful information to CBS and their parents. On the other hand, due to the development of the epidemic and the restrictions imposed by the anti-epidemic measures of Hong Kong and Shenzhen, some CBS, earlier on, were unable to come to Hong Kong for renewal of their expired "Home Return Permit". After discussion, the Mainland authorities have implemented facilitating measures for Hong Kong and Macao residents to apply to the relevant department for the renewal of their "Home Return Permit" in the Mainland.

The EDB will continuously keep in view of the development of the epidemic and take into account health experts' advice, while maintaining liaison with the school sector in reviewing class arrangements and relevant measures as well as exploring different learning

arrangements and support options for CBS. The relevant manpower and expenses involved have been subsumed under the overall expenditure of the EDB, and therefore a breakdown is not available.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB154**

**(Question Serial No. 2533)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

Please provide the following information:

- (1) the breakdown of provision for Programme (2) Pre-primary Education in the past 3 years and the coming year;
- (2) the respective number of local non-profit-making kindergartens (KGs), local non-profit-making KGs under the KG education scheme and local private independent KGs, and the respective number of students studying in these KGs in the school years of 2018/19, 2019/20 and 2020/21; and
- (3) the respective number of KGs operating half-day, whole-day and long whole-day classes under the KG education scheme, and among the subsidised KGs, the number of those still collecting school fees and the respective amount of the highest, lowest and median school fee in the school years of 2018/19, 2019/20 and 2020/21.

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 43)

Reply:

- (1) The breakdown of expenditures on pre-primary education from 2018-19 to 2021-22 is tabulated in Annex 1.
- (2) From the 2018/19 to 2020/21 school years, the respective number of local private independent (PI) kindergartens (KGs), and local non-profit-making (NPM) KGs joining and not joining the KG education scheme (KG Scheme), as well as the number of students studying in these KGs are tabulated in Annex 2.
- (3) From the 2018/19 to 2020/21 school years, the respective number of KGs operating half-day (HD), whole-day (WD) and long whole-day (LWD) classes under the KG Scheme, and among such KGs, the number of those collecting school fees and the level of their school fees are tabulated in Annex 3.

**Breakdown of expenditures on pre-primary education  
from 2018-19 to 2021-22**

	2018-19	2019-20	2020-21	2021-22
	(\$ million) (Actual)	(\$ million) (Actual)	(\$ million) (Revised Estimate)	(\$ million) (Estimate)
Pre-primary Education Voucher Scheme (PEVS) (Note 1)	21.0	4.4	0	0
KG Scheme	6,041.3	6,393.7	6,406.2	6,295.3
Kindergarten and Child Care Centre Fee Remission Scheme	286.0	291.7	282.3	298.2
Refund of rent, rates and government rent (Note 2)	7.1	6.3	7.4	7.8
Principal and teacher training	4.5	4.8	2.4	7.7

Note 1: It reflects the expenditure under the transitional arrangements for the 7 and 6 KGs joining PEVS in the 2016/17 school year but did not join 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 continued to receive the voucher subsidy under PEVS until they left the KGs concerned. With the end of operation of eligible classes under PEVS, the transitional arrangements for such KGs ceased in the 2019/20 school year.

Note 2: Starting from the 2017/18 school year, expenditure on rental subsidy and reimbursement of rates and government rent for KGs under the KG Scheme 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.



**Number of local PI KGs, and local NPM KGs joining and not joining the KG Scheme  
and number of students studying in these KGs  
from the 2018/19 to 2020/21 school years**

2018/19 school year

Type of KGs	No. of KGs	No. of students (Note 1)
Local PI KGs (Note 2)	105	18 095
Local NPM KGs joining the KG Scheme	753	132 960
Local NPM KGs not joining the KG Scheme	26	8 840

2019/20 school year

Type of KGs	No. of KGs	No. of students (Note 1)
Local PI KGs (Note 2)	108	18 502
Local NPM KGs joining the KG Scheme	761	132 823
Local NPM KGs not joining the KG Scheme	25	8 681

2020/21 school year

Type of KGs	No. of KGs	No. of students (Note 1)
Local PI KGs (Note 2)	110	16 467
Local NPM KGs joining the KG Scheme	763	127 610
Local NPM KGs not joining the KG Scheme	24	8 210

Note 1: Figures on students generally reflect the position as at mid-September of the respective school year, while relevant figures for the 2020/21 school year reflect the position as at mid-October.

Note 2: PI KGs are not eligible to join the KG Scheme.

**Number of KGs joining the KG Scheme and level of their annual school fees  
from the 2018/19 to 2020/21 school years**

**(1) Number of KGs operating HD, WD and LWD classes and number of KGs collecting school fees**

School year	Class	No. of KGs	No. of KGs collecting school fees
2018/19	HD	511	34
	WD	364	316
	LWD	246	225
2019/20	HD	515	38
	WD	370	329
	LWD	246	229
2020/21	HD	518	39
	WD	375	340
	LWD	246	231

**(2) Level of annual school fees**

2018/19 school year	Annual school fee (\$)		
	HD	WD	LWD
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

2019/20 school year	Annual school fee (\$)		
	HD	WD	LWD
Weighted average	4,000	8,900	12,300
Median	3,400	8,100	12,600
Highest	10,100	27,400	27,400
Lowest	100	200	700

2020/21 school year	Annual school fee (\$)		
	HD	WD	LWD
Weighted average	4,000	9,000	12,800
Median	3,400	8,300	13,100
Highest	10,400	28,600	28,600
Lowest	100	200	500

Note: Figures are rounded to the nearest hundred. KGs with both HD and WD/LWD classes are concurrently counted in the respective rows of HD, WD and LWD classes.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB155**

**(Question Serial No. 0653)**

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:

According to Programme (7), the Education Bureau provides a subsidy for eligible students pursuing undergraduate studies at designated Mainland institutions through the Mainland University Study Subsidy Scheme (MUSSS). In this connection, please advise this Committee of the following:

- (1) the number of applications for the MUSSS in the past 3 years; the respective numbers of students receiving full-rate, half-rate and non-means-tested subsidies; the amount of subsidies involved; and the institutions attended by the beneficiaries; and
- (2) the estimated expenditure of the MUSSS in 2020-21, including the projected amount of subsidies and the number of beneficiaries, etc.

Asked by: Hon LIAO Cheung-kong, Martin (LegCo internal reference no.: 52)

Reply:

For the 2018/19, 2019/20 and 2020/21 academic years, the full-rate and half-rate levels of the “means-tested subsidy” under the Mainland University Study Subsidy Scheme (MUSSS) are \$16,800 and \$8,400 respectively, while the subsidy level under “non-means-tested subsidy” is \$5,600.

In the 2018/19, 2019/20 and 2020/21 (as at 28 February 2021) academic years, respectively, the number of applicants of the MUSSS are 3 403, 3 484 and 4 272, while the number of successful applications are 3 147 (92%), 3 218 (92%) and 3 490 (82%). Separately, about 480 applications received in the 2020/21 academic year were still being processed. The number of students receiving the full-rate “means-tested subsidy”, half-rate “means-tested subsidy”, and “non-means-tested subsidy” by institution are set out at **Annexes 1 to 3** respectively.

The amount of subsidies disbursed in the 2018/19 and 2019/20 academic years are approximately \$40 million and \$41 million respectively. As some of the applications are still being processed, it is estimated that the total expenditure on the MUSSS for the 2020/21 academic year is about \$53 million, including around \$51 million in subsidy for about 3 900 students beneficiary.

## Mainland University Study Subsidy Scheme

## Breakdown of the number of students receiving subsidies by institution in the 2018/19 academic year

Mainland higher education institution	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

<b>Mainland higher education institution</b>	<b>No. of students receiving full-rate “means-tested subsidy”</b>	<b>No. of students receiving half-rate “means-tested subsidy”</b>	<b>No. of students receiving “non-means-tested” subsidy”</b>
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

<b>Mainland higher education institution</b>	<b>No. of students receiving full-rate “means-tested subsidy”</b>	<b>No. of students receiving half-rate “means-tested subsidy”</b>	<b>No. of students receiving “non-means-tested” subsidy”</b>
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
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
<b>Total</b>	<b>1 872</b>	<b>667</b>	<b>608</b>

## Mainland University Study Subsidy Scheme

## Breakdown of the number of students receiving subsidies by institution in the 2019/20 academic year

Mainland higher education institution	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	8
Shanghai International Studies University	7	2	11
Shanghai Jiao Tong University	4	2	5
Shanghai Normal University	1	1	2
Shanghai University of Finance and Economics	1	0	4
Shanghai University of Sport	1	0	0
Shandong University	26	4	6
Sun Yat-sen University	146	43	61
Central Academy of Fine Arts	1	1	1
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	1	1	2
Zhongnan University of Economics and Law	5	4	2
Renmin University of China	5	1	4
China University of Geosciences (Wuhan)	1	0	0
China University of Political Science and Law	27	8	23
China Academy of Art	1	0	0
Communication University of China	3	3	4
Tianjin University	4	0	2
Tianjin University of Traditional Chinese Medicine	0	0	1
Peking University	11	6	32
Beijing University of Chinese Medicine	65	27	49
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	7	5	10
Beijing Normal University, Zhuhai	15	2	2
Beijing Institute of Technology	1	0	3



<b>Mainland higher education institution</b>	<b>No. of students receiving full-rate “means-tested subsidy”</b>	<b>No. of students receiving half-rate “means-tested subsidy”</b>	<b>No. of students receiving “non-means-tested subsidy”</b>
Beijing University of Posts and Telecommunications	2	0	5
Beijing Language and Culture University	4	2	10
Beijing Sport University	8	3	0
Sichuan University	15	8	17
Sichuan Normal University	3	0	1
Jilin University	1	0	0
Tongji University	6	5	3
Chengdu University of Traditional Chinese Medicine	8	7	2
Shantou University	6	2	1
Jiangxi University of Traditional Chinese Medicine	5	0	0
Northwest University	3	0	0
Xian Jiaotong University	1	1	2
Southwest University	7	0	0
Southwest University of Political Science and Law	3	0	3
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	12	8	27
Wuhan University of Technology	3	1	0
Southern Medical University	13	2	4
Nanjing University	3	1	5
Nanjing University of Chinese Medicine	51	16	5
Nanjing Normal University	10	9	5
Nanchang University	3	1	0
Nankai University	6	1	14
Xinghai Conservatory of Music	4	2	2
Chongqing University	12	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	3	4
Hainan University	1	0	0
Shenzhen University	9	2	5
Tsinghua University	11	4	19
Fudan University	6	1	11
Hubei University of Chinese Medicine	1	0	0
Hunan University	1	1	0
Hunan Normal University	9	4	2

<b>Mainland higher education institution</b>	<b>No. of students receiving full-rate “means-tested subsidy”</b>	<b>No. of students receiving half-rate “means-tested subsidy”</b>	<b>No. of students receiving “non-means-tested subsidy”</b>
Huazhong University of Science & Technology	0	0	1
Central China Normal University	8	1	4
East China University of Political Science and Law	5	1	9
East China Normal University	9	5	7
East China University of Science and Technology	6	2	2
South China Normal University	9	3	1
South China University of Technology	7	0	4
Huaqiao University	241	75	3
Jimei University	4	1	0
Yunnan University	2	0	0
Xiamen University	19	8	19
Ningbo University	3	0	1
University of International Business and Economics	2	3	5
Jinan University	733	240	107
Fuzhou University	6	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	151	65	108
Guangzhou Academy of Fine Arts	9	3	3
Guangzhou Medical University	0	2	1
Guangxi University	1	0	0
Guangxi University Chinese Medicine	32	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
<b>Total</b>	<b>1 901</b>	<b>640</b>	<b>677</b>

## Mainland University Study Subsidy Scheme

Breakdown of the number of students receiving subsidies by institution in the 2020/21 academic year  
(as at 28 February 2021)

Mainland higher education institution	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”
Shanghai University	0	0	1
Shanghai University of Traditional Chinese Medicine	17	5	8
Shanghai International Studies University	7	0	13
Shanghai Jiao Tong University	2	1	6
Shanghai Normal University	2	4	0
Shanghai University of Finance and Economics	2	0	4
Shanghai University of Sport	1	1	0
Shandong University	31	6	7
Shandong University of Traditional Chinese Medicine	2	0	0
Sun Yat-sen University	137	38	53
Central Academy of Fine Arts	2	1	3
Central Conservatory of Music	1	1	0
Central University of Finance and Economics	1	1	3
The Central Academy of Drama	1	0	0
Central South University	4	0	4
Zhongnan University of Economics and Law	10	3	2
Renmin University of China	3	0	2
China University of Geosciences (Wuhan)	1	0	0
China University of Political Science and Law	23	7	24
Communication University of China	3	4	6
Tianjin University	4	0	4
Tianjin University of Traditional Chinese Medicine	0	0	1
Peking University	14	5	26
Beijing University of Chinese Medicine	68	24	50
Beijing Foreign Studies University	1	0	3
Beijing Institute of Fashion Technology	7	0	0
Beijing Forestry University	1	0	0
Beijing Normal University	5	5	11
Beijing Normal University, Zhuhai	6	1	1
Beijing Institute of Technology	1	0	3

<b>Mainland higher education institution</b>	<b>No. of students receiving full-rate “means-tested subsidy”</b>	<b>No. of students receiving half-rate “means-tested subsidy”</b>	<b>No. of students receiving “non-means-tested subsidy”</b>
Beijing University of Posts and Telecommunications	4	1	7
Beijing Film Academy	0	1	0
Beijing Language and Culture University	8	2	6
Beijing Sport University	10	3	1
Sichuan University	12	7	20
Sichuan Normal University	4	0	1
Jilin University	3	1	3
Tongji University	5	6	2
Chengdu University of Traditional Chinese Medicine	9	5	2
Shantou University	6	1	1
Jiangxi University of Traditional Chinese Medicine	4	0	0
Northwest University	3	1	0
Xian Jiaotong University	2	3	3
Southwest University	7	0	0
Southwest University of Political Science and Law	2	1	4
Southwestern University of Finance and Economics	5	0	1
Northeastern University	2	0	0
Dongbei University of Finance and Economics	1	1	1
Southeast University	4	1	2
Donghua University	9	7	4
Wuhan University	10	4	28
Wuhan University of Technology	4	1	0
Southern Medical University	13	3	4
Nanjing University	2	1	6
Nanjing University of Chinese Medicine	49	16	6
Nanjing Normal University	14	8	6
Nanchang University	5	0	0
Nankai University	5	1	13
Xinghai Conservatory of Music	8	0	2
Chongqing University	18	5	3
Capital Normal University	0	0	1
Zhejiang University	1	1	2
Zhejiang Chinese Medical University	1	1	0
Zhejiang Normal University	6	1	0
Zhejiang Sci-Tech University	9	4	5
Hainan University	1	0	0
Shenzhen University	8	3	3
Tsinghua University	13	4	26
Fudan University	9	1	13
Hubei University	1	0	0
Hunan University	4	0	1
Hunan Normal University	11	4	2

<b>Mainland higher education institution</b>	<b>No. of students receiving full-rate “means-tested subsidy”</b>	<b>No. of students receiving half-rate “means-tested subsidy”</b>	<b>No. of students receiving “non-means-tested subsidy”</b>
Huazhong University of Science & Technology	3	0	2
Central China Normal University	9	3	3
East China University of Political Science and Law	6	1	9
East China Normal University	8	4	8
East China University of Science and Technology	5	2	1
South China Normal University	13	9	2
South China University of Technology	7	0	1
Huaqiao University	334	107	4
Jimei University	3	3	0
Yunnan University	2	0	0
Yunnan Normal University	3	1	0
Xiamen University	17	7	21
University of Electronic Science and Technology of China	0	0	1
Ningbo University	2	0	0
University of International Business and Economics	3	4	6
Jinan University	830	285	120
Fuzhou University	7	2	0
Fujian University of Traditional Chinese Medicine	4	3	1
Fujian Normal University	5	4	2
Shaoguan University	2	0	0
Guangzhou University	5	1	0
Guangzhou University of Chinese Medicine	112	57	98
Guangzhou Academy of Fine Arts	8	1	3
Guangzhou Medical University	0	3	2
Guangxi University	1	0	0
Guangxi University Chinese Medicine	25	3	3
Guangdong University of Technology	1	1	0
Guangdong University of Foreign Studies	3	1	1
Guangdong University of Finance	4	1	0
Guangdong University of Finance and Economics	2	0	0
Zhengzhou University	4	1	1
<b>Total</b>	<b>2 077</b>	<b>710</b>	<b>703</b>

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB156**

**(Question Serial No. 0290)**

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:

Regarding pre-primary education, please advise this Committee of the following:

- (1) the total number of kindergartens and kindergarten-cum-child care centres that tendered their confirmation notice of closure since early 2020; the reasons for their closure; whether the Administration has closely kept in view the operation of kindergartens in Hong Kong; if yes, the details;
- (2) whether the Administration will undertake to regularise the provision of anti-epidemic grant for kindergartens and special schools before the epidemic dies out; and
- (3) the manpower and expenditure involved in provision of equipment and support for enhancing video-based learning in 2021-22 and the specific measures.

Asked by: Hon LO Wai-kwok (LegCo internal reference no.: 22)

Reply:

(1) and (2)

Kindergartens (KGs) operate on a market-driven basis. Every year, there are closures or mergers of KGs owing to a variety of factors such as profitability and tenancy matters. From the beginning of 2020 to mid-February 2021, 10 KGs were closed (including 2 KGs that merged with another KG under the same school sponsoring body). The Education Bureau (EDB) keeps in view the operation of KGs through regular contacts and school visits. The Government subsidies disbursed to KGs joining the KG education scheme (Scheme-KGs) are based on the number of eligible students, the subsidies received by them should not be reduced because of the suspension of face-to-face classes. Moreover, in view of the impact of the epidemic on KG operation, the Government has rolled out a number of support measures, details of which are set out below:

- (a) In March and April 2020, all KGs (including non-Scheme KGs) were provided 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) and pay for other expenses related to epidemic prevention, incurring an additional expenditure of about \$15 million;
- (b) In March and April 2020, all KGs were provided with a one-off Support Grant ranging from \$60,000 to \$160,000 per school to assist KGs in tackling financial difficulties caused by the epidemic, incurring an additional expenditure of about \$120 million;
- (c) Under the second round of the Anti-epidemic Fund from June to November 2020, non-Scheme KGs were eligible to apply for subsidies through the Employment Support Scheme;
- (d) Under the third round of the Anti-epidemic Fund in November 2020, all KGs were provided with a One-off Grant ranging from \$30,000 to \$80,000 per school, incurring an additional expenditure of about \$60 million; and
- (e) Under the fourth round of the Anti-epidemic Fund in February 2021, all KGs were further provided with a One-off Grant ranging from \$60,000 to \$160,000 per school, incurring an additional expenditure of about \$120 million.

The disbursement of special grant/subsidy for KGs under the Anti-epidemic Fund is outside the scope of the Appropriation Bill or the estimates of the General Revenue Account. We will continue to maintain close communication with the sector and render appropriate support to address the needs of schools.

(3)

Given their young age, KG students should be discouraged from using electronic screen devices for long durations. In principle, real-time online teaching or video-based learning activities are not recommended for KGs. We encourage KGs to design activities suitable for home learning, such as encouraging children to read at home; producing and distributing learning materials that align with the learning themes, children's interest and abilities; encouraging parents to support their children in doing simple housekeeping tasks, etc, so as to help maintain children's learning motivation and curiosity; as well as collaborate with parents to better cater for children's emotional and moral developmental needs. To further support schools in helping children learn at home, the EDB has allocated \$86 million to launch in December 2020 the Gift Book Scheme and the Do It Yourself Handicraft and Learning Package Scheme in Scheme-KGs, which aim to cultivate children's interest in reading and foster the reading culture, and encourage KGs to demonstrate creativity in designing enjoyable home learning activities that cater for children's interests, abilities and learning needs. The manpower involved in these 2 schemes is subsumed under the overall staffing of the EDB, and thus a breakdown is not available.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB157**

**(Question Serial No. 0296)**

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:

Regarding the Mainland exchange programmes organised by the Education Bureau, please advise:

- (1) whether the annual grant for schools will be increased to encourage more schools to participate in the programmes; and whether the programmes will cover all primary and secondary schools for them to form sister schools with at least 1 counterpart in the Mainland so that every primary and secondary school student will have the opportunity to interact and exchange with his/her peers in the Mainland;
- (2) whether the exchange programmes between sister schools will be enriched, and whether additional funding will be provided for individual projects (such as a large-scale annual exchange visit programme and peer learning activities) so that primary and secondary school students in Hong Kong and the Mainland could acquire a deeper understanding of each other's life and culture; and
- (3) whether professional experts or bodies on such areas as innovation and technology, entrepreneurship, culture, education and community service will be invited to collaborate with local institutions and youth organisations in launching thematic exchange programmes, and whether financial support will be provided for young people in Hong Kong to develop a closer bond with their peers in the Mainland and a better grasp of the development in the Guangdong-Hong Kong-Macao Greater Bay Area.

Asked by: Hon LO Wai-kwok (LegCo internal reference no.: 36)

Reply:

(1), (2) and (3)

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 counterpart(s) in the Mainland. The grant is set at \$156,035 for the 2020/21 school year and the amount of grant will be adjusted in accordance with the movement of the Composite Consumer Price Index each year. According to the information submitted by schools that have applied for the Grant for the Sister School Scheme, up to the 2020/21 school year (as at March 2021), 663 local schools have paired up with their counterparts in the Mainland as 1 887 pairs of sister schools (with some local schools pairing up with more than one Mainland school as sister schools).

Schools may arrange exchange activities (such as school visits, student activities, seminars, teaching demonstrations, lesson evaluation, video conferencing and experience sharing) with their sister schools at the student, teacher and school management levels based on their development needs. The Education Bureau (EDB) will provide professional support, which covers coordination of pairing-up arrangements and organisation of exchange activities. For example, we organise sharing sessions to disseminate good practices of exchange between sister schools, and commission service contractors to provide schools with advice and support in relation to the arrangements on exchange activities. On top of canvassing views of the sector through liaison, the EDB will continue to encourage and assist local schools to form sister schools with their counterparts in the Mainland and to promote multi-perspective and more in-depth professional exchange and multi-faceted collaboration between both sides, 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.

On post-secondary education, local institutions offer a diverse range of exchange programmes to students. In addition, the EDB provides subsidies through the Mainland Experience Scheme for Post-secondary Students to assist local post-secondary students' participation in short-term internships or studies in the Mainland, and encourage them to learn through first-hand experience the country's latest social, economic and cultural landscape. Details of the exchange programmes are arranged by the participating post-secondary institutions and each student can apply for the subsidy once, with the subsidy ceiling set at \$14,400 (subject to the duration of the exchange programme).

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB158**

**(Question Serial No. 0297)**

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:

Regarding national education, please advise of the following:

- (1) what is the estimated expenditure on resources to be injected into promotion and education efforts in 2021-22?
- (2) whether Constitution and Basic Law education will be strengthened, in particular, through engaging renowned legal experts and educators from the Mainland in collaborations with the Hong Kong education sector, teacher training, teaching resources development, teachers' and students' visits to the Mainland, activities organised for students, etc., to support schools in carrying out promotion work, and help teachers and students firmly grasp the concept of national constitution and establish their national identity? If yes, what are the details? If no, what are the reasons?
- (3) whether promotion of the National Security Law will be strengthened, in particular, through the offer of direction and support to primary and secondary schools as well as universities in launching national security education, so as to enhance the awareness of citizens and teenagers towards Hong Kong's responsibility to safeguard national security? If yes, what are the details? If no, what are the reasons?

Asked by: Hon LO Wai-kwok (LegCo internal reference no.: 37)

Reply:

(1) to (3)

National education is an integral part of the school curriculum, and national security education is inseparable from national education. It is the responsibility of schools to implement it. National education seeks to deepen students' understanding of our country's history, culture and development, the Constitution and the Basic Law, and the concepts and aspects of national security education. In the 2021/22 school year, the Education Bureau (EDB) will

continue to strengthen national education with a “multi-pronged and co-ordinated” approach through updating the curriculum, developing learning and teaching resources, providing training for teachers, and organising student activities and Mainland exchange programmes for teachers and students, etc. The EDB will continue to support schools in promoting national education within and beyond the classroom, so that teachers and students can gain a better understanding of our country, and develop a sense of national identity, an awareness of national security, and a sense of law-abidingness and responsibility.

In respect of the curriculum, the EDB has been progressively implementing the revised junior secondary Chinese History curriculum, starting with Secondary One from the 2020/21 school year. The revised curriculum enables students to learn about our country’s history and development in a holistic and structured manner. In parallel, learning contents on Chinese culture and Chinese geography will be enriched under subjects like Chinese Language and Geography, and a supplement about national security is incorporated into the existing standalone module on “Constitution and the Basic Law” at the junior secondary level. To facilitate a systematic and holistic planning and implementation of national security education in schools, the EDB issued the *Curriculum Framework of National Security Education in Hong Kong*, together with subject-based examples in February 2021. The EDB will release successively the national security education curriculum frameworks for other subjects.

In respect of learning and teaching resources, the EDB has developed a student self-learning platform for aligning with the implementation of the revised junior secondary Chinese History curriculum, and continued with the production of learning and teaching materials on Basic Law and national security education, such as online self-learning programmes on the Basic Law, the audio picture book entitled “Let’s Learn about National Security”, and online games. All these are aimed at promoting national security education and national education, and heightening students’ sense of law-abidingness.

At the same time, the EDB organises diversified student activities on an ongoing basis. Examples include the Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Chinese Culture, Territory-wide Primary Schools Quiz Competition on Chinese History and Chinese Culture, Chinese Classic Sayings campaign, Territory-wide Inter-school Basic Law Competition, Online Quiz Competition on the Constitution Day, School Bulletin Board Design Competition on National Security, as well as Basic Law Student Ambassadors Training Scheme, under which thematic seminars, visits and Mainland learning tours are arranged for student ambassadors. To facilitate schools in organising school-based national education activities on important days, the EDB has also produced the Basic Law Education: School-based Events Calendar.

In respect of teachers’ professional development, training (including online self-learning programmes) in Basic Law and national security education is enhanced. Starting from the 2020/21 school year, the core training programmes for newly-joined, serving teachers and teachers aspiring for promotion have already covered contents pertinent to the Constitution, the Basic Law and the National Security Law. The estimated expenditure on these items is subsumed under the EDB’s recurrent expenditure, and no breakdown of figures is available.

In addition, the EDB will continue to organise various Mainland professional exchange programmes for teachers to deepen their understanding of Mainland's latest development, widen their horizons and enhance their professional competence. Mainland exchange programmes for students cover diversified themes and destinations to let students gain first-hand experience of our country's developments in such aspects as history, culture, economy, education, science and technology from multiple perspectives, understand the opportunities and challenges brought about by the country's developments to Hong Kong, and strengthen their sense of national identity. We will invite mainland experts/ scholars to conduct seminars for teachers and students if the topics are suitable. For the 2021/22 school year, the estimated expenditure on Mainland professional exchange programmes for teachers is \$12.7 million and that on Mainland exchange programmes for students is \$115 million.

As for universities, the National Security Law aims to prevent, suppress and impose punishment on acts and activities that endanger national security. In order to reduce the need for suppression and punishment, prevention takes precedence, in which schools, including universities, have a pivotal role to play. According to Article 10 of the National Security Law, "The Hong Kong Special Administration Region shall promote national security education in schools and universities and through social organisations, the media, the internet and other means to raise the awareness of Hong Kong residents of national security and of the obligation to abide by the law". Universities are covered by the relevant provision of the National Security Law. They should offer contents or activities relating to national security education for students so as to raise staff members' and students' awareness of national security and of the obligation to abide by the law. While enjoying autonomy in their management, universities are responsible for ensuring that their operations meet the requirements of the law as well as the interests of students and the community at large. Under the principle of upholding academic freedom and institutional autonomy, the EDB is in close communication with the University Grants Committee-funded universities to ensure that the relevant legal obligation in relation to safeguarding national security is fulfilled and to provide appropriate support for this purpose.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB159**

**(Question Serial No. 0736)**

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:

Regarding the Vocational Training Council (VTC), would the Government please provide the following information:

- (1) the number of subvented vocational and professional education and training programmes offered by member institutions of the VTC, the number of students and the amount of funding involved in the past 3 academic years and the 2021/22 academic year, with a breakdown by mode of study (full-time/part-time), programme and academic discipline; and
- (2) the number of VTC staff to date, with a breakdown by staff type, mode of employment, pay level and year of service; and the percentage of total staff remuneration as compared with the expenditure of the VTC.

Asked by: Hon LUK Chung-hung (LegCo internal reference no.: 24)

Reply:

- (1) A breakdown of the number of subvented vocational and professional education and training (VPET) programmes offered by the Vocational Training Council (VTC) and the number of students from the 2018/19 to 2021/22 academic years by mode of study (full-time/part-time), programme type and academic discipline is set out at Annex. The VTC does not maintain a breakdown of the funding amount by academic discipline.
- (2) As in March 2021, the total number of VTC staff is 5 551. A breakdown of the number of staff by staff category, mode of employment, pay level and year of service is set out below:

Staff Category	Number of staff employed under					
	Old remuneration package		New remuneration package		Short-term contract	
	Less than 5 years	5 years or above	Less than 5 years	5 years or above	Less than 5 years	5 years or above
Teaching	0	409	457	1 217	321	82
Administrative and supporting	0	804	890	975	370	26

The total staff remuneration accounts for about 75% of the VTC's expenditure.

**Number of subvented VPET programmes offered by the VTC and number of students by mode of study, programme type and academic discipline from the 2018/19 to 2021/22 academic years**

Mode of study	Programme type	Academic discipline	2018/19 academic year		2019/20 academic year		2020/21 academic year (Provisional figures)		2021/22 academic year (Estimate)	
			Number of programmes	Number of students	Number of programmes	Number of students	Number of programmes	Number of students	Number of programmes	Number of students
Full-time	Higher Diploma	Business	3	212	3	183	9	525	18	1 097
		Childcare, Elderly and Community Services	5	1 344	4	1 384	4	1 506	4	1 367
		Design	24	4 236	28	4 222	28	3 921	25	3 275
		Engineering	19	5 338	19	4 647	17	3 737	15	2 834
		Health and Life Sciences	17	2 278	18	2 128	19	2 092	19	1 939
		Hospitality	8	3 128	9	3 209	13	2 847	13	2 160
		Information Technology	10	2 809	12	2 692	14	2 414	13	2 070
		Inter-disciplinary	4	136	6	278	7	297	Not offered Note	-
	Diploma of Foundation Studies	6	4 244	6	4 318	8	5 250	8	4 350	
	Diploma of Vocational Education/Diploma of Vocational Baccalaureate	23	6 334	24	5 892	25	6 037	25	5 451	
Other Diplomas/Certificates	24	1 662	22	915	20	1 361	18	1 330		
Part-time	Higher Diploma	Engineering	8	1460	10	1 264	9	1 151	9	1 086
		Health and Life Sciences	1	20	1	24	4	28	6	98

Mode of study	Programme type	Academic discipline	2018/19 academic year		2019/20 academic year		2020/21 academic year (Provisional figures)		2021/22 academic year (Estimate)	
			Number of programmes	Number of students	Number of programmes	Number of students	Number of programmes	Number of students	Number of programmes	Number of students
		Information Technology	Not offered	-	Not offered	-	1	10	3	39
	Diploma of Foundation Studies		1	30	1	39	1	19	2	59
	Diploma of Vocational Education/Diploma of Vocational Baccalaureate		27	4 141	28	3 741	25	3 540	24	3 674
	Other Diplomas/Certificates		6	1 251	6	1 221	6	1 129	7	1 029

Note: Since the 2021/22 academic year, the VTC has no longer offered interdisciplinary programmes, and the contents of such programmes have been incorporated into other related disciplines.

- End -



**CONTROLLING OFFICER'S REPLY****EDB160****(Question Serial No. 0737)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

It is stated under Matters Requiring Special Attention in 2021-22 that the Education Bureau (EDB) will continue to implement the Training and Support Scheme. In this connection, would the Government please advise this Committee of the following:

- (1) How many trainees joined the Training and Support Scheme in the 2019/20 and 2020/21 academic years? Please provide the figures with a breakdown by academic year and sector. How many of them took part in learning and exchange activities outside Hong Kong?
- (2) What initiatives will the EDB adopt to promote the Training and Support Scheme and what is the amount of provision earmarked for such a purpose in 2021-22?

Asked by: Hon LUK Chung-hung (LegCo internal reference no.: 25)Reply:

- (1) The numbers of trainees who benefited from the Training and Support Scheme of the Vocational Training Council (VTC) in the 2019/20 and 2020/21 academic years are set out below:

Programme	No. of Trainees Benefited	
	2019/20 Academic Year	2020/21 Academic Year (as at end of February 2021)
Electrical & Mechanical Engineering and Construction	742	800
Medical Centre Operations	12	5
Aviation	14	0
Computer & Electronic Engineering	38	32

Programme	No. of Trainees Benefited	
	2019/20 Academic Year	2020/21 Academic Year (as at end of February 2021)
Information Technology	-	10
Arboriculture and Horticulture	-	9
Automobile	74	97
Others	16	7
<b>Total</b>	<b>896</b>	<b>960</b>

Due to the epidemic, relevant study and exchange programmes outside Hong Kong organised by the VTC have been suspended or postponed.

- (2) In 2021-22, the VTC will continue to step up the promotion of the Training and Support Scheme (the Scheme) to the industries through its 25 Training Boards by, for example, organising online seminars and briefing sessions for employers and industries. As the relevant promotional efforts will be carried out in tandem with other promotional activities of the relevant institutions, such as the publicity for admission, the VTC is unable to provide a breakdown of the expenditure regarding the promotion of the Scheme.

- End -

**CONTROLLING OFFICER'S REPLY****EDB161****(Question Serial No. 0738)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Regarding the internship programmes provided by the Vocational Training Council, please advise this Committee of the following:

- (1) the number of students participating in the Student Industrial Attachment Programme, the costs involved, and the levels of satisfaction of the students and the employers in the past 5 years by using the table below;

Year	No. of participating students	Cost involved	Students' level of satisfaction (%)	Employers' level of satisfaction (%)
2016/17				
2017/18				
2018/19				
2019/20				
2020/21				

- (2) the number of students participating in the Pilot Training and Support Scheme, the costs involved, and the levels of satisfaction of the students and the employers in the past 5 years by using the table below;

Year	No. of participating students	Cost involved	Students' level of satisfaction (%)	Employers' level of satisfaction (%)
2016/17				
2017/18				
2018/19				
2019/20				
2020/21				

- (3) the findings of the tracking surveys conducted by various trades for the Pilot Training and Support Scheme in the past 4 years by using the table below.

Year	No. of participating students	No. of respondents	Students' level of satisfaction (%)	Employers' level of satisfaction (%)	No. of students that joined the trade	No. of students that got employed by the enterprise offering the internship	No. of students that got employed by another enterprise	No. of students that pursued a higher diploma or associate degree programme in another discipline	No. of students that had yet to decide their career pathway
2017									
2018									
2019									
2020									

Asked by: Hon LUK Chung-hung (LegCo internal reference no.: 26)

Reply:

- (1) A recurrent government funding of about \$18 million has been allocated annually to the Vocational Training Council (VTC) starting from the 2014/15 academic year to provide industrial attachment opportunities for students pursuing subvented Higher Diploma programmes and some of the Diploma of Vocational Education programmes. The number of students who participated in the VTC's Industrial Attachment Programme, and the satisfaction levels of participating students and employers are tabulated below:

Academic Year <sup>Note</sup>	No. of participating students		Students' satisfaction level (%)		Employers' satisfaction level (%)	
	Higher Diploma	Diploma of Vocational Education	Higher Diploma	Diploma of Vocational Education	Higher Diploma	Diploma of Vocational Education
2016/17	11 096	938	72	70	84	73
2017/18	10 432	737	71	73	81	79
2018/19	9 075	1 168	73	71	82	74
2019/20	7 302	533	73	71	82	80

Note: The VTC is still conducting the questionnaire survey for the 2020/21 academic year. Relevant findings are not yet available.

- (2) The Government has been implementing the Pilot Training and Support Scheme (the Scheme) through the VTC since the 2014/15 academic year. The Government has regularised the Scheme from the 2019/20 academic year. Over the past five years, the total provision disbursed to the VTC for operating the Scheme is approximately \$311 million. The number of trainees who participated in the Scheme, and the satisfaction levels of participating trainees and employers are tabulated below:

<b>Academic Year</b> <sup>Note</sup>	<b>No. of participating trainees</b>	<b>No. of students who participated in the questionnaire survey</b>	<b>No. of employers who participated in the questionnaire survey</b>	<b>Trainees' satisfaction level (%)</b>	<b>Employers' satisfaction level (%)</b>
2016/17	1 146	600	42	84	82
2017/18	1 253	817	98	78	99
2018/19	1 124	1 001	126	82	94
2019/20	896	702	134	90	99

Note: The VTC is still conducting the questionnaire survey for the 2020/21 academic year. Relevant findings are not yet available.

- (3) Findings of the VTC's tracking surveys on the trades covered by the Scheme from the 2017/18 to 2019/20 academic years are at **Annex**.

**Findings of the VTC's tracking surveys on the trades covered by  
the Training and Support Scheme from the 2017/18 to 2019/20 academic years**

<b>Academic Year</b> <small>Note 1</small>	<b>No. of trainees who joined the Scheme and completed the apprenticeship</b> <small>Note 2</small>	<b>No. of respondents</b>	<b>Trainees' satisfaction level (%)</b>	<b>Employers' satisfaction level (%)</b>	<b>No. of trainees who joined the industry</b>	<b>No. of trainees who were employed by the company offering the internship</b>	<b>No. of trainees who were employed by other companies</b>	<b>No. of trainees who pursued a higher diploma or associate degree programme in other disciplines</b>	<b>No. of trainees who had yet to decide their career pathway</b>
2017/18	333	109	91	99	105	88	17	62	4
2018/19	380	178	80	94	151	125	26	73	27
2019/20	357	152	97	99	149	149	0	32	3

Note 1: The VTC is still conducting the questionnaire survey for the 2020/21 academic year. Relevant findings are not yet available.

Note 2: Only participating trainees who registered as apprentices and have completed the apprenticeship training are included in the tracking surveys.

- End -

**CONTROLLING OFFICER'S REPLY****EDB162****(Question Serial No. 2031)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

It is mentioned that the Government will “advise bureaux and departments on matters relating to the implementation of the Basic Law, and promote public awareness and understanding of the Constitution and the Basic Law”. In this connection, please use the table below to provide the number of schools (from pre-primary to post-secondary/tertiary) in the territory that display the national flag on a daily basis and hold the flag-raising ceremony on a weekly basis.

School category	No. of schools	No. of schools that raise the national flag daily	No. of schools that hold the flag-raising ceremony weekly

Asked by: Hon LUK Chung-hung (LegCo internal reference no.: 65)Reply:

According to Education Bureau (EDB) Circular No. 9/2020, primary and secondary schools must display the national flag and the regional flag as well as play and sing the national anthem when holding celebration activities for the New Year's Day (1 January), the Hong Kong Special Administrative Region Establishment Day (1 July) and the National Day (1 October). The EDB also strongly advises schools to display the national flag and the regional flag, as well as to play and sing the national anthem on important days and special occasions, such as the first day of a school year, open day, graduation ceremony, swimming gala/sports day, school anniversary events and Chinese Culture Day; and encourages schools to display the national flag and the regional flag, and/or play and sing the national anthem regularly. The EDB does not collect information about the display of the national flag or the holding of flag-raising ceremonies by schools and post-secondary institutions.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB163**

**(Question Serial No. 2318)**

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:

Under Matters Requiring Special Attention in 2021-22, 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 amount of recurrent funding provided for public sector and Direct Subsidy Scheme primary and secondary schools as well as public sector special schools in the past year to strengthen their capacity for practising e-learning and taking forward various education initiatives which will harness information technology?
- (b) How many e-textbooks are currently available for schools' adoption? What is the respective number of e-textbooks for individual subjects currently available for schools' adoption? 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 use e-textbooks for teaching in the 2019/20 and 2020/21 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 in using electronic resources for students' continuous learning during class suspension due to the epidemic?



- (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.: 17)

Reply:

(a) The Education Bureau (EDB) provides all public sector schools with the annual recurrent Composite Information Technology Grant (CITG). In the 2020/21 school year, the rate of the Grant for each school ranges from \$259,703 to \$847,319, depending on the school type and the number of classes. In addition, starting from the 2017/18 school year, the EDB has provided all public sector schools with the recurrent Information Technology Staffing Support Grant (ITSSG) to strengthen information technology (IT) staffing support of schools. Each school received a provision of \$319,559 in the 2020/21 school year. Schools may, having regard to the operational needs related to IT in education, flexibly deploy various subsidies, including the CITG and ITSSG, for subscription of WiFi services, procurement of different online learning resources as well as software and hardware for teaching, and strengthening of IT staffing support.

(b), (c) and (d)

There are currently 57 sets of e-textbooks on the Recommended e-Textbook List (eRTL) ([www.edb.gov.hk/rtl](http://www.edb.gov.hk/rtl)) 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, Chinese History, Computer Education, Life and Society, and Science for junior secondary levels. Since March 2020, there has been an addition of 2 sets of e-textbooks on History and 1 set of e-textbooks on Chinese History for junior secondary levels to the eRTL. Among these 57 sets of e-textbooks, 29 sets were developed under the e-Textbook Market Development Scheme (EMADS).

The promotion of e-textbook development by the EDB aims to provide schools with another option of quality learning and teaching resources in addition to printed textbooks. The EDB will continue to encourage schools to make proper use of quality e-learning resources to enhance learning and teaching effectiveness. The number of schools that use e-textbooks for teaching in the 2019/20 school year and beyond is not available.

(e) At present, there are 3 submission periods for e-textbook review 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 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 and school visits, etc. Moreover, we will keep inviting teachers from the IT in Education Centres of Excellence to participate in learning communities to share good practices of harnessing e-textbooks in learning and teaching, with a view to supporting schools in using e-textbooks to enhance learning and teaching effectiveness.

(g) The EDB launched the Fourth Strategy on Information Technology in Education (ITE4) to enhance schools' IT environment in terms of hardware, resources and teaching 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 the relevant measures through different means such as questionnaire surveys and focus group meetings.

The EDB also 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 include e-leadership series, technological series, pedagogical series, subject-related series, e-safety series and Bring Your Own Device series, etc. Moreover, we have established the IT in Education Centres of Excellence to provide training and on-site/remote support services, and taken forward a series of support measures, through a dedicated webpage, hotlines, mobile communication applications, online self-learning programmes and webinars, etc., to continuously offer advice to teachers in need and disseminate schools' good practices. Consolidating the experiences of the parties concerned, we have updated the principles on supporting students' home learning during the suspension of face-to-face classes.

On e-learning resources, the EDB will continue to engage e-textbook developers, publishers, IT education experts, educators, school principals and frontline teachers in exchange on promotion of e-learning and development of e-textbooks and e-learning resources. In addition, we conduct school visits to get a better understanding of teachers' concerns and considerations in adopting e-learning resources and offer appropriate support.

- End -

**CONTROLLING OFFICER'S REPLY****EDB164****(Question Serial No. 2345)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

To alleviate the impact of the epidemic on instructors engaged by schools, the Government provides under the Anti-epidemic Fund relief grants to providers of catering services for schools and post-secondary education institutions and providers of interest classes and school bus services for schools.

- (a) In respect of the relief grants for providers of catering services for schools and post-secondary education institutions and providers of interest classes and school bus services for schools under the second, third and fourth rounds of the Anti-epidemic Fund, please set out in the table below details on the support for instructors of learning/interest classes engaged by schools.

	No. of applications received	No. of applications approved	No. of applications rejected	No. of applications pending approval	Amount of grant approved	Balance of commitment
Second round of Anti-epidemic Fund						
Third round of Anti-epidemic Fund						
Fourth round of Anti-epidemic Fund						

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 52)

Reply:

- (a) The disbursement of one-off relief grant for instructors of learning/interest classes engaged by schools under the Anti-epidemic Fund is outside the scope of the Appropriation Bill or the estimates of the General Revenue Account. Under the second, third and fourth rounds of the Anti-epidemic Fund, the Government has provided relief grants to providers of catering services for schools and post-secondary education institutions and providers of interest classes and school bus services for schools, among which the related information on the subsidies for instructors of learning/interest classes engaged by schools is set out as follows:

	No. of applications received	No. of applications approved	No. of applications rejected	No. of applications pending approval	Amount of grant approved (\$ million)	Balance of commitment (\$ million)
Second round of Anti-epidemic Fund*	24 052	23 998	54	0	179.99	0
Third round of Anti-epidemic Fund	22 575	22 544	31	0	112.72	9.28
Fourth round of Anti-epidemic Fund	23 491	23 483	8	0	176.12	3.88

\*Programme completed.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB165**

**(Question Serial No. 2360)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

- (1) Please provide the respective numbers of applicants and beneficiaries receiving full-rate or half-rate subsidy under the Mainland University Study Subsidy Scheme last year, as well as the provinces where they pursued their studies and the total amount of subsidy granted.
- (2) What plan does the Administration have to help needy Hong Kong students to pursue their studies in the Mainland? Please provide the related estimates if there is such a plan.
- (3) What are the numbers of Hong Kong students pursuing studies in higher education institutions in the Mainland and those who have returned to Hong Kong to work or pursue further studies (postgraduate programmes) upon graduation in the past year?
- (4) 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?
- (5) What is the latest development 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 the Mainland?

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 85)

Reply:

(1) & (2) As at 28 February 2021, the number of applicants for the Mainland University Study Subsidy Scheme (MUSSS) 2020/21 is 4 272, of whom 3 490 are provided with subsidy. The respective numbers of students receiving full-rate “means-tested subsidy”, half-rate “means-tested subsidy” and “non-means-tested subsidy” by the location (province/municipality/autonomous region) of mainland institutions where they pursued their studies are set out at Annex. About \$45 million in subsidy has been disbursed so far, and about 480 applications were still being processed. The Government will continue to subsidise local students pursuing studies in the Mainland through the MUSSS.

(3) According to the latest 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. The Government does not maintain records of the number of Hong Kong students pursuing studies on the Mainland and those who have returned to Hong Kong to work or pursue further studies upon graduation.

(4) In 2020-21 (as at the end of February 2021), 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 877, in which 99.9% of the qualifications concerned were assessed as comparable to the level of their counterparts in Hong Kong.

(5) 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.

### Construction Sector

Under the framework of CEPA, mutual recognition agreements have been reached between the Mainland and Hong Kong for certain professional disciplines in the construction sector. Those which are still in effect include General Practice Surveyors and Quantity Surveyors. In response to the development of the Greater Bay Area, the Mainland has further implemented facilitating measures to enable architectural and engineering enterprises and related registered professionals recognised by the HKSAR Government to start business and practise in the Greater Bay Area through a simple registration system.

### 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**

**Breakdown of the number of students receiving subsidies in the 2020/21 academic year  
by the location of mainland institutions where they pursued their studies  
(as at 28 Feb 2021)**

<b>Province/ municipality/ autonomous region</b>	<b>Number of students receiving full-rate “means- tested subsidy”</b>	<b>Number of students receiving half-rate “means- tested subsidy”</b>	<b>Number of students receiving “non-means-tested subsidy”</b>
Shanghai Municipality	73	32	69
Shandong Province	33	6	7
Tianjin Municipality	9	1	18
Beijing Municipality	169	63	178
Sichuan Province	30	12	25
Jilin Province	3	1	3
Jiangxi Province	9	0	0
Jiangsu Province	69	26	20
Henan Province	4	1	1
Chongqing Municipality	27	6	7
Zhejiang Province	19	7	7
Hainan Province	1	0	0
Shaanxi Province	5	4	3
Hubei Province	38	11	35
Hunan Province	19	4	7
Yunnan Province	5	1	0
Fujian Province	370	126	28
Guangxi Zhuang Autonomous Region	26	3	3
Guangdong Province	1 165	405	291
Liaoning Province	3	1	1
<b>Total</b>	<b>2 077</b>	<b>710</b>	<b>703</b>

- End -



**CONTROLLING OFFICER'S REPLY****EDB166****(Question Serial No. 2377)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)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 the 2020/21 school year.

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 96)Reply:

The respective numbers and wastage rates 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 2020/21 school year are as follows:

**Primary schools**

2020/21	Government		Aided		Private		DSS	
Age group	No. of teachers*	Wastage rate^ (%)	No. of teachers*	Wastage rate^ (%)	No. of teachers*	Wastage rate^ (%)	No. of teachers*	Wastage rate^ (%)
< 30	150	2.7	4 160	3.9	440	8.2	280	7.9
30 – 40	360	5.8	6 130	2.9	770	8.0	620	3.9
41 – 50	730	3.5	7 310	2.2	590	4.6	310	4.2
51 – 60	410	9.9	3 390	9.5	220	9.1	110	6.1

## Secondary schools

2020/21	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	90	9.9	2 810	4.3	10	0.0	70	12.1	910	5.1
30 – 40	480	3.5	6 800	2.2	30	0.0	300	12.0	1 800	3.8
41 – 50	520	2.3	6 640	1.8	30	0.0	160	10.6	960	4.3
51 – 60	520	8.3	4 820	10.6	30	10.7	70	15.9	480	8.3

\* The numbers of teachers are provisional and are rounded to the nearest 10.

^ “Wastage rate” refers to the percentage of teachers who left the teaching profession in relation to the total number of teachers concerned as at mid-September of the preceding school year.

“Drop-out teachers” refer to 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. 2378)**

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:

Regarding cross-boundary students, please advise this Committee of the following:

1. the number of cross-boundary students in the 2020/21 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 2020/21 school year;
3. the number of school places in the school nets exclusively for cross-boundary students in the 2020/21 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 2020/21 school year.

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 97)

Reply:

1. In the 2020/21 school year, due to the development of the COVID-19 epidemic and the restrictions imposed by the anti-epidemic measures in Hong Kong and the Mainland, some cross-boundary students (CBS) are temporarily staying in Hong Kong to attend face-to-face classes in schools, while some CBS are unable to come to Hong Kong for school. As such, it is not possible for the Education Bureau (EDB) to gather accurate data on the number of CBS travelling daily across the boundary in the school year. In October 2020, the EDB collected information via schools on the number of students residing in the Mainland at that time. The number of students residing in the Mainland by school level in the 2020/21 school year is tabulated at Annex A.
2. 407 CBS participated in the Central Allocation of the Primary One Admission (POA) 2020 for admission to Primary 1 (P1) in the 2020/21 school year.

3. The purpose of providing CBS with a separate Choice of Schools List for Central Allocation is to balance the needs of applicant children residing in POA school nets in Hong Kong and eligible applicant children intending to commute daily to schools in Hong Kong, and thus ensure the provision of sufficient school places for eligible CBS. The EDB will, having regard to the actual number of CBS applying for POA each year, make appropriate adjustments to the school choices on the List and the number of places provided by individual schools.

The number of P1 places exclusively for CBS for the Central Allocation of POA 2020 (for admission to P1 in the 2020/21 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), the SZEDB has been implementing the Scheme of Classes for Hong Kong Students (the Scheme) in “minban” schools in Shenzhen. In the 2020/21 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 the information available, the tuition fees range roughly between RMB 11,600 and 60,000 per year.

**Number of Students  
Studying in Kindergartens (including Kindergarten-cum-Child Care Centres),  
Primary and Secondary Schools in Hong Kong but Residing in the Mainland  
in the 2020/21 School Year**

School level	Number of students studying in schools in Hong Kong but residing in the Mainland
Kindergarten (including kindergarten-cum-child care centre)	2 243
Primary school	15 373
Secondary school	9 355

Note: Figures are based on the survey on the number of students studying in schools in Hong Kong but residing in the Mainland conducted via schools in October 2020. Having regard to the COVID-19 epidemic situation and the anti-epidemic measures in Hong Kong and the Mainland, some CBS are temporarily staying with their relatives or friends in Hong Kong to attend face-to-face classes in schools, while some CBS who used to stay in Hong Kong on school days have returned to the Mainland since the beginning of the 2020/21 school year in response to the development of the epidemic and the anti-epidemic measures of the two places, and sustained learning at home through various learning modes (including e-learning). As such, the figures collected do not represent the number of CBS travelling daily across the boundary.

**Number of P1 places on Choice of Schools List for CBS for Central Allocation  
of POA 2020 by School Net  
(For Admission to P1 in the 2020/21 School Year)**

POA School Net	Number of P1 places
70	86
71	65
72	117
74	35
80	57
81	44
83	4
84	80
98	15

Note: Figures refer to the position as at January 2020 when the 2020 Choice of Schools List for Central Allocation (For Applicant Children who intend to commute daily to schools in Hong Kong) was compiled to facilitate parents in making school choice under the Central Allocation of POA 2020.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB168**

**(Question Serial No. 2379)**

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:

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 2020/21 academic year (with a breakdown by full-rate and half-rate subsidies);
- (b) the number of students receiving non-means-tested subsidy in the 2020/21 academic year; and
- (c) the total expenditure on the MUSSS in the 2020/21 academic year.

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 98)

Reply:

For the 2020/21 academic year, the full-rate and half-rate levels of the “means-tested subsidy” under the Mainland University Study Subsidy Scheme (MUSSS) are \$16,800 and \$8,400 respectively, while the subsidy level under “non-means-tested subsidy” is \$5,600.

In the 2020/21 academic year (as at 28 February 2021), a total of 3 490 students (including both newly-approved applications and renewals) were granted subsidy, among them 2 077 were granted the full-rate “means-tested subsidy”, 710 were granted the half-rate “means-tested subsidy”, and 703 were granted the flat-rate “non-means-tested subsidy”. The total estimated expenditure on the MUSSS for the 2020/21 academic year is about \$53 million.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB169**

**(Question Serial No. 2380)**

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:

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) 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) in the past 2 academic years or subsidised periods; and
- (3) further to the above question, the top 10 destinations of exchange activities as reflected by the number of students receiving the subsidy and the amount of subsidy under the schemes, with a breakdown by subsidised period.

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 99)

Reply:

- (1) To ensure that post-secondary student will not be denied access to exchange activities due to a lack of financial means, the Government 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 (Means-tested) (SSEBR (means-tested))<sup>1</sup> was launched in July 2016 to encourage and support students with financial needs to go on exchange in the B&R regions<sup>2</sup>, thus enabling them to seize the new opportunities brought about by the B&R Initiative while enhancing and facilitating educational exchanges between Hong Kong and the B&R regions.



Eligible exchange activities under the two 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 with substantive teaching and learning elements organised and/or endorsed by the participating post-secondary institutions. Participating institutions are required to process applications according to the operational guides issued by the Education Bureau (EDB).

- (2) The subsidised period of the two schemes runs from September of a year to August of the following year. In the subsidised periods of 2018-19 and 2019-20, the number of students receiving the subsidy and the amount of subsidy granted for each participating institution of the two schemes are set out at **Annex 1** and **Annex 2** respectively. The EDB had not requested participating institutions to provide the numbers of applications received and activities approved under the two schemes on an annual basis.
- (3) In the past two subsidised periods, the top 10 exchange destinations ranked by the number of visiting students under SSE are the United Kingdom, the Netherlands, the United States of America, Australia, Canada, Taiwan, Germany, Sweden, Japan and France; and the top 10 exchange destinations ranked by the number of visiting students under SSEBR (means-tested) are Mainland China, Korea, Singapore, Russia, the Czech Republic, Austria, Taiwan, New Zealand, Poland and Estonia. The amount of subsidy under the two 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.

<sup>1</sup> Known before September 2019 as the Scheme for Subsidy on Exchange to “Belt and Road” (B&R) Regions for Post-secondary Students.

<sup>2</sup> 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 institutions	September 2018 to August 2019		September 2019 to August 2020	
		No. of students receiving the subsidy	Amount of subsidy granted (HK\$)	No. of students receiving the subsidy	Amount of subsidy granted (HK\$)
<b><i>University Grants Committee-funded Institutions</i></b>					
1.	City University of Hong Kong (CityU)	224	4,020,000	96	2,414,000
2.	Lingnan University	109	2,276,000	42	1,150,000
3.	The Hong Kong University of Science and Technology	64	1,534,000	24	520,000
4.	Hong Kong Baptist University (HKBU)	121	2,711,000	48	1,462,000
5.	The Chinese University of Hong Kong (CUHK)	165	3,479,000	71	2,245,000
6.	The Education University of Hong Kong	39	804,000	7	208,000
7.	The Hong Kong Polytechnic University (PolyU)	141	3,184,000	73	2,015,000
8.	The University of Hong Kong (HKU)	128	3,015,000	101	2,931,000
<b><i>Other Institutions</i></b>					
9.	Centennial College <sup>(a)</sup>	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.	UOW College Hong Kong/Community College of CityU <sup>(b)</sup>	20	266,000	0	0
14.	The Hang Seng University of Hong Kong <sup>(c)</sup>	28	526,000	24	528,000
15.	HKU SPACE Community College	9	140,000	0	0
16.	HKU SPACE Po Leung Kuk Stanley Ho Community College	30	292,000	0	0
17.	The Hong Kong Academy for Performing Arts	4	109,000	2	35,000

	Participating institutions	September 2018 to August 2019		September 2019 to August 2020	
		No. of students receiving the subsidy	Amount of subsidy granted (HK\$)	No. of students receiving the subsidy	Amount of subsidy granted (HK\$)
18.	College of International Education - HKBU	1	13,000	0	0
19.	School of Continuing Education - HKBU	3	18,000	0	0
20.	Hong Kong Institute of Technology	11	90,000	0	0
21.	Hong Kong Shue Yan University	18	410,000	4	122,000
22.	Lingnan Institute of Further Education	9	42,000	0	0
23.	Savannah College of Art and Design <sup>(d)</sup>	0	0	0	0
24.	School of Continuing and Professional Studies, CUHK	21	179,000	3	56,000
25.	Hong Kong Community College - PolyU	17	181,000	1	9,000
26.	School of Professional Education and Executive Development - PolyU	14	161,000	3	25,000
27.	Vocational Training Council	32	459,000	0	0
28.	Technological and Higher Education Institute of Hong Kong	12	170,000	1	20,000
29.	YMCA College of Careers	0	0	0	0
30.	HKU SPACE	0	0	0	0
31.	Hong Kong Nang Yan College of Higher Education	0	0	0	0
32.	Tung Wah College	4	76,000	0	0
33.	The Open University of Hong Kong	99	1,149,000	5	56,000
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	5	59,000	0	0
37.	Gratia Christian College	1	14,000	0	0
38.	HKCT Institute of Higher Education	0	0	0	0
	<b>Total:</b>	<b>1 329</b>	<b>25,377,000</b>	<b>505</b>	<b>13,796,000</b>

- (a) The institution did not participate in SSE from September 2019 to August 2020.
- (b) Known before 1 September 2019 as Community College of City University.
- (c) Known before 30 October 2018 as Hang Seng Management College.
- (d) The institution ceased operation from 1 June 2020 onwards.

**Scheme for Subsidy on Exchange to “Belt and Road” Regions  
for Post-secondary Students (Means-tested) (SSEBR (means-tested))**

**Number of Students Receiving the Subsidy and  
Amount of Subsidy Granted in the Past 2 Subsidised Periods**

	Participating institutions	September 2018 to August 2019		September 2019 to August 2020	
		No. of students receiving the subsidy	Amount of subsidy granted (HK\$)	No. of students receiving the subsidy	Amount of subsidy granted (HK\$)
<b><i>University Grants Committee-funded Institutions</i></b>					
1.	City University of Hong Kong (CityU)	57	753,000	10	265,000
2.	Lingnan University	47	419,000	25	177,000
3.	The Hong Kong University of Science and Technology	30	418,000	15	204,000
4.	Hong Kong Baptist University (HKBU)	33	320,000	16	176,000
5.	The Chinese University of Hong Kong (CUHK)	133	1,491,000 <sup>#</sup>	20	505,000
6.	The Education University of Hong Kong	17	250,000	5	108,000
7.	The Hong Kong Polytechnic University (PolyU)	13	274,000	15	368,000
8.	The University of Hong Kong (HKU)	61	891,000	22	323,000
<b><i>Other Institutions</i></b>					
9.	Centennial College <sup>(a)</sup>	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.	UOW College Hong Kong/Community College of CityU <sup>(b)</sup>	3	8,000	0	0
14.	The Hang Seng University of Hong Kong <sup>(c)</sup>	28	178,000	4	21,000
15.	HKU SPACE Community College	8	35,000	0	0
16.	HKU SPACE Po Leung Kuk Stanley Ho Community College	25	40,000	0	0

	Participating institutions	September 2018 to August 2019		September 2019 to August 2020	
		No. of students receiving the subsidy	Amount of subsidy granted (HK\$)	No. of students receiving the subsidy	Amount of subsidy granted (HK\$)
17.	The Hong Kong Academy for Performing Arts	0	0	0	0
18.	College of International Education - HKBU	12	44,000	0	0
19.	School of Continuing Education - HKBU	0	0	0	0
20.	Hong Kong Institute of Technology	4	26,000	0	0
21.	Hong Kong Shue Yan University	14	144,000	0	0
22.	Lingnan Institute of Further Education	13	39,000	0	0
23.	Savannah College of Art and Design <sup>(d)</sup>	0	0	0	0
24.	School of Continuing and Professional Studies, CUHK	2	56,000	1	9,000
25.	Hong Kong Community College - PolyU	3	25,000	0	0
26.	School of Professional Education and Executive Development - PolyU	29	143,000	3	35,000
27.	Vocational Training Council	45	218,000	5	29,000
28.	Technological and Higher Education Institute of Hong Kong	40	196,000	0	0
29.	YMCA College of Careers	0	0	0	0
30.	HKU SPACE	0	0	0	0
31.	Hong Kong Nang Yan College of Higher Education	7	45,000	0	0
32.	Tung Wah College <sup>(a)</sup>	2	9,000	---	---
33.	The Open University of Hong Kong	74	589,000	5	43,000
34.	Hong Kong College of Technology	7	15,000	3	15,000
35.	Yew Chung College of Early Childhood Education	1	7,000	0	0

	Participating institutions	September 2018 to August 2019		September 2019 to August 2020	
		No. of students receiving the subsidy	Amount of subsidy granted (HK\$)	No. of students receiving the subsidy	Amount of subsidy granted (HK\$)
36.	School of Continuing and Professional Education, CityU <sup>(a)</sup>	2	18,000	---	--
37.	Gratia Christian College	1	7,000	0	0
38.	HKCT Institute of Higher Education	0	0	2	10,000
	<b>Total:</b>	<b>711</b>	<b>6,658,000</b>	<b>151</b>	<b>2,288,000</b>

(a) The institution did not participate in SSEBR (means-tested) from September 2019 to August 2020.

(b) Known before 1 September 2019 as Community College of City University.

(c) Known before 30 October 2018 as Hang Seng Management College.

(d) The institution ceased operation from 1 June 2020 onwards.

# Figure revised by the institution.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB170**

**(Question Serial No. 2381)**

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:

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 (the Pilot Scheme), 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 the following:

- (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 2019/20 and 2020/21 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.
- (3) The measures to be taken by the Government to promote the Pilot Scheme and the estimated expenditure involved in 2021-22.

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 100)

Reply:

(1), (2) and (3)

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 counterpart(s)



in the Mainland. The grant is set at \$156,035 for the 2020/21 school year and the amount of grant will be adjusted in accordance with the movement of the Composite Consumer Price Index each year. The number of participating schools is tabulated by school year as follows:

School year	Secondary school	Primary school	Special school	Total no. of schools
2019/20	305	329	28	662
2020/21 (as at March 2021)	305	330	28	663

Schools may publish information about their sister schools and exchange activities on their websites or through other channels. Since schools are not required to report the total number of participating school personnel and students, relevant information is not available.

The Education Bureau (EDB) will continue to deploy existing resources to provide schools with professional support, which includes organising exchange activities and sharing sessions to disseminate good practices of exchange between sister schools, and commissioning service contractors to provide schools with advice and support in relation to the arrangements for exchange activities. In addition, the EDB will continue to encourage and assist local schools to form sister schools with their counterparts in the Mainland and to promote multi-perspective and more in-depth professional exchange and multi-faceted collaboration between both sides 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. As the manpower and expenditure involved in promoting interflows between sister schools in Hong Kong and the Mainland are subsumed under the overall expenditure of the EDB, a breakdown is not available.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB171**

**(Question Serial No. 2382)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

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 2020/21 school year;
- (2) further to item (1) above, the number of schools that applied for converting the Grant into regular teaching posts in the 2020/21 school year; and
- (3) the Education Bureau's plan to continue with the implementation of Life Planning Education and the estimated expenditure involved in the 2021/22 school year.

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 101)

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). 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 grant and regular teaching posts provided under this initiative have been incorporated into the DSS unit subsidy rate. In the 2020/21 school year, 69 eligible public sector schools continue to receive the CLPG (at \$640,000 each), while 378 schools have converted the CLPG into regular teaching posts. The expenditure on the CLPG is \$44 million. The expenses incurred in converting the CLPG into regular teaching posts are subsumed under the EDB's recurrent expenditure and thus no breakdown is available.

(3)

In the 2021/22 school year, apart from continuing to provide the CLPG for schools and allowing them to opt to convert the CLPG into regular teaching posts, the EDB provides training and support for teachers to enhance their professional capacity in implementing Life Planning Education (LPE), such as organising structured training courses/thematic seminars and increasing the number of training places. Moreover, the EDB conducts school visits to better understand the implementation of LPE in related classes and activities, and offers professional advice to schools. The EDB continues to provide students with career exploration activities and work experience opportunities through the Business-School Partnership Programme to help them acquire an initial understanding of the workplace. The EDB also keeps disseminating information on further studies and career opportunities on the Life Planning Information 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 expenses involved are subsumed under the EDB's recurrent expenditure and thus no breakdown is available.

In September 2020, the Task Force on Review of School Curriculum submitted its directional recommendations to the EDB, including further strengthening LPE by commencing LPE (not as career guidance per se) early at the upper primary and junior secondary levels, clearly spelling out the expectations of student learning in implementing LPE, stepping up professional training for principals and teachers, and providing relevant information for parents. The EDB has accepted the above recommendations and will follow up accordingly.

- End -

**CONTROLLING OFFICER'S REPLY**

**(Question Serial No. 2383)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

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 respond to the following questions:

- (1) What were the expenditure involved and number of students benefitted in the 2020/21 school year?
- (2) What are the estimated expenditure involved and number of students to be benefitted in the 2021/22 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.: 102)

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 can enhance support for addressing these students' learning, social, emotional and behavioural needs. Regarding the provision of the LSG for public sector ordinary secondary schools, the revised estimated expenditure for the 2020/21 school year is about \$290 million, and the estimated expenditure for the 2021/22 school year is about \$310 million. The expenditure involved in providing support for students with MI is subsumed under the overall expenditure of the LSG; hence a separate breakdown is not available.

Based on the number of applications approved by the EDB up to the end of the first term in the 2020/21 school year, the number of secondary school students with MI as the major type of SEN is around 1 030. As some parents or students do not prefer to have their information submitted to the EDB by the schools, we assume that this may result in a relatively smaller number reported by schools.

In utilising the LSG to support secondary school students with MI, schools will generally employ additional staff (e.g. teaching assistants to assist teachers in designing learning activities and materials and 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), etc. 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 use of resources through self-evaluation mechanism every year. This includes the submission of an annual self-evaluation report, which is validated through External School Review by the EDB, on the implementation of the Whole School Approach to integrated education at the end of 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 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 updates. The EDB will learn about the support provided by schools and offer professional advice whenever necessary during school visits, in order to ensure that the support services provided can address the students' needs. 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 challenges in learning and personal growth that the illness brings to them.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB173**

**(Question Serial No. 2384)**

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:

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 2020/21 school year;
- (2) the number of schools with LSG clawed back by the Education Bureau (EDB) and the amount involved in the 2018/19, 2019/20 and 2020/21 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, the details; and
- (4) how the EDB assesses the effectiveness of LSG.

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 103)

Reply:

(1) to (4)

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing schools with additional resources (mainly the Learning Support Grant (LSG)). Starting from the 2019/20 school year, the EDB has enhanced the LSG which has been extended to all public sector ordinary schools to replace the Intensive Remedial Teaching Programme and the Integrated Education (IE) Programme, and the LSG grant rate for tier-3 support has been increased manifold. In addition, to enhance the support for schools with a comparatively large number of students with SEN, schools are eligible for conversion/provision of additional regular teaching post(s) titled Special Educational Needs Support Teacher if the total amount of the LSG received by them reaches the specific threshold. With the implementation of the above enhanced measures, 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 1 140 additional regular

teaching posts were created, with 707 schools (440 primary schools and 267 secondary schools) having 1 to 3 such post(s) created.

In the 2020/21 school year, the grant rates per year per student requiring tier-2 and tier-3 support are \$15,105 and \$60,420 respectively. The revised estimated expenditure on the LSG (excluding expenditure for creation of the above additional regular teaching posts) is around \$760 million. The numbers of students with SEN requiring tier-2 and tier-3 support in public sector ordinary primary and secondary schools are tabulated below:

2020/21 school year	No. of students requiring tier-2 support	No. of students requiring tier-3 support
Primary school	28 609	2 252
Secondary school	23 033	1 671

Public sector ordinary schools are encouraged to fully utilise the LSG allotted every school 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 the 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, and difficulties in hiring appropriate professional services.

Based on the audited information as of February 2021, there are 29 schools with the LSG clawed back at the end of the 2018/19 school year (aided and caput schools)/ 2018-19 financial year (government schools), and the amount of the LSG clawed back is around \$1.6 million. As the amount to be clawed back from aided and caput schools for the 2019/20 school year will be confirmed only after schools' submission of audited accounts by the end of February 2021 and verification by the EDB, we are unable to provide information on the clawback for the 2019/20 school year and beyond.

Under the School Development and Accountability Framework, schools are required to assess the effectiveness of their policies, measures and uses of resources through self-evaluation mechanism every year. This includes the submission of 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 each school year. To further enhance transparency, schools are required to set out in their annual school reports how resources are deployed to support students with SEN and upload such information onto their school websites. Furthermore, we have stepped up our efforts to monitor and remind schools of the optimal utilisation of the LSG, including providing schools with guidelines on deployment of the 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.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB174**

**(Question Serial No. 2385)**

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:

- (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 2020/21 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 2018/19, 2019/20 and 2020/21 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.: 104)



Reply:

(1)

In the 2020/21 school year, non-local students account for 70.2% of the overall student population in the international school sector, while local students account for 29.8%. The numbers of local and non-local students studying in international primary, secondary and special schools are tabulated at Annex.

(2) and (3)

Since 2007, school sponsoring bodies (SSBs) allocated with school premises or sites are required by the Education Bureau (EDB) to allocate at least 50% of the school places to non-local students and the percentage has been raised to 70% since 2009. These international schools are required to enter into a service agreement with the EDB, the terms of which include a requirement on the percentage of non-local students to be enrolled.

Amid the COVID-19 epidemic, some non-local students may move back to their hometowns with their families leading to a higher than usual dropout rate among non-local students. Therefore, we have temporarily relaxed the requirement on the percentage of non-local students in the 2020/21 and 2021/22 school years for several newly-established international schools, having regard to the actual circumstances of individual schools. Nevertheless, the majority of their student population should remain non-local pupils. In the 2020/21 school year, 15 international schools subject to the service agreements are required to enroll between 50% to 85% of non-local students. Among them, 4 schools are unable to meet their respective admission requirements with proportions of non-local students ranging from 48% to 79%.

Moreover, under the phasing-out arrangement for the recurrent government subvention for the English Schools Foundation (ESF), ESF should maintain the student mix when the relevant arrangement was finalised, i.e. keeping no less than 70% non-local students in their overall student population. In the 2020/21 school year, non-local students account for 68% of the ESF's student population.

We will, in accordance with existing mechanism, write to the schools concerned to remind them to observe and comply with the student mix requirement, and urge them to put appropriate measures in place to improve the situation.

(4)

The respective numbers of school places and students studying in international primary, secondary and special schools from the 2018/19 to 2020/21 school years are tabulated as follows:-

	2018/19		2019/20		2020/21	
	School places	No. of students	School places	No. of students	School places	No. of students
Primary school	24 664	22 720	25 012	23 156	24 993	22 783
Secondary school	20 200	17 478	21 376	17 977	20 864	18 232
Special school	70	69	70	69	70	67

Notes:

- (1) Figures generally refer to the position in mid-September of the respective school years, except for those in the 2020/21 school year which refer to the position in mid-October.
- (2) Figures for primary and secondary schools include students studying in the ESF schools and other international schools but not the special schools operated by the ESF.
- (3) Figures for the special school refer to the number in the special school operated by the ESF.

(5)

As mentioned in paragraph 2 above, SSBs allocated with vacant school premises and/or sites for international school development through School Allocation Exercises are required to enter into a service agreement with the Government. Apart from complying with the minimum percentage of non-local students, schools should also undertake to comply with a set of requirements, including submitting annual audited accounts to the Government, proof of the school's accreditation from a renowned accreditation body and proof in support of the school's status as a non-profit-making organisation, etc., to facilitate the EDB's monitoring of their operation, financial situation and teaching quality.

If an SSB intends to establish an international school on a private land, it should first apply for registration as a private school. Application can then be made to the EDB for registering the school as an international school after its formal operation. 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 relevant international school requirements (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, having a sustainable financial plan, etc.). Detailed requirements concerning applications for establishment of an international school in Hong Kong have been uploaded to the EDB's thematic website:

([https://internationalschools.edb.hkedcity.net/submit\\_an\\_application.php?lang=en](https://internationalschools.edb.hkedcity.net/submit_an_application.php?lang=en)).

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, teachers must obtain the prescribed qualifications and register with the EDB and tuition fees must be approved by the EDB. International schools should also comply with other legal requirements (such as buildings and fire safety requirements applicable to school premises).

**Number of local and non-local students (Chinese or others)  
in international primary, secondary and special Schools in the 2020/21 School Year  
(based on the Student Enrolment Survey conducted in October 2020)**

**Primary Schools**

	Students	Percentage
Local	7 121	31.3%
Non-local – Chinese	954	4.2%
Non-local – Others	14 708	64.6%
<b>Total</b>	<b>22 783</b>	<b>100.0%</b>

**Secondary Schools**

	Students	Percentage
Local	5 093	27.9%
Non-local – Chinese	818	4.5%
Non-local – Others	12 321	67.6%
<b>Total</b>	<b>18 232</b>	<b>100.0%</b>

**Special School**

	Students	Percentage
Local	18	26.9%
Non-local – Chinese	0	0%
Non-local – Others	49	73.1%
<b>Total</b>	<b>67</b>	<b>100.0%</b>

## 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 valid passport other than the HKSAR Passport.
- (2) Non-local Chinese students refer to students who hold a Chinese nationality (e.g. Mainlanders, Macaoese and Taiwanese) passport other than the HKSAR 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 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) Percentages may not add up to total due to rounding.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB175**

**(Question Serial No. 2387)**

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:

Would the Education Bureau (EDB) please advise on the following:

- (1) the expenditure for managing vacant school premises (VSP) in the territory in the 2020/21 school year;
- (2) the estimated expenditure for managing VSP in the territory in the 2021/22 school year;
- (3) as at February 2021, the number of VSP 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 VSP. If they have not yet been put into use, what are the reasons?

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 108)

Reply:

(1) and (2)

In 2020-21 and 2021-22, the revised estimated expenditure/ estimated expenditure of the Education Bureau (EDB) for the management of vacant school premises (VSP) are \$1.057 million and \$1.674 million respectively, which mainly cover costs of security patrol and inspections, pest control, removal of litter, as well as cleansing and weeding. The increase of around \$0.617 million in the estimate for 2021-22 over 2020-21 is mainly due to anticipated adjustment in the contract price for 2021-22 and the need to enhance security patrol and inspections.

(3) and (4)

As at end-February 2021, 3 VSP under the management of EDB have been retained for school use. Two of them have been allocated for reprovisioning of other schools and the related preliminary works have already commenced.

- End -

**CONTROLLING OFFICER'S REPLY****EDB176****(Question Serial No. 3132)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Regarding the 2020 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	Area of school premises	Completion date of school premises	Construction cost of school premises

(c) the details of allocated vacant school premises in the table below:

Location of school premises	Area of school premises	Year in which construction of the school premises was completed	Year in which the school premises became vacant	Renovation cost of school premises

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 49)

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 2 SAEs in 2020. Details are set out in **Annex**.

## Information on school premises allocated in the 2020 SAEs

## First SAE 2020

Location of school premises	Expected completion date	Area of school premises/ Site area (m <sup>2</sup> )	Use of allocated school premises	Organisation allocated with school premises	Estimated construction cost for planned new school premise (\$ million) (at money-of-the-day prices)
1/F, Lai Tsui Shopping Centre, Lai Tsui Court, 608 Lai Chi Kok Road	Completed	670 Note (1)	Relocation of a kindergarten	Cheungshawan Kaifong Welfare Association Limited (For relocation of Cheung Sha Wan Kai Fong Welfare Association Lam Tam Yin Wah Kindergarten)	Note (3)
G/F, Chun Yeung Shopping Centre, Chun Yeung Estate, 20 Kwei Tei Street, Fo Tan, Shatin	Completed	1 100 Note (1)	Operating a kindergarten	Yan Oi Tong Limited	Note (3)
G/F, Hoi Wing House, Hoi Tat Estate, Cheung Sha Wan, Kowloon	Completed	710 Note (1)	Operating a kindergarten	Guideposts Educational Foundation Limited	Note (3)
Yung Ming Court, 5 Chi Shin Street, Tseung Kwan O	Completed	820 Note (1)	Relocation of a kindergarten	Po Leung Kuk (For relocation of Po Leung Kuk Yick Chark Fung Kindergarten)	Note (3)
1/F, Long Tin House, Pak Tin Estate Phase 11	March 2021	550 Note (1)	Operating a kindergarten	The Lok Sin Tong Benevolent Society, Kowloon	Note (3)

## Second SAE 2020

Location of school premises	Expected completion date (subject to funding approval)	Area of school premises/ Site area (m <sup>2</sup> )	Use of allocated school premises	Organisation allocated with school premises	Estimated construction cost for planned new school premise (\$ million) (at money-of-the-day prices)
Site E-2, Development of Anderson Road Quarry Site	The second quarter of 2025 (tentative)	7 000 Note (2)	Reprovisioning of an existing primary school	Po Leung Kuk (For reprovisioning of Po Leung Kuk Luk Hing Too Primary School)	To be confirmed Note (4)
Wang Chiu Road	The fourth quarter of 2025 (tentative)	7 000 Note (2)	Reprovisioning of an existing secondary school	United Christian College Limited (For reprovisioning of United Christian College)	To be confirmed Note (4)
Site E-3, Development of Anderson Road Quarry Site	Not applicable (Note (5))				

Note (1) – Internal floor area of new estate kindergartens school premises (rounded to the nearest 10 m<sup>2</sup>).

Note (2) – Site area of planned new school premises (rounded to the nearest 100 m<sup>2</sup>).

Note (3) – The estate kindergarten premises concerned are built by the Hong Kong Housing Authority. The EDB does not have information on their construction costs.

Note (4) – The EDB is taking forward the preliminary works procedures 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.

Note (5) – The allocation of school premises has been temporarily withdrawn because the EDB could not identify the most suitable school sponsoring body.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB177**

**(Question Serial No. 3136)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (1) Director of Bureau's Office

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

Director of Bureau: Secretary for Education

Question:

For the following funds, would the Education Bureau (EDB) please provide the balance, amount of government injection, investment or other income and total expenditure in 2019-20? Please also provide the above information of other 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.: 69)

Reply:

There are 9 funds under the management of the Education Bureau, among which the Education Development Fund came to a close at the end of the 2018/19 school year and returned balances of \$19.34 million and \$1.59 million (\$20.93 million in total) to the Government in the 2018/19 and 2019/20 school years respectively. The year-end balance, amount of government injection, investment or other income and total expenditure of the other funds in the 2019/20 school/academic year are tabulated below:

Name of Fund	2019/20 School/Academic Year			
	Year-end Balance \$ million	Injection \$ million	Income \$ million	Expenditure \$ million
HKSAR Government Scholarship Fund	3,379	-	239	108
Language Fund	6,657	-	220	113
Quality Education Fund	9,923	-	833	336
Self-financing Post- secondary Education Fund	4,071	-	235	110
Research Endowment Fund	49,729	-	1,631	1,160
Qualifications Framework Fund	2,323	-	77	54
Gifted Education Fund	1,640	-	56	41
Student Activities Support Fund	2,582	-	86	37

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB178**

**(Question Serial No. 0025)**

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:

Please provide the number of kindergartens (KGs) joining the KG education scheme and their percentage share among all KGs in Hong Kong in the 2020/21 school year by District Council district, curriculum type (i.e. operating half-day/whole-day/long whole-day classes), number of students, level of school fees and teacher-to-student ratio.

Asked by: Hon MAK Mei-kuen, Alice (LegCo internal reference no.: 2)

Reply:

In the 2020/21 school year, a total of 763 kindergartens and kindergarten-cum-child care centres (collectively referred to as KGs) have joined the kindergarten education scheme (Scheme), accounting for about 97% of the 787 eligible KGs (i.e. local non-profit-making (NPM) KGs) in the territory. In terms of the 1 046 KGs in Hong Kong (i.e. including eligible KGs, local private independent (PI) KGs and non-local KGs), KGs joining the Scheme account for about 73%. The number and percentage share of KGs joining the Scheme by District Council district, school type and number of students are tabulated respectively in Annex 1.

As for the number and percentage share of KGs joining the Scheme disaggregated by school fee level and teacher-to-student ratio, given that KGs joining the Scheme receive substantial subsidy from the Government and their teacher-to-student ratio is subject to the terms of the Scheme, it is inappropriate to draw a comparison between these KGs and all KGs in Hong Kong. We consider it more appropriate to present the separate information for KGs joining the Scheme and all KGs in Hong Kong. In this connection, the number of KGs joining the Scheme and collecting school fee, as well as the lowest, highest, median and weighted average annual school fees of KGs are tabulated in Annex 2; the respective teacher-to-student ratios of KGs joining the Scheme and local KGs are tabulated in Annex 3.

**Number of KGs joining the Scheme and  
their percentage share among  
all KGs operating respective classes in Hong Kong  
in the 2020/21 school year**

**(1) Breakdown by District Council district**

District	No. of KGs joining the Scheme	No. of KGs in the district	Percentage share of KGs joining the Scheme
Central & Western	24	48	50.0%
Wan Chai	14	31	45.2%
Eastern	55	85	64.7%
Southern	19	38	50.0%
Sham Shui Po	45	58	77.6%
Yau Tsim Mong	25	39	64.1%
Kowloon City	48	99	48.5%
Wong Tai Sin	44	45	97.8%
Kwun Tong	74	78	94.9%
Tsuen Wan	33	40	82.5%
Tuen Mun	61	68	89.7%
Yuen Long	70	79	88.6%
North	43	47	91.5%
Tai Po	24	37	64.9%
Sha Tin	60	82	73.2%
Sai Kung	41	71	57.7%
Islands	25	37	67.6%
Kwai Tsing	58	64	90.6%

Note: KGs in Hong Kong include local NPM KGs eligible to join the Scheme as well as local PI KGs and non-local KGs that are ineligible.

**(2) Breakdown by school type (i.e. operating half-day (HD), whole-day (WD) and/or long whole-day (LWD) classes)**

Class	No. of KGs joining the Scheme (Note 1)	No. of KGs in Hong Kong (Note 1, 2)	Percentage share of KGs joining the Scheme
HD class	518	781	66.3%
WD class	375	459	81.7%
LWD class	246	246	100.0%

Note:

- (1) KGs with both HD and WD/LWD classes are concurrently counted in the respective rows of HD, WD and LWD classes.
- (2) KGs in Hong Kong include local NPM KGs eligible to join the Scheme as well as local PI KGs and non-local KGs that are ineligible.

**(3) Breakdown by number of students**

No. of students	No. of KGs joining the Scheme	No. of KGs in Hong Kong (Note)	Percentage share of KGs joining the Scheme
90 or less	223	384	58.1%
91 to 180	315	374	84.2%
181 to 270	107	131	81.7%
More than 270	118	157	75.2%

Note: KGs in Hong Kong include local NPM KGs eligible to join the Scheme as well as local PI KGs and non-local KGs that are ineligible.

**Annual school fee levels of KGs  
in the 2020/21 school year**

**(1) Number of KGs**

Class	No. of KGs joining the Scheme and collecting school fee	No. of KGs in Hong Kong (Note 1, 2)
HD class	39	781
WD class	340	459
LWD class	231	246

**(2) Annual school fee levels of KGs joining the Scheme**

Class	Level of annual school fees (\$) (Note 3)			
	Lowest	Highest	Median	Weighted average
HD class	100	10,400	3,400	4,000
WD class	200	28,600	8,300	9,000
LWD class	500	28,600	13,100	12,800

**(3) Annual school fees of local NPM KGs not joining the Scheme**

Class	Level of annual school fees (\$) (Note 3)			
	Lowest	Highest	Median	Weighted average
HD Class	22,400	73,400	41,200	42,000
WD Class	53,800	208,300	93,600	118,900

**(4) Annual school fees of local PI KGs**

Class	Level of annual school fees (\$) (Note 3)			
	Lowest	Highest	Median	Weighted average
HD Class	19,800	124,700	67,200	67,400
WD Class	45,000	163,300	81,200	79,800

**(5) Annual school fees of non-local KGs**

Class	Level of annual school fees (\$) (Note 3)			
	Lowest	Highest	Median	Weighted average
HD Class	27,600	156,100	85,000	86,600
WD Class	47,800	208,300	123,500	135,900

Note:

- (1) KGs in Hong Kong include local NPM KGs eligible to join the Scheme as well as local PI KGs and non-local KGs that are ineligible.
- (2) KGs with both HD and WD/LWD classes are concurrently counted in the respective rows of HD, WD and LWD classes.
- (3) Figures are rounded to the nearest 100.

**Teacher-to-student ratios of KGs joining the Scheme and all local KGs  
in the 2020/21 school year**

**(1) Average teacher-to-student ratios of KGs joining the Scheme**

	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
Average ratio in morning session	1:9.8	1:10.3	1:10.8	1:9.2
Average ratio in afternoon session	1:7.9	1:10.4	1:8.1	1:9.2

**(2) Average teacher-to-student ratios of all local KGs**

	KGs operating HD classes only	KGs operating WD classes only (except FACs)	KGs operating both HD and WD classes (except FACs)	FACs
Average ratio in morning session	1:9.9	1:9.8	1:10.8	1:9.2
Average ratio in afternoon session	1:7.6	1:9.8	1:8.0	1:9.2

Note:

- (1) Information provided in this reply is based on an annual questionnaire survey on monthly salary of full-time regular KG teachers conducted by the Education Bureau in mid-October in the 2020/21 school year.
- (2) Under the Scheme, the number of teachers a KG needs to employ to meet the required overall teacher-to-student ratio of 1:11 is calculated according to the total number of students in all of its classes as at mid-September (mid-October in the 2020/21 school year). KGs may flexibly deploy teachers to take up duties in different sessions of the day.
- (3) Only teachers holding a Certificate in Early Childhood Education are counted (principal not included).
- (4) Local KGs include local NPM KGs eligible to join the Scheme as well as local PI KGs that are ineligible.
- (5) FACs refer to aided child care centres operated by the Social Welfare Department before the harmonisation of pre-primary services. They usually operate longer service hours.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB179**

**(Question Serial No. 0026)**

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:

Due to the COVID-19 epidemic, kindergarten (KG) classes were suspended for a prolonged period in the past year. This has triggered students' withdrawal from classes, particularly pre-school classes. Many KGs thus face enormous difficulties in sustaining their operation. In this connection, please advise this Committee of the following since the outbreak of the epidemic:

- (1) the number of KGs that have ceased operation, the district, school type and curriculum type of such KGs, the reasons for closure, and the number of students and staff affected;
- (2) whether the Government has taken the initiative to grasp the concerns and worries of KGs and their frontline staff, and what specific measures are in place to support KGs' operation and address the teaching needs during the class suspension; and
- (3) whether there are measures to help working parents cope with negative emotions and changes in teaching modes (such as provision of additional subsidies for purchasing the necessary learning devices) as they may feel overwhelmed and stressed because of the prolonged class suspension; if yes, the details; if no, the reasons.

Asked by: Hon MAK Mei-kuen, Alice (LegCo internal reference no.: 3)

Reply:

(1)  
Kindergartens (KGs) operate on a market-driven basis. Every year, there are closures or mergers of KGs owing to a variety of factors such as profitability and tenancy matters. From the beginning of 2020 to mid-February 2021, 10 KGs were closed (including 2 KGs that merged with another KG under the same school sponsoring body), of which 3 were located in Kowloon City, 2 in Wong Tai Sin, and the remaining in the Central & Western, Wan Chai, Tsuen Wan, North and Sai Kung districts respectively. All of these KGs have not joined the



KG education scheme (Scheme). As KGs not joining the Scheme (non-Scheme KGs) are not required to regularly report the number of their students and staff, we are unable to provide the number of those affected. Overall, these KGs were small in scale. The schools and the Education Bureau (EDB) have rendered assistance to the students affected according to the needs.

(2) and (3)

The EDB has maintained close communication with the KG sector to understand the situation and needs of schools and render appropriate support. Currently, for school fees paid by parents, around 90% of Scheme-KGs operating half-day classes are free, while the school fees of the remaining KGs operating half-day and whole-day classes are at a low level. The median school fee for whole-day classes is \$860 per installment in the 2020/21 school year. If individual KGs need to reduce their school fees, the EDB will expedite the processing of the applications to cater for the needs of schools and parents.

The Government subsidies disbursed to Scheme-KGs are based on the number of eligible students, the subsidies received by them should not be reduced because of the suspension of face-to-face classes. Moreover, the Government has rolled out a number of support measures, details of which are set out below:

- (a) In March and April 2020, all KGs (including non-Scheme KGs) were provided 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) and pay for other expenses related to epidemic prevention, incurring an additional expenditure of about \$15 million;
- (b) In March and April 2020, all KGs were provided with a one-off Support Grant ranging from \$60,000 to \$160,000 per school to assist KGs in tackling financial difficulties caused by the epidemic, incurring an additional expenditure of about \$120 million;
- (c) Under the second round of the Anti-epidemic Fund from June to November 2020, non-Scheme KGs were eligible to apply for subsidies through the Employment Support Scheme;
- (d) Under the third round of the Anti-epidemic Fund in November 2020, all KGs were provided with a One-off Grant ranging from \$30,000 to \$80,000 per school, incurring an additional expenditure of about \$60 million; and
- (e) Under the fourth round of the Anti-epidemic Fund in February 2021, all KGs were further provided with a One-off Grant ranging from \$60,000 to \$160,000 per school, incurring an additional expenditure of about \$120 million.

The disbursement of special grant/subsidy for KGs under the Anti-epidemic Fund is outside the scope of the Appropriation Bill or the estimates of the General Revenue Account.

During the suspension of face-to-face classes, KGs maintain close liaison with parents and provide support as necessary. In regard to students' learning at home, the EDB gathered the implementation experiences at schools, and issued a letter to all KGs on 11 May 2020 to outline the pertinent principles and strategies. In November 2020, a seminar on KG students' learning at home was held to explore practical strategies and share experiences. In addition, the EDB launched in December 2020 the Gift Book Scheme and the Do It Yourself (DIY) Handicraft and Learning Package Scheme in Scheme-KGs. Under the Gift Book Scheme, the EDB will, in the 2 school years of 2020/21 and 2021/22, give one printed book

to each student in Scheme-KGs per school year, with the amount of grant at \$100 per student per school year. Such provision is to support schools in cultivating students' interest in reading and encouraging parent-child reading. Under the DIY Handicraft and Learning Package Scheme, a successful KG applicant will receive a grant capped at \$50,000 or \$80,000, depending on its size. Such provision is to encourage KGs to demonstrate creativity in designing enjoyable activities that cater for students' interests, abilities and learning needs. For example, KGs may provide teaching resources or materials for parents to do exercise or play with children at home and thus promote interaction among family members. We will continue to maintain close communication with the sector to understand the needs of schools and provide them with appropriate support.

- End -

**CONTROLLING OFFICER'S REPLY**

**(Question Serial No. 0027)**

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:

It is mentioned under Matters Requiring Special Attention in 2021-22 that the Government will continue to provide the Promotion of Reading Grant for Kindergartens to support kindergartens (KGs) joining the KG Education Scheme to promote reading. In this connection, please advise this Committee:

- (1) of the annual expenditure involved and the amount of grant for each KG;
- (2) of the deployment of the grant by KGs for promotion of reading, and the ways to evaluate the effectiveness of the grant; and
- (3) whether the Government will consider allocating more resources to encourage children to read from an early age by promoting reading among students through regular book fairs in collaboration with non-profit-making organisations, educational institutions, etc., and by providing incentives for publishers to produce more books and publications for children; if yes, of the details; if no, of the reasons.

Asked by: Hon MAK Mei-kuen, Alice (LegCo internal reference no.: 4)

Reply:

- (1) Starting from the 2019/20 school year, the Education Bureau (EDB) has provided the recurrent Promotion of Reading Grant for Kindergartens for about 750 kindergartens (KGs) joining the KG Education Scheme. In the 2020/21 school year, each KG receives a minimum of \$10,070. KGs with student enrolment of over 80 and 300 receive \$15,105 and \$20,140 respectively. The grant rates are subject to annual adjustment according to the movement of the Composite Consumer Price Index. The relevant recurrent expenditure exceeds \$11 million per school year.

- (2) To ensure proper and effective use of the grant, KGs are required to keep a separate ledger account for its deployment, and devise a school-based plan for endorsement by their School Management Committees (SMCs). At the end of a school year, KGs should include a brief account of the reading activities held and a financial report in the School Report of the respective school year to report on the status and effectiveness of their reading schemes so as to make timely adjustments to the schemes. To enhance transparency, KGs are encouraged to upload school reports endorsed by SMCs onto their homepages. The EDB will also gain an understanding of learning and teaching (including promotion of reading) in KGs through different channels, such as school visits and regular contacts, and make suggestions when necessary.
  
- (3) To support KGs in promoting reading culture and providing meaningful activities for home learning, the EDB provides KGs joining the KG Education Scheme in the 2020/21 school year with a one-off subsidy, with which KGs will, in the two school years of 2020/21 and 2021/22, implement the Gift Book Scheme by giving one printed book to each student per school year. The EDB's ongoing measures to promote reading include inviting celebrities and writers to share their reading experience and recommend books; collaborating with the publication sector and professional organisations to organise large-scale reading promotion activities (e.g. Joyful Reading Carnival 2019) and various reading-related activities (including book fairs for children) that encourage parent-child reading and create a reading atmosphere; developing different series of picture books and storybooks for KG teachers' flexible use in class to kindle children's interest in reading; and providing KGs with suggested book lists on different themes (e.g. Chinese history and culture, healthy living, moral education, and nature and living). The large-scale reading promotion activities mentioned above have been very well received among stakeholders, including students and parents. It was the EDB's original plan to conduct another Joyful Reading Carnival in 2020, but the project had to be cancelled due to the epidemic. Furthermore, the EDB co-organises reading workshops with Hong Kong Public Libraries and various organisations every year to better equip teachers with the strategies and skills of promoting reading.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB181**

**(Question Serial No. 0028)**

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:

Under Matters Requiring Special Attention in 2021-22, the Government indicates that a \$2 billion 3-year programme to be funded by the Quality Education Fund will be launched to assist schools in enabling students with limited economic means to receive education with a blended mode of learning and teaching under the new normal. Please provide details of the programme, the estimated number of student beneficiaries and the amount of subsidy per student.

Asked by: Hon MAK Mei-kuen, Alice (LegCo internal reference no.: 6)

Reply:

To further support schools in implementing the blended mode of teaching and learning under the “new normal”, it was proposed in the 2020 Policy Address that \$2 billion be set aside in the Quality Education Fund (QEF) to launch a 3-year programme starting from the 2021/22 school year. Among others, public sector primary and secondary schools (including special schools) and schools under the Direct Subsidy Scheme may apply for funding under the programme to purchase mobile computer devices for loan to needy students, and provide portable WiFi routers and mobile data cards for students who are unable to acquire appropriate Internet services because of their living environment, so as to ensure that all students will have equal opportunities in accessing e-learning. We will draw reference from the experience of the Community Care Fund Assistance Programme – Provision of Subsidy to Needy Primary and Secondary Students for Purchasing Mobile Computer Devices to Facilitate the Practice of e-Learning, as well as market prices in determining the rate of subsidy. A portion of the funding will be used for developing resources and ancillary facilities for e-learning. Implementation details of the programme are yet to be finalised. We will maintain communication with the education sector and implement the programme as soon as possible upon consultation with the QEF Steering Committee.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB182**

**(Question Serial No. 0029)**

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:

Regarding the support provided for schools for the implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”), will the Government inform this Committee of the following:

- (1) the number of non-Chinese speaking (NCS) students by grade level and ethnicity and the percentage of NCS students among all students studying in primary and secondary schools in the past 3 school years;
- (2) the progress of the schools’ implementation of the Learning Framework and provision of supporting teaching materials in these schools and the effectiveness of such measures; and
- (3) the staff establishment and the expenditure involved in the implementation of the Learning Framework by the Administration.

Asked by: Hon MAK Mei-kuen, Alice (LegCo internal reference no.: 7)

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 Enrolment Survey, the percentage of NCS students studying in public sector and Direct Subsidy Scheme (DSS) primary and secondary schools among all students from the 2017/18 to 2019/20 school years is tabulated below:

	2017/18 school year	2018/19 school year	2019/20 school year
Primary schools	3.1%	3.1%	3.2%
Secondary schools	3.1%	3.1%	3.2%

The number of NCS ethnic minority students studying in public sector primary and secondary schools and DSS primary and secondary schools in the past 3 school years is set out by grade level and ethnicity at Annex A and Annex B respectively.

(2) and (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' learning of 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. Since the implementation of the Learning Framework, EDB has, through school visits and focus group interviews, solicited teachers' views so as to make refinements to the Learning Framework accordingly. The revised Learning Framework was uploaded to the EDB's "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 teaching resources as well as tests and exercises for students (e.g. the "Chinese Language Assessment Tools for NCS Students") have been updated accordingly.

EDB continually develops diversified learning and teaching resources to provide teachers with guidelines and support in respect of 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 set of learning and teaching materials, including student textbooks, workbooks and teaching reference materials, for NCS students at the primary level is being developed. The materials for the lower primary level (i.e. Primary 1 to 3) have been uploaded to the EDB webpage and distributed to schools. The materials for the upper primary level (i.e. Primary 4 to 6) have been uploaded to the EDB webpage by phases starting from December 2019 and it is expected that the whole set of teaching materials will be completed in August 2021. Schools may adapt these materials with reference to the learning needs of their NCS students. EDB will continue organising relevant professional development programmes to enhance teachers' professional capacity.

Starting from the 2014/15 school year, all public sector primary and secondary schools and DSS primary and secondary schools admitting 10 or more NCS students and offering the local curriculum are provided with an additional funding ranging from \$0.8 million to \$1.5 million per year depending on the number of NCS students admitted to adopt diversified intensive learning and teaching modes as appropriate, with a view to enhancing the effectiveness of NCS students' learning of Chinese. These schools need to review the learning progress of their NCS students at different learning stages so described in the Learning Framework and adjust the learning targets and teaching strategies as appropriate. Also, schools are required to conduct self-evaluation of the implementation of their school-based support measures every year. Most of the schools consider that with the provision of the additional funding,

there has been progress in the implementation of various school-based measures, which include enhancing the professional capacity of teachers in teaching Chinese to NCS students, developing school-based curriculum/teaching materials as well as adopting and adapting the complementary resources (including making reference to EDB's teaching resources and making adaptations as appropriate, developing school-based teaching materials based on the Learning Framework, and/or adopting teaching materials published by publishers, universities/post-secondary institutions), and setting appropriate learning targets for students with reference to the Learning Framework, etc. As regards schools admitting a relatively small number of NCS students (i.e. 1 to 9 students), they might also apply for an additional funding of \$50,000 on a need basis to offer after-school Chinese language support programmes up to the 2019/20 school year. Starting from the 2020/21 school year, EDB has provided a new funding mode for schools admitting 1 to 9 NCS students, under which these schools are provided with an additional funding of \$0.15 million or \$0.3 million per year depending on the number of NCS students admitted. The support measures for NCS students' learning of Chinese (including the implementation of the Learning Framework) and the expenditure from the 2017/18 to 2019/20 school years are tabulated at [Annex C](#).

The educational measure for NCS students to learn the Chinese language using Cantonese is unique to Hong Kong. The measure will be refined on a need basis while it takes time for such a measure to take root. Besides, we need to understand that the learning effectiveness of NCS students is also affected by other factors (such as parents' expectation and cooperation, and students' learning attitude). It is therefore neither possible nor appropriate to assess the effectiveness of the measures solely based on the improvement of the Chinese proficiency of NCS students. EDB will continue collecting and taking into consideration the views and information provided by teachers and other stakeholders such as principals and language experts, etc., so as to refine the Learning Framework as necessary.



**Number of non-Chinese speaking (NCS) ethnic minority students  
studying in public sector and Direct Subsidy Scheme (DSS) primary schools by grade level and ethnicity  
from the 2017/18 to 2019/20 school years**

	Primary 1			Primary 2			Primary 3		
	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
Filipino	191	201	219	232	198	208	215	235	212
Indian	152	193	208	145	153	200	177	155	170
Indonesian	27	37	44	29	31	36	26	30	33
Japanese	20	30	16	26	20	31	25	24	18
Korean	17	18	15	7	14	20	10	7	14
Nepalese	322	312	324	321	321	310	343	319	320
Other Asian	25	39	44	28	28	43	42	29	31
Pakistani	514	493	480	514	549	507	521	538	567
Thai	24	24	27	26	28	30	32	26	32
White	116	114	112	137	112	113	112	120	107
Others	91	95	106	75	99	86	76	64	91
<b>Total</b>	<b>1 499</b>	<b>1 556</b>	<b>1 595</b>	<b>1 540</b>	<b>1 553</b>	<b>1 584</b>	<b>1 579</b>	<b>1 547</b>	<b>1 595</b>

	Primary 4			Primary 5			Primary 6		
	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
Filipino	230	211	242	238	229	214	222	236	228
Indian	152	173	173	164	159	183	175	155	159
Indonesian	29	28	30	19	28	28	12	20	27
Japanese	14	22	25	15	13	24	16	14	14
Korean	15	11	10	11	13	11	6	10	13
Nepalese	298	346	320	268	292	340	224	262	279
Other Asian	45	44	35	56	42	43	28	49	40
Pakistani	571	526	551	553	570	535	536	552	562
Thai	29	31	27	33	30	33	27	37	28
White	91	92	115	88	81	84	56	72	76
Others	64	74	67	53	57	70	53	54	55
<b>Total</b>	<b>1 538</b>	<b>1 558</b>	<b>1 595</b>	<b>1 498</b>	<b>1 514</b>	<b>1 565</b>	<b>1 355</b>	<b>1 461</b>	<b>1 481</b>

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures include public sector and DSS primary 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 exclude students whose ethnicity is not Chinese, but use Chinese as the spoken language at home.

**Number of non-Chinese speaking (NCS) ethnic minority students  
studying in public sector and Direct Subsidy Scheme (DSS) secondary schools by grade level and ethnicity  
from the 2017/18 to 2019/20 school years**

	Secondary 1			Secondary 2			Secondary 3		
	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
Filipino	249	228	265	234	240	231	294	241	242
Indian	228	237	241	209	229	227	215	217	229
Indonesian	14	16	20	21	15	17	16	23	16
Japanese	19	20	19	13	18	19	9	16	15
Korean	14	13	19	13	16	10	9	12	17
Nepalese	230	232	272	258	218	230	245	261	208
Other Asian	64	61	51	42	48	49	43	28	52
Pakistani	591	608	629	515	576	582	590	501	562
Thai	38	28	44	42	35	27	25	38	38
White	56	40	55	45	42	33	36	48	42
Others	123	129	119	89	111	113	87	96	115
<b>Total</b>	<b>1 626</b>	<b>1 612</b>	<b>1 734</b>	<b>1 481</b>	<b>1 548</b>	<b>1 538</b>	<b>1 569</b>	<b>1 481</b>	<b>1 536</b>

	Secondary 4			Secondary 5			Secondary 6		
	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
Filipino	282	295	257	233	260	251	237	223	248
Indian	222	216	213	168	210	199	198	158	205
Indonesian	12	16	20	13	13	17	6	11	11
Japanese	8	7	17	7	9	5	10	6	8
Korean	10	5	14	10	9	4	5	10	9
Nepalese	248	241	262	182	217	213	195	168	198
Other Asian	35	47	33	36	25	41	20	30	25
Pakistani	506	586	501	416	458	541	440	396	434
Thai	17	24	29	13	19	22	23	10	19
White	33	39	56	24	23	27	24	21	21
Others	68	90	99	71	53	77	59	64	53
Total	1 441	1 566	1 501	1 173	1 296	1 397	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 and DSS secondary schools (one DSS secondary school offering only non-local curriculum is excluded as no information on the ethnicity of its NCS students is provided), 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 exclude students whose ethnicity is not Chinese, but use Chinese as the spoken language at home.

**Support measures for NCS students' learning of Chinese  
from the 2017/18 to 2019/20 school years**

Support measures	Actual expenditure (\$ million) (Note 1)		
	2017/18 school year	2018/19 school year	2019/20 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"), support for NCS students' learning of Chinese, as well as the creation of an inclusive learning environment in schools. Schools with a relatively small number of NCS students might also apply for funding to provide after-school support for NCS students' learning of Chinese.	259.1	271.0	282.4
Development of the Learning Framework and the supporting learning and teaching materials	3.0	3.0	3.0
Training programmes for Chinese Language teachers teaching NCS students	(Note 2)	(Note 2)	(Note 2)
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 Chinese, 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 supporting NCS students' learning of Chinese	4.7	3.4	2.1
Summer Bridging Programme for NCS students in primary schools. Parents of NCS students can accompany their children, with a view to enhancing their exposure to and use of Chinese and hence the support for their children.	2.3	2.1	2.0
Student grant for Applied Learning Chinese (for NCS students)	7.4	6.6	6.0

Support measures	Actual expenditure (\$ million) (Note 1)		
	2017/18 school year	2018/19 school year	2019/20 school year
Subsidising eligible school candidates entering for the examinations under the General Certificate of Secondary Education (GCSE) (Chinese), the International General Certificate of Secondary Education (IGCSE), and the General Certificate of Education (GCE) Advanced Subsidiary Level and Advanced Level, 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 Diploma of Secondary Education Examination (HKDSE)	2.9	4.2 (Note 3)	5.1 (Note3)
Secondary schools admitting NCS students were provided with additional resources to support their NCS students in using Chinese to learn Chinese History. The measure was implemented in the 2018/19 and 2019/20 school years.	-	12.7	13.3
District-based programmes organised in collaboration with non-governmental organisations under the Language Fund to motivate NCS children to learn Chinese through activities such as games and creative art	1.7	3.7	0.6
Providing school-based professional support services for kindergartens (KGs) admitting NCS students:			
(a) Financed by the Education Development Fund, the University-School Support Programmes were carried out to facilitate NCS students’ transition from KG to primary education from the 2017/18 to 2018/19 school years.	2.9 (Note 4)	5.5 (Note 4)	-
(b) 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. The measure has been implemented starting from the 2019/20 school year.	-	-	1.7 (Note 4)
With the implementation of the new KG education policy from the 2017/18 school year:			
(a) A grant comparable to the mid-point salary of the salary range of a KG teacher was provided to KGs admitting 8 or more NCS children for supporting NCS children. The measure was implemented in the 2017/18 and 2018/19 school years.	54.0	57.1	-

Support measures	Actual expenditure (\$ million) (Note 1)		
	2017/18 school year	2018/19 school year	2019/20 school year
(b) The subsidy for KGs admitting NCS children has been enhanced with a 5-tiered subsidy which is provided based on the number of NCS children admitted, replacing the flat-rate subsidy for KGs admitting 8 or more NCS children. The measure has been implemented starting from the 2019/20 school year.	-	-	111.9
(c) Specific training courses on supporting NCS children have been provided for KG teachers.	1.4	2.0 (Note 5)	0.05 (Note 5) & (Note 6)

Notes:

1. The expenditure incurred by the measures excludes the manpower resources and administrative expenses of different sections under the Education Bureau (EDB). The relevant expenses have been subsumed under EDB's overall expenditure and/or different funds, and a breakdown of expenditure by item is not available.
2. The programmes have been subsumed under the overall professional development programme of EDB and a breakdown of expenditure by item is not available.
3. 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.
4. As the services are provided in both KGs and primary schools, a breakdown of expenditure by KG and by primary school is not available.
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 children. The expenditure on the supply teacher grant has been included in the actual expenditure for these training courses.
6. Due to the impact of the COVID-19 epidemic, most of the courses originally scheduled for the 2019/20 school year have to be postponed to the 2020/21 school year. Since the payment for courses run as scheduled will also be made in the 2020/21 school year, the actual expenditure for the 2019/20 school year only includes the expense for the supply teacher grant.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB183**

**(Question Serial No. 0030)**

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:

Regarding the forming of sister schools between local public sector and Direct Subsidy Scheme schools and their counterparts in the Mainland, please advise this Committee of the following:

- (1) the number of local schools that formed sister schools with their Mainland counterparts in each of the past 3 school years, the names of these local schools and their Mainland counterparts, and the provinces /counties/municipalities where these sister schools are located;
- (2) the average number of exchange activities and modes of exchange between local schools and their Mainland counterparts in each of the past 3 school years; and
- (3) the amount of fixed grant and professional support funding that local schools received from the Government for these items.

Asked by: Hon MAK Mei-kuen, Alice (LegCo internal reference no.: 8)

Reply:

(1), (2) and (3)

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 counterpart(s) in the Mainland. The grant is set at \$156,035 for the 2020/21 school year and the amount of grant will be adjusted in accordance with the movement of the Composite Consumer Price Index each year. A total of 535 local schools participated in the Scheme in the 2017/18 school year, while a total of 634 and 662 local schools applied for the Grant for the Sister



School Scheme (the Grant) in the 2018/19 and 2019/20 school years respectively. The Education Bureau (EDB) renders professional support with existing resources, and such support covers the coordination of pairing-up arrangements and organisation of exchange activities, etc. For example, we organise sharing sessions to disseminate good practices of exchange between sister schools, and commission service contractors to provide schools with advice and support in relation to the arrangements on exchange activities. As the manpower and expenditure involved are subsumed under the overall expenditure of the EDB, a breakdown is not available.

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.

According to the information submitted by schools that have applied for the Grant, up to the 2020/21 school year (as at March 2021), 663 local schools have paired up with their counterparts in the Mainland as 1 887 pairs of sister schools (with some local schools pairing up with more than one Mainland school as sister schools). The distribution of the provinces/municipalities to which these Mainland sister schools belong is as follows:

Province/Municipality	No. of pairs of sister schools	Province/Municipality	No. of pairs of sister schools
Guangdong Province	905	Hunan Province	13
Beijing Municipality	272	Guangxi Zhuang Autonomous Region	11
Zhejiang Province	198	Hainan Province	10
Shanghai Municipality	102	Liaoning Province	9
Sichuan Province	68	Shanxi Province	7
Fujian Province	44	Jiangxi Province	6
Jiangsu Province	39	Chongqing Municipality	6
Hubei Province	36	Inner Mongolia Autonomous Region	5
Shaanxi Province	35	Anhui Province	5
Shandong Province	24	Gansu Province	4
Guizhou Province	22	Ningxia Hui Autonomous Region	3
Yunnan Province	17	Hebei Province	3
Tianjin Municipality	13	Heilongjiang Province	2
Henan Province	13	Qinghai Province	2
Jilin Province	13		

Schools may arrange exchange activities (such as school visits, student activities, seminars, teaching demonstrations, lesson evaluation, video conferencing and experience sharing) with their sister schools at the student, teacher and school management levels based on their development needs. Schools may publish information on their sister schools and exchange activities on their websites or through other channels. Since schools are not required to provide the number and modes of all their exchange activities, relevant information is not available.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB184**

**(Question Serial No. 0117)**

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:

Regarding the implementation of the assistance programme of Free Lunch at Schools, please provide the following information:

- (1) the number of whole-day government, aided primary schools and primary schools under the Direct Subsidy Scheme (DSS) that joined the assistance programme, the number of participating students and the amount of subsidy received by each student in the past 5 school years; and
- (2) whether the Government will consider allocating additional funding to extend the assistance programme to government, aided secondary schools and secondary schools under the DSS so that secondary students from low-income families are also provided with free lunch at schools; if yes, what are the details; if no, what are the reasons?

Asked by: Hon MAK Mei-kuen, Alice (LegCo internal reference no.: 9)

Reply:

The Education Bureau (EDB) has, starting from the 2014/15 school year, incorporated the pilot scheme of provision of free lunch at schools for needy primary students under the Community Care Fund into the regular assistance programme. Students in receipt of full grant under the Student Financial Assistance Schemes studying in whole-day government, aided primary schools (including special schools) or primary schools under the DSS are eligible for free lunch at schools.

The number of whole-day government, aided primary schools (including special schools) and primary schools under the DSS that participated in the assistance programme and the number of students benefitted in the past 5 school years are as follows:

School year		Government primary school	Aided primary school (including special school)	Primary school under the DSS
2015/16	No. of schools	34	462	18
	No. of students	4 257	59 676	181
2016/17	No. of schools	34	463	18
	No. of students	4 421	61 043	175
2017/18	No. of schools	34	465	19
	No. of students	4 450	60 734	153
2018/19	No. of schools	34	471	19
	No. of students	4 424	59 177	159
2019/20	No. of schools	34	472	20
	No. of students	4 151	56 572	169

The amount of subsidy for each student beneficiary is based on the actual daily lunch expenses reported by his/her school and the number of days having lunch at school. Therefore, the amount of subsidy varies among students.

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 limited resources should be targeted at primary students who are the neediest, and the existing mode of providing lunch by schools is not feasible to be implemented in secondary schools. At present, we have no plan to revise the eligibility criteria for free lunch at schools for extending the programme to secondary students.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB185**

**(Question Serial No. 0118)**

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:

Under Matters Requiring Special Attention in 2021-22, the Government indicates that it will continue to provide recurrent funding support to all public sector and Direct Subsidy Scheme (DSS) primary and secondary schools to strengthen their capacity for practising e-learning and taking forward various education initiatives which will harness information technology. In this connection, please advise this Committee of the following:

- (1) the amount of recurrent funding involved;
- (2) the specific measures for achieving the said targets; and
- (3) since the outbreak of the COVID-19 epidemic, the support measures taken by the Government that help children from low-income families to cope with the situation where they may lag way behind in learning due to the suspension of face-to-face school classes and the lack of suitable electronic devices, and the amount of funding involved.

Asked by: Hon MAK Mei-kuen, Alice (LegCo internal reference no.: 10)

Reply:

(1) and (2)

The Education Bureau (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. Schools may continue to, having regard to the operational needs related to IT in education, flexibly deploy various subsidies, including the Composite Information Technology Grant (CITG) and Information Technology Staffing Support Grant (ITSSG), for subscription of WiFi services, procurement of online learning resources as well as software and hardware for teaching, and strengthening of IT staffing support. The EDB provides all public sector schools with the annual recurrent CITG. In the 2020/21 school year, the rate of the Grant for each school ranges from \$259,703 to \$847,319, depending on the school type

and the number of classes. Starting from the 2017/18 school year, the EDB has provided all public sector schools with the recurrent ITSSG to strengthen IT staffing support of schools. Each school received a provision of \$319,559 in the 2020/21 school year.

(3)

The Government has all along kept in view and implemented different measures to support grass-roots students' e-learning. In respect of computer devices, the EDB has, through the Community Care Fund, implemented a 3-year assistance programme starting from the 2018/19 school year to subsidise needy primary and secondary school students to purchase mobile computer devices. This is to relieve the financial burden on students from low-income families under the development of the Bring Your Own Device policy in schools. In view of the COVID-19 epidemic, we have made flexible arrangements and accepted the applications submitted by all public sector primary and secondary schools implementing e-learning for their eligible students. About 34 000 students benefited from the programme in the 2018/19 and 2019/20 school years. In the 2020/21 school year, some 870 schools participated in the programme, and over 100 000 students are expected to benefit from it. For students who encounter difficulties due to the lack of devices for online learning, schools will actively render support to them by, for example, lending them mobile computer devices and helping them apply for relevant subsidies. In case of doubt or difficulties, students and parents may approach the schools directly to seek assistance as appropriate.

As regards support for Internet access, the Student Finance Office of the Working Family and Student Financial Assistance Agency and the Social Welfare Department have implemented the Subsidy Scheme for Internet Access Charges since the 2010/11 school year to disburse Internet access subsidies to eligible families to facilitate needy students' online learning at home. The rate of the subsidy is adjusted annually with reference to prevailing prices of Internet services in the market. In the 2020/21 school year, the full rate and half rate of the subsidy for each family each year are \$1,600 and \$800 respectively. Over 174 800 families benefited from the Scheme, and as at 31 January 2021, the expenditure involved was about \$236 million. In addition, to strengthen support for needy primary and secondary school students who are unable to acquire appropriate Internet services due to their living environment, the EDB provided schools in need with a one-off top-up grant from December 2020 for them to meet the additional expenses incurred in purchasing portable WiFi routers and/or mobile data cards. In the 2020/21 school year, over 15 400 students benefited from this initiative involving an additional expenditure of about \$14 million.

To further support schools in implementing the blended mode of teaching and learning under the "new normal", it was proposed in the 2020 Policy Address that \$2 billion be set aside in the Quality Education Fund (QEF) to launch a 3-year programme starting from the 2021/22 school year. Among others, public sector primary and secondary schools (including special schools) and schools under the Direct Subsidy Scheme may apply for funding under the programme to purchase mobile computer devices for loan to needy students, and provide portable WiFi routers and mobile data cards for students who are unable to acquire appropriate Internet services because of their living environment, so as to ensure that all students will have equal opportunities in accessing e-learning. We will draw reference from the experience of the Community Care Fund Assistance Programme – Provision of Subsidy to Needy Primary and Secondary Students for Purchasing Mobile Computer Devices to Facilitate the Practice of e-Learning, as well as market prices in determining the rate of subsidy. A portion of the funding will be used for developing resources and ancillary

facilities for e-learning. Implementation details of the programme are yet to be finalised. We will maintain communication with the education sector and implement the programme as soon as possible upon consultation with the QEF Steering Committee.

- End -

**CONTROLLING OFFICER'S REPLY**

**(Question Serial No. 0119)**

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:

Regarding the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), would the Government please provide the following information:

- (1) the designated undergraduate and sub-degree programmes, the numbers of subsidised places and actual intakes, and the annual and overall average subsidy amounts under the SSSDP in 2020/21 and 2021/22 academic years, with a breakdown by institution and programme title; and
- (2) the employment status of the first cohort graduates, the industries to which they belong, and their average monthly incomes, with a breakdown by institution and programme.

Asked by: Hon MAK Mei-kuen, Alice (LegCo internal reference no.: 11)

Reply:

- (1) Information on the designated programmes, numbers of subsidised places, actual intakes (if applicable) and annual subsidy amounts under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) for the cohorts admitted in the 2020/21 and 2021/22 academic years is set out at Annex A (undergraduate programmes) and Annex B (sub-degree programmes).
- (2) The SSSDP covered 13 designated undergraduate programmes in 6 selected disciplines when it was first launched in the 2015/16 academic year. The overall employment situation and average monthly salaries of the graduates of these programmes in the 2018/19 academic year are set out at Annex C. As regards the designated sub-degree programmes covered by the SSSDP since the 2019/20 academic year, most of the students of the first cohort will graduate in the 2020/21 academic year, and thus the relevant figures are not yet available.



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

<b>Institution</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Annual subsidy amount (HK\$)</b>
Caritas Institute of Higher Education	Bachelor of Nursing (Honours)	360	360	74,600
	Bachelor of Science (Honours) in Digital Entertainment Technology (Note 1)	30	20	42,800
Chu Hai College of Higher Education	Bachelor of Arts (Honours) in Communication and Crossmedia	30	4	42,800
	Bachelor of Science (Honours) in Architecture	60	18	42,800
	Bachelor of Science (Honours) in Computer Science	30	1	42,800
The Hang Seng University of Hong Kong	Bachelor of Arts (Honours) in Applied and Human-Centered Computing	60	36	42,800
	Bachelor of Business Administration (Honours) in Supply Chain Management	105	106	42,800
	Bachelor of Management Science and Information Management (Honours)	65	62	42,800
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	35	31	42,800
	Bachelor of Science (Honours) in Data Science and Business Intelligence	70	65	42,800
The Open University of Hong Kong	Bachelor of Arts with Honours in Creative Writing and Film Arts	80	28	42,800
	Bachelor of Business Administration with Honours in Financial Technology and Innovation	80	6	42,800
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	50	10	42,800
	Bachelor of Computing with Honours in Internet Technology	60	27	42,800
	Bachelor of Engineering with Honours in Testing and Certification	100	16	74,600
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	57	74,600
	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art (Note 2)	80	31	74,600
	Bachelor of International Hospitality and Attractions Management with Honours	80	24	42,800
	Bachelor of Nursing with Honours in General Health Care	325	325	74,600
	Bachelor of Nursing with Honours in Mental Health Care	125	125	74,600
Bachelor of Science with Honours in Testing Science and Certification	30	29	74,600	

Institution	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
	Bachelor of Sports and Recreation Management with Honours	40	38	42,800
Tung Wah College	Bachelor of Health Science (Honours) in Nursing	350	348	74,600
	Bachelor of Science (Honours) in Medical Laboratory Science	45	43	74,600
	Bachelor of Science (Honours) in Occupational Therapy	50	50	74,600
	Bachelor of Science (Honours) in Physiotherapy	50	50	74,600
	Bachelor of Science (Honours) in Radiation Therapy	15	13	74,600
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Culinary Arts and Management	40	7	42,800
	Bachelor of Arts (Honours) in Fashion Design	60	18	74,600
	Bachelor of Arts (Honours) in Landscape Architecture	45	10	42,800
	Bachelor of Arts (Honours) in Product Design	60	10	74,600
	Bachelor of Engineering (Honours) in Civil Engineering	90	15	74,600
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management (Note 3)	60	14	42,800
	Bachelor of Science (Honours) in Information and Communications Technology	66	4	42,800
	Bachelor of Science (Honours) in Multimedia Technology and Innovation	30	4	42,800
	Bachelor of Science (Honours) in Surveying	60	9	42,800
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	60	13	42,800
<b>Total</b>		<b>3 056</b>	<b>2 027</b>	

Note 1: The programme is renamed from Bachelor of Science (Honours) in Digital Entertainment to Bachelor of Science (Honours) in Digital Entertainment Technology in the 2020/21 academic year.

Note 2: The programme is 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.

Note 3: The programme is renamed from Bachelor of Arts (Honours) in Horticulture and Landscape Management to Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management in the 2020/21 academic year.

**Study Subsidy Scheme for Designated Professions/Sectors  
(for the cohort admitted in the 2021/22 academic year)  
Designated undergraduate programmes, number of subsidised places  
and annual subsidy amount**

Institution	Programme	No. of subsidised places	Annual subsidy amount (HK\$)
Caritas Institute of Higher Education	Bachelor of Nursing (Honours)	400	76,800
	Bachelor of Science (Honours) in Artificial Intelligence	30	44,100
	Bachelor of Science (Honours) in Digital Entertainment Technology	30	44,100
	Bachelor of Science (Honours) in Physiotherapy	50	76,800
Chu Hai College of Higher Education	Bachelor of Arts (Honours) in Communication and Crossmedia	30	44,100
	Bachelor of Science (Honours) in Architecture	60	44,100
	Bachelor of Science (Honours) in Computer Science	30	44,100
Hong Kong Shue Yan University	Bachelor of Commerce (Honours) in Financial Technology	30	44,100
The Hang Seng University of Hong Kong	Bachelor of Arts (Honours) in Applied and Human-Centered Computing	60	44,100
	Bachelor of Arts (Honours) in Art and Design	40	76,800
	Bachelor of Business Administration (Honours) in Supply Chain Management	105	44,100
	Bachelor of Management Science and Information Management (Honours)	65	44,100
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	35	44,100
	Bachelor of Science (Honours) in Data Science and Business Intelligence	70	44,100
The Open University of Hong Kong	Bachelor of Arts with Honours in Creative Writing and Film Arts	80	44,100
	Bachelor of Business Administration with Honours in Financial Technology and Innovation	40	44,100
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	50	44,100
	Bachelor of Computing with Honours in Internet Technology	60	44,100
	Bachelor of Engineering with Honours in Testing and Certification	100	76,800
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	76,800
	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	80	76,800
	Bachelor of International Hospitality and Attractions Management with Honours	80	44,100
	Bachelor of Nursing with Honours in General Health Care	325	76,800

<b>Institution</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>Annual subsidy amount (HK\$)</b>
	Bachelor of Nursing with Honours in Mental Health Care	125	76,800
	Bachelor of Science with Honours in Data Science and Artificial Intelligence (Note 1)	25	44,100
	Bachelor of Science with Honours in Food Testing Science	30	76,800
	Bachelor of Science with Honours in Physiotherapy	40	76,800
	Bachelor of Science with Honours in Testing Science and Certification	30	76,800
	Bachelor of Sports and Recreation Management with Honours	40	44,100
Tung Wah College	Bachelor of Health Science (Honours) in Nursing	350	76,800
	Bachelor of Science (Honours) in Medical Laboratory Science	45	76,800
	Bachelor of Science (Honours) in Occupational Therapy	60 (Note 2)	76,800
	Bachelor of Science (Honours) in Physiotherapy	50	76,800
	Bachelor of Science (Honours) in Radiation Therapy	15	76,800
UOW College Hong Kong	Bachelor of Aviation (Honours) in Operations and Management	25	44,100
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Culinary Arts and Management	30	44,100
	Bachelor of Arts (Honours) in Fashion Design	50	76,800
	Bachelor of Arts (Honours) in Landscape Architecture	40	44,100
	Bachelor of Arts (Honours) in Product Design	45	76,800
	Bachelor of Engineering (Honours) in Civil Engineering	50	76,800
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management	50	44,100
	Bachelor of Science (Honours) in Information and Communications Technology	40	44,100
	Bachelor of Science (Honours) in Multimedia Technology and Innovation	30	44,100
	Bachelor of Science (Honours) in Surveying	50	44,100
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	50	44,100
<b>Total</b>		<b>3 200</b>	

Note 1: The programme will be renamed from Bachelor of Science with Honours in Data Science to Bachelor of Science with Honours in Data Science and Artificial Intelligence in the 2021/22 academic year.

Note 2: The number of intake is subject to the approval of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and the relevant professional body.

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

<b>Institution</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Annual subsidy amount (HK\$)</b>
Caritas Bianchi College of Careers	Higher Diploma in Design	100	47	37,300
	Higher Diploma in Health Care	80	111	37,300
	Higher Diploma in Hospitality Management	120	5	21,400
	Higher Diploma in Pharmaceutical Dispensing	80	95	37,300
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	30	26	37,300
	Higher Diploma in Health and Social Care	30	29	37,300
	Higher Diploma in Hotel Management	100	52	21,400
	Higher Diploma in Medical and Health Products Management	120	112	37,300
	Higher Diploma in Nutrition and Food Management	160	135	37,300
	Higher Diploma in Sport and Recreation Management	120	119	21,400
	Higher Diploma in Sport Coaching and Sport Performance	160	160	21,400
	Higher Diploma in Tourism and Events Management	100	61	21,400
Hong Kong College of Technology	Higher Diploma in Tourism and Hospitality Management	100	75	21,400
	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	31	21,400
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	24	37,300
	Higher Diploma in Fitness, Coaching and Sports Management	80	27	21,400
The Open University of Hong Kong (including Li Ka Shing School of Professional and Continuing Education)	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality / Tourism and Event Management) (Note)	160	31	21,400
	Higher Diploma in Nursing Studies (General Health Care)	13	12	37,300
	Higher Diploma in Nursing Studies (Mental Health Care)	23	23	37,300
	Higher Diploma in Aviation and Ramp Management	20	14	21,400

<b>Institution</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Annual subsidy amount (HK\$)</b>
	Higher Diploma in Digital Fashion Creation	30	10	37,300
	Higher Diploma in Engineering (Civil Engineering)	30	19	37,300
	Higher Diploma in Health Care	300	384	37,300
	Higher Diploma in Interior Design	30	30	37,300
	Higher Diploma in Popular Music and Music Production	30	33	37,300
	Higher Diploma in Resort and Theme Park Management	30	26	21,400
	Higher Diploma in Tourism and Airline Studies	30	29	21,400
	Higher Diploma in Tourism and Hospitality Studies	30	9	21,400
Tung Wah College	Higher Diploma in Health Science	50	39	37,300
	Higher Diploma in Nursing	150	150	37,300
YMCA College of Careers	Higher Diploma in Hotel and Tourism Management	30	4	21,400
<b>Total</b>		<b>2 416</b>	<b>1 922</b>	

Note: The programme is 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.

**Study Subsidy Scheme for Designated Professions/Sectors  
(for the cohort admitted in the 2021/22 academic year)  
Designated sub-degree programmes, number of subsidised places  
and annual subsidy amount**

Institution	Programme	No. of subsidised places	Annual subsidy amount (HK\$)
Caritas Bianchi College of Careers	Higher Diploma in Design	80	38,400
	Higher Diploma in Health Care	120	38,400
	Higher Diploma in Hospitality Management	80	22,050
	Higher Diploma in Pharmaceutical Dispensing	100	38,400
Caritas Institute of Higher Education	Higher Diploma in Enrolled Nursing (General)	50	38,400
HKCT Institute of Higher Education	Higher Diploma in Fitness, Coaching and Sports Management (Note)	80	22,050
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	30	38,400
	Higher Diploma in Health and Social Care	30	38,400
	Higher Diploma in Hotel Management	100	22,050
	Higher Diploma in Medical and Health Products Management	120	38,400
	Higher Diploma in Nutrition and Food Management	160	38,400
	Higher Diploma in Sport and Recreation Management	120	22,050
	Higher Diploma in Sport Coaching and Sport Performance	160	22,050
	Higher Diploma in Tourism and Events Management	100	22,050
	Higher Diploma in Tourism and Hospitality Management	100	22,050
Hong Kong College of Technology	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	22,050
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	38,400
	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality / Tourism and Event Management)	160	22,050
The Open University of Hong Kong (including Li Ka Shing School of Professional and Continuing Education)	Higher Diploma in Nursing Studies (General Health Care)	63	38,400
	Higher Diploma in Nursing Studies (Mental Health Care)	53	38,400
	Higher Diploma in Aviation and Ramp Management	20	22,050
	Higher Diploma in Digital Fashion Creation	15	38,400
	Higher Diploma in Engineering (Civil Engineering)	20	38,400
	Higher Diploma in Health Care	330	38,400
	Higher Diploma in Interior Design	30	38,400
	Higher Diploma in Popular Music and Music Production	30	38,400

<b>Institution</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>Annual subsidy amount (HK\$)</b>
	Higher Diploma in Resort and Theme Park Management	30	22,050
	Higher Diploma in Tourism and Airline Studies	30	22,050
	Higher Diploma in Tourism and Hospitality Studies	25	22,050
Tung Wah College	Higher Diploma in Health Science	50	38,400
	Higher Diploma in Nursing	150	38,400
YMCA College of Careers	Higher Diploma in Hotel and Tourism Management	30	22,050
<b>Total</b>		<b>2 546</b>	

Note: The programme will be operated by the HKCT Institute of Higher Education instead of the Hong Kong College of Technology in the 2021/22 academic year.



**Full-time locally accredited self-financing post-secondary programmes under the  
Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) (First Cohort)  
Overall employment position and average monthly salary**

Discipline	No. of programmes under the SSSDP in the 2015/16 academic year (Subject)	No. of graduates (Note 1)	No. of graduates who responded to the survey	No. of graduates who were employed in full-time jobs (%)	Average monthly salary	Others (Note 2)
Architecture and Engineering	4 (Architecture, Landscape Architecture, Civil Engineering, Environmental Engineering and Management)	289	252	206 (81.7%)	\$17,533	46
Logistics	1 (Supply Chain Management)	115	105	94 (89.5%)	\$16,433	11
Creative Industries	3 (Animation and Visual Effects, Fashion Design, Product Design)	215	165	108 (65.5%)	\$13,432	57
Health Care	3	Not applicable (Note 3)				
Testing and Certification	1	94	63	50 (79.4%)	\$14,508	13
Tourism and Hospitality	1 (Culinary Arts and Management)	35	27	25 (92.6%)	\$14,825	2
	<b>Total</b>	<b>748</b>	<b>612</b>	<b>483 (78.9%)</b>	-	<b>129</b>

Note 1: Figures refer to the total number of graduates of the programmes, including those who were not eligible to receive subsidy under the SSSDP (e.g. non-local students). The EDB does not keep figures solely on students who received the subsidy.

Note 2: Figures include graduates who pursued further studies, engaged in part-time employment, etc.

Note 3: The normal duration of these programmes is 5 years. Students admitted to the programmes in the 2015/16 academic year had yet to graduate when the survey was conducted in the 2018/19 academic year.

Note 4: The above figures only cover students who took part and provided information in the graduate surveys conducted by respective self-financing institutions.

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**CONTROLLING OFFICER'S REPLY**

**EDB187**

**(Question Serial No. 1996)**

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:

In respect of non-Chinese speaking (NCS) students pursuing further study in post-secondary institutions, please inform this Committee:

- (1) of the number of NCS students who completed Secondary Six in public sector secondary schools and Direct Subsidy Scheme (DSS) schools offering the local curriculum; the number of NCS students entering for the Hong Kong Diploma of Secondary Education Examination (HKDSE); the number of NCS students who met the minimum requirements for university admission and their percentage among the total number of NCS candidates in each of the past 5 school years;
- (2) of the number of NCS students enrolling in full-time post-secondary programmes in each of the past 5 academic years, with a breakdown by name of institution, level of study and type of programme (undergraduate degree, higher diploma, sub-degree, diploma of foundation studies/foundation diploma, diploma/certificate of vocational education); and
- (3) whether the Government will consider setting up a special fund for strengthening educational institutions' capability to support the learning of NCS students; if yes, of the details; if no, of the reasons.

Asked by: Hon MAK Mei-kuen, Alice (LegCo internal reference no.: 5)

Reply:

- (1) Statistics on non-Chinese speaking (NCS) students (i.e. students whose spoken language at home is not Chinese) attending Secondary 6 (S6) and meeting the general entrance requirements of undergraduate programmes in the past 5 years are as follows:-

	2015/16 school year	2016/17 school year	2017/18 school year	2018/19 school year	2019/20 school year
Number of students attending S6 in public sector schools and Direct Subsidy Scheme schools offering local curriculum	1 150	1 186	1 317	1 218	1 334
Number of whom entered for the Hong Kong Diploma of Secondary Education Examination (HKDSE)	1 046	1 072	1 206	1 117	1 192
Number of whom met the general entrance requirements of undergraduate programmes	320	350	385	331	397
Percentage among those attending S6 and entering for the HKDSE	30.6%	32.6%	31.9%	29.6%	33.3%

- (2) For University Grants Committee (UGC)-funded full-time sub-degree (including associate degree and higher diploma) and undergraduate programmes, the number of NCS students in each of the academic years from 2016/17 to 2020/21 is set out at **Annex**.

For full-time and part-time programmes offered by the Vocational Training Council (VTC), a breakdown of the number of NCS students by programme type from the 2016/17 to 2020/21 academic years is set out below:

Type of programme	2016/17 academic year	2017/18 academic year	2018/19 academic year	2019/20 academic year	2020/21 academic year (Provisional)
Undergraduate Degree	36	45	50	57	46
Higher Diploma	178	208	201	205	167
Diploma of Foundation Studies/Foundation Diploma	162	179	127	152	158
Diploma/Certificate of Vocational Studies	86	80	98	97	121

We do not have a breakdown of the statistics on local NCS students pursuing full-time self-financing post-secondary programmes.

- (3) For UGC-funded universities, the block grant from the Government can be flexibly deployed to support different types of students, including NCS students. We understand that universities currently offer NCS students various types of bridging / foundation courses in the Chinese Language or Cantonese to facilitate their learning of Chinese. Furthermore, with increasingly higher level of internationalisation on campuses, 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 will continue to maintain close liaison with UGC-funded universities with regard to supporting NCS students' learning.

For the VTC, to cater for the needs of NCS students, in addition to the provision of full-time Diploma of Vocational Education programmes subvented by the Education Bureau for S3 to S5 school leavers (including NCS students), the VTC also offers various pre-employment programmes specifically for NCS students to enable them to obtain formal qualifications for further studies or employment. In addition, the VTC also provides academic and learning support to its NCS students, such as organising student orientation activities, additional tutorial classes, counseling and coaching, providing peer support through the peer mentorship scheme, various student activities promoting the culture of social integration, and advisory support for articulation and career development to help them learn more effectively and adapt to campus life. The VTC does not maintain breakdown figures on the resources deployed to provide support services for NCS students.

**Local NCS student <sup>(Note 2)</sup> intakes of  
full-time UGC-funded sub-degree and undergraduate programmes  
by university and level of study from the 2016/17 to 2020/21 academic years**

		University								
		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
<b>2016/17 academic year</b>										
Level of study	Sub-degree	15	-	-	-	4	2	-	-	21
	Undergraduate	62	5	1	24	-	4	77	37	210
<b>Total</b>		<b>77</b>	<b>5</b>	<b>1</b>	<b>24</b>	<b>4</b>	<b>6</b>	<b>77</b>	<b>37</b>	<b>231</b>
<b>2017/18 academic year</b>										
Level of study	Sub-degree	6	-	-	-	1	8	-	-	15
	Undergraduate	73	14	10	31	11	23	92	42	296
<b>Total</b>		<b>79</b>	<b>14</b>	<b>10</b>	<b>31</b>	<b>12</b>	<b>31</b>	<b>92</b>	<b>42</b>	<b>311</b>
<b>2018/19 academic year</b>										
Level of study	Sub-degree	5	-	-	-	14	3	-	-	22
	Undergraduate	72	11	7	36	20	18	91	58	313
<b>Total</b>		<b>77</b>	<b>11</b>	<b>7</b>	<b>36</b>	<b>34</b>	<b>21</b>	<b>91</b>	<b>58</b>	<b>335</b>
<b>2019/20 academic year</b>										
Level of study	Sub-degree	8	-	-	-	11	4	-	-	23
	Undergraduate	72	20	12	36	11	20	83	36	290
<b>Total</b>		<b>80</b>	<b>20</b>	<b>12</b>	<b>36</b>	<b>22</b>	<b>24</b>	<b>83</b>	<b>36</b>	<b>313</b>
<b>2020/21 academic year (provisional)</b>										
Level of study	Sub-degree	5	-	-	-	18	4	-	-	27
	Undergraduate	81	32	11	36	17	23	102	69	371
<b>Total</b>		<b>86</b>	<b>32</b>	<b>11</b>	<b>36</b>	<b>35</b>	<b>27</b>	<b>102</b>	<b>69</b>	<b>398</b>

## 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.
- This refers to local students who are not ethnically Chinese and / or whose spoken language at home is not Chinese.
- Figures include first year student intakes and senior student intakes.
- “-” 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

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB188**

**(Question Serial No. 0548)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

With the emergence of a new normal in teaching amidst the prevailing epidemic, most classes have switched to real-time online teaching and online learning, and teachers and students need to familiarise themselves with the use of different e-learning devices. Under this Programme, the Administration has indicated that recurrent funding support will be provided for all public sector and Direct Subsidy Scheme primary schools to strengthen their capacity for practising e-learning and harnessing information technology. In this connection, please advise this Committee of the following:

- (1) What is the estimate for this recurrent expenditure in the coming year? Is there any additional allocation of resources when compared with the provision for 2020/21? If yes, what are the details of the increase in estimated expenditure? If no, what are the reasons?
- (2) Since not all families have more than one e-learning device, for those with more than one school child, has the Administration provided children and parents from these families with hardware and technical support to help them cope with the epidemic? If yes, what are the details and estimated expenditure? If no, what are the reasons?

Asked by: Hon NG Wing-ka, Jimmy (LegCo internal reference no.: 2)

Reply:

(1) and (2)

The Education Bureau (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. Schools may continue to, having regard to the operational needs related to IT in education, flexibly deploy various subsidies, including the Composite Information

Technology Grant (CITG) and Information Technology Staffing Support Grant (ITSSG), for subscription of WiFi services, procurement of online learning resources as well as software and hardware for teaching, and strengthening of IT staffing support. The EDB provides all public sector schools with the annual recurrent CITG. In the 2020/21 school year, the rate of the Grant for each school ranges from \$259,703 to \$847,319, depending on the school type and the number of classes. Starting from the 2017/18 school year, the EDB has provided all public sector schools with the recurrent ITSSG to strengthen IT staffing support of schools. Each school received a provision of \$319,559 in the 2020/21 school year. The rates of these two grants are adjusted annually in accordance with the movement of the Composite Consumer Price Index.

In addition to the support for schools, the Government has all along kept in view and implemented different measures to support grass-roots students' e-learning. In respect of computer devices, the EDB has, through the Community Care Fund, implemented a 3-year assistance programme starting from the 2018/19 school year to subsidise needy primary and secondary school students to purchase mobile computer devices. This is to relieve the financial burden on students from low-income families under the development of the Bring Your Own Device policy in schools. In view of the COVID-19 epidemic, we have made flexible arrangements and accepted the applications submitted by all public sector primary and secondary schools implementing e-learning for their eligible students. About 34 000 students benefited from the programme in the 2018/19 and 2019/20 school years. In the 2020/21 school year, some 870 schools participated in the programme, and over 100 000 students are expected to benefit from it. For students who encounter difficulties due to the lack of devices for online learning, schools will actively render support to them by, for example, lending them mobile computer devices and helping them apply for relevant subsidies. In case of doubt or difficulties, students and parents may approach the schools directly to seek assistance as appropriate.

As regards support for Internet access, the Student Finance Office of the Working Family and Student Financial Assistance Agency and the Social Welfare Department have implemented the Subsidy Scheme for Internet Access Charges since the 2010/11 school year to disburse Internet access subsidies to eligible families to facilitate needy students' online learning at home. The rate of the subsidy is adjusted annually with reference to prevailing prices of Internet services in the market. In the 2020/21 school year, the full rate and half rate of the subsidy for each family each year are \$1,600 and \$800 respectively. Over 174 800 families benefited from the Scheme, and as at 31 January 2021, the expenditure involved was about \$236 million. In addition, to strengthen support for needy primary and secondary school students who are unable to acquire appropriate Internet services due to their living environment, the EDB provided schools in need with a one-off top-up grant from December 2020 for them to meet the additional expenses incurred in purchasing portable WiFi routers and/or mobile data cards. In the 2020/21 school year, over 15 400 students benefited from this initiative involving an additional expenditure of about \$14 million.

To further support schools in implementing the blended mode of teaching and learning under the "new normal", it was proposed in the 2020 Policy Address that \$2 billion be set aside in the Quality Education Fund (QEF) to launch a 3-year programme starting from the 2021/22 school year. Among others, public sector primary and secondary schools (including special schools) and schools under the Direct Subsidy Scheme may apply for funding under the programme to purchase mobile computer devices for loan to needy students, and provide

portable WiFi routers and mobile data cards for students who are unable to acquire appropriate Internet services because of their living environment, so as to ensure that all students will have equal opportunities in accessing e-learning. We will draw reference from the experience of the Community Care Fund Assistance Programme – Provision of Subsidy to Needy Primary and Secondary Students for Purchasing Mobile Computer Devices to Facilitate the Practice of e-Learning, as well as market prices in determining the rate of subsidy. A portion of the funding will be used for developing resources and ancillary facilities for e-learning. Implementation details of the programme are yet to be finalised. We will maintain communication with the education sector and implement the programme as soon as possible upon consultation with the QEF Steering Committee.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB189**

**(Question Serial No. 2404)**

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:

As indicated in Matters Requiring Special Attention in 2021-22, the Education Bureau will implement projects under the T-excel@hk strategic work plan. These projects include the Sabbatical Leave Scheme for Professional Development of Teachers and Principals and the Programme for Leadership Enhancement for Serving Principals/Vice-Principals. Please set out the annual expenditures of these programmes and the numbers of participating teachers and principals in each of the past 5 years.

Asked by: Hon OR Chong-shing, Wilson (LegCo internal reference no.: 34)

Reply:

In the 2021/22 school year, the Education Bureau (EDB) will continue to enhance the professional development of teachers and principals, follow up on the recommendations of the Task Force on Professional Development of Teachers and work with the Committee on Professional Development of Teachers and Principals to implement suitable projects under the T-excel@hk strategic work plan and other initiatives for teachers to broaden their perspectives and enrich their experience. Among others, the Sabbatical Leave Scheme for Professional Development of Teachers and Principals launched in the 2018/19 school year aims to create space for serving teachers and principals to participate in continuing professional development programmes that support their professional learning and meet the development needs of their students and schools. Teachers and principals participating in the Scheme may plan a self-directed sabbatical leave of 1 to 5 months to take part in local/non-local structured and/or individualised professional learning activities. They are required to finish their planned educational research or school development projects within 3 months upon completion of the sabbatical leave period. In the 2019/20 school year, a total of 10 teachers and principals completed the Scheme. The total expenditure involved was about \$1.49 million. In the 2020/21 school year, a total of 5 teachers and principals will take part in the Scheme. The estimated expenditure is about \$0.73 million. The expenditure

involved mainly includes funding for employing supply teachers by the participating schools, and the actual expenditure depends on the length of the participants' leave periods.

With regard to the Programme for Leadership Enhancement for Serving Principals/Vice-Principals, it aims to enhance the quality of school leaders by enriching their experience beyond the school context. Since the 2014/15 school year, tertiary institutions have been commissioned by the EDB to organise the Programme every year, which generally lasts for 10 days. In addition to learning relevant theories, participants will be attached to a business organisation or non-governmental organisation for experiential learning for about 4 days and share among themselves the learning outcomes. The Programme offers 16 places in each cohort. There were a total of 80 participants in the past 5 school years (from the 2015/16 to 2019/20 school years), and the annual expenditure was about \$0.3 million.

- End -

**CONTROLLING OFFICER'S REPLY****EDB190****(Question Serial No. 2405)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Under the Brief Description of the Programme, it is mentioned that the Education Bureau (EDB) supports eligible students through the Mainland University Study Subsidy Scheme (MUSSS). Please provide the number of beneficiary students and the total amount of subsidy disbursed under the MUSSS in each of the past 5 years.

Will the EDB provide additional subsidised places to benefit more students in the future?

Asked by: Hon OR Chong-shing, Wilson (LegCo internal reference no.: 35)

Reply:

The respective numbers of students receiving the “means-tested subsidy” and “non-means-tested subsidy” under the MUSSS, and the amount of subsidy disbursed in the past 5 years are tabulated below:

Academic Year	“Means-tested subsidy”			“Non-means-tested subsidy”	
	No. of subsidy recipients		Amount of subsidy (approximate) \$million	No. of subsidy recipients	Amount of subsidy (approximate) \$million
	Full-rate subsidy	Half-rate subsidy			
2016/17	1 495	695	28	Not applicable	Not applicable
2017/18	1 797	744	32	515	3
2018/19	1 872	667	37	608	3
2019/20	1 901	640	37	677	4
2020/21 (as at 28 Feb 2021)	2 077	710	41	703	4

The MUSSS is not subject to any quota. The EDB will reserve sufficient funding to meet the needs.

- End -

**CONTROLLING OFFICER'S REPLY****EDB191****(Question Serial No. 2425)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

It is mentioned in the Budget Speech that “the Education Bureau has implemented a number of measures to promote STEM education, including curriculum updating, providing professional training for teachers, subsidising and organising large-scale learning activities, such as the STEM Education Fair”. Using the table below, please give details of the professional training programmes provided for teachers in the past 3 years.

Name of programme	Date	No. of teacher participants	Expenditure (actual)

Asked by: Hon OR Chong-shing, Wilson (LegCo internal reference no.: 61)Reply:

The Education Bureau (EDB) released the Report on “Promotion of STEM Education – Unleashing Potential in Innovation” in 2016, and the measures recommended therein have been implemented progressively. We have renewed the curricula for Science, Technology and Mathematics Education Key Learning Areas and the primary General Studies curriculum, and have also newly compiled the “Computational Thinking – Coding Education: Supplement to the Primary Curriculum” to support student learning in STEM (Science, Technology, Engineering and Mathematics) areas.

On teacher training, the EDB provides STEM-related professional development programmes for teachers on an ongoing basis. From the 2017/18 to 2019/20 school years, we conducted 5 batches of Intensive Training Programme (ITP) on STEM Education for curriculum leaders of all public sector and Direct Subsidy Scheme primary and secondary schools in the territory. The ITP was fully completed in mid-2020. About 500 secondary schools and 400 primary

schools participated in the programmes and the attendances of secondary and primary school teachers were about 6 300 and 5 400 respectively. On the whole, the training programmes were well received by the participating school principals and curriculum leaders. In the 2020/21 school year, the EDB started to progressively launch a new round of ITP for primary and secondary schools, targeting STEM coordinators and frontline teachers, covering the topics of curriculum planning, activity design, and the use of relevant learning, teaching and assessment strategies relating to STEM education.

From the 2017/18 to 2019/20 school years, we provided training courses on coding education for teachers in batches. The courses were concluded in the first term of the 2019/20 school year. A total of 770 teachers from about 320 schools attended the basic courses, while 300 teachers from about 200 schools attended the advanced courses. Positive responses were received from the participating teachers. A new round of training courses was launched in the 2019/20 school year, with the focus on incorporating coding education into the teaching of various subjects and STEM-related projects at the primary level in order to further enhance teacher capacity.

In the 2017/18 and 2018/19 school years, STEM Education was one of the themes under the Paid Non-local Study Leave Scheme for Secondary School Teachers (i-Journey) (the Scheme), with the participation of a total of 35 teachers. The Scheme aims to broaden teachers' professional perspectives and keep them abreast of the latest trend in global education developments through structured learning and overseas school attachment that last for about 3 months. The participating teachers highly commended the objectives and design of the Scheme and considered it inspiring and useful in broadening horizons and enhancing professional capacity.

On learning activities, the EDB set up the STEM Education Centre (the Centre) at the Arts and Technology Education Centre in Lok Fu in late 2017 to support schools in organising STEM-related learning activities, including coding and STEM education activities for students, professional development programmes for teachers, teacher networking activities, large-scale competitions, etc. The Centre has also forged a close partnership with tertiary institutions and organisations to jointly organise student competitions and teacher training programmes related to innovative technologies, which have been well-received by teachers and students. From end-2017 to February 2021, the Centre has organised around 1 050 STEM-related activities, which attracted over 16 000 participants.

The expenditure involved in promoting STEM education (including professional training for teachers) in primary and secondary schools (including special schools) has been subsumed under the EDB's overall expenditure. A breakdown of related expenses is therefore not available.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB192**

**(Question Serial No. 2619)**

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:

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 disaggregated by sector?
- (2) What is the provision earmarked for the programme this year? How many students are expected to participate in this year's programme?

Asked by: Hon OR Chong-shing, Wilson (LegCo internal reference no.: 88)

Reply:

A recurrent government funding of about \$18 million per annum has been allocated to the Vocational Training Council (VTC) starting from the 2014/15 academic year to provide industrial attachment opportunities for students of its subvented Higher Diploma and some of its Diploma of Vocational Education programmes. About 9 000 students of the VTC are benefited every year. Due to the epidemic, the number of students participating in such attachments was around 7 900 in the 2019/20 academic year. The VTC does not maintain the breakdown of the figures by sectors of the companies/organisations.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB193**

**(Question Serial No. 1036)**

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:

As mentioned in point 3 of Matters Requiring Special Attention in 2021-22 under Programme 7 (Post-secondary, Vocational and Professional Education), the Education Bureau will review sub-degree education and implement a pilot project on applied degrees. In this connection, please:

- (1) advise this Committee of the EDB division responsible for the review of sub-degree education, as well as the scope and timetable of the review;
- (2) provide details of the implementation of the pilot project on applied degrees; and
- (3) describe the specific measures that are in place to strengthen the promotion of Vocational and Professional Education and Training in secondary schools.

Asked by: Hon POON Siu-ping (LegCo internal reference no.: 27)

Reply:

- (1) In response to the recommendations put forward by the Task Force on Review of Self-financing Post-secondary Education and the Task Force on Promotion of Vocational and Professional Education and Training (VPET), the Education Bureau (EDB) commenced the review on sub-degree education in December 2020. The scope of the review includes establishing a clearer delineation between the positioning of Associate Degree (AD) and Higher Diploma (HD) qualifications, improving the structure and curriculum of AD and HD programmes, providing more work-based learning and internship opportunities for students of HD programmes, strengthening industry participation, and allowing more flexibility in adjusting the entrance requirements, etc. The EDB will collaborate closely with the Committee on Self-financing Post-secondary Education and the Steering Committee on Promotion of VPET and Qualifications Framework (QF). The review is expected to be completed in 2022.



- (2) The Education Bureau launched the Pilot Project on the Development of Applied Degree Programmes in December 2020, which aims to gain experience in the practical issues involved in the development of applied degree programmes and assess the implications for the higher education system as a whole. We have invited institutions with at least 3 years' experience in offering self-financing degree programmes under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) to submit proposals for taking part in the Pilot Project. Our initial plan is to select 4 of these institutions to participate in the Pilot Project. Participating institutions will each develop an applied degree programme by modifying the programme structure and curriculum (such as providing more internships and work-based learning opportunities) of an existing degree programme with a strong industry element in a discipline with keen manpower demand, with reference to the coverage of the SSSDP. Subject to the completion of relevant accreditation, the selected institutions are expected to launch the applied degree programmes in the 2022/23 academic year at the earliest.
- (3) The Government has accepted the recommendations put forward by the Task Force on Promotion of VPET and set up the Steering Committee on Promotion of VPET and QF in September 2020 to strengthen the co-ordination of the overall VEPT promotion strategy and foster closer industry partnership. The EDB will step up the promotion of VPET in secondary schools through various channels.
- (a) Business-School Partnership: The EDB will continue to collaborate with various business organisations through the Business-School Partnership Programme (BSPP) to provide diversified career exploration activities for students. Since its implementation in the 2014/15 school year, over 390 BSPP partners have joined the BSPP and organised over 6 000 activities, covering more than 30 trades and the number of student participants exceeded 1.18 million. The EDB will continue to identify new BSPP partners to join the BSPP, and encourage schools to work more closely with business organisations, VPET providers and community organisations in providing more career exploration activities (including VPET-related activities) for secondary students. In addition to organising career exploration activities for senior secondary students, the EDB also encourages BSPP partners to provide appropriate career exploration activities for junior secondary students, teachers and parents, thus enabling students to acquire an initial understanding of different trades at the junior secondary level and enhancing the capability of teachers and parents to support students in life planning.
- (b) Applied Learning: The Government will further promote Applied Learning (ApL) as a valued senior secondary elective subject. Various support measures, including providing students with subsidies and more diversified courses, offering ApL courses early at Secondary 4, relaxing the funding eligibility for students taking ApL as the fourth elective subject, and offering Taster Programmes of ApL at the junior secondary level, etc., will be implemented to broaden students' studies and learning experiences, and facilitate their all-round development so that they are better prepared for further studies and work.
- (c) Parent Education: Starting from the 2020/21 school year, the EDB has enhanced parent education on VPET. The organisation of VPET promotion activities has

been highlighted as an example of activities to be covered under the Home-School Co-operation Grants. The EDB will continue to encourage parent-teacher associations and federations of parent-teacher associations to organise more VPET promotion activities at the school and/or district level with a view to enhancing parent education on VPET.

- (d) Professional Services: The Government has also launched a pilot scheme to engage an external consultant for offering one-stop professional services on VPET for teachers of a selected number of secondary schools in the 2020/21 academic year, including providing VPET consultation service, an online teachers' kit, professional development workshops for teachers and on-site VPET activities for students and parents, with a view to testing out its operational mode and effectiveness.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB194**

**(Question Serial No. 0705)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

It is stated under Matters Requiring Special Attention in 2021-22 that the Government will strengthen information technology (IT) support for schools. In this connection, please advise this Committee of:

- (1) the estimated additional manpower and expenditure involved; and
- (2) the specific measures and expenditure for supporting schools to practise e-learning and take forward various education initiatives which will harness IT.

Asked by: Hon QUAT Elizabeth (LegCo internal reference no.: 48)

Reply:

(1) and (2)

The Education Bureau (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. Schools may continue to, having regard to the operational needs related to IT in education, flexibly deploy various subsidies, including the Composite Information Technology Grant (CITG) and Information Technology Staffing Support Grant (ITSSG), for subscription of WiFi services, procurement of online learning resources as well as software and hardware for teaching, and strengthening of IT staffing support. The EDB provides all public sector schools with the annual recurrent CITG. In the 2020/21 school year, the rate of the Grant for each school ranges from \$259,703 to \$847,319, depending on the school type and the number of classes. Starting from the 2017/18 school year, the EDB has provided all public sector schools with the recurrent ITSSG to strengthen IT staffing support of schools. Each school received a provision of \$319,559 in the 2020/21 school year. The rates of these

two grants are adjusted annually in accordance with the movement of the Composite Consumer Price Index.

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 include e-leadership series, technological series, pedagogical series, subject-related series, e-safety series and Bring Your Own Device series, etc. Moreover, we have established the IT in Education Centres of Excellence to provide training and on-site/remote support services, and taken forward a series of support measures, through a dedicated webpage, hotlines, mobile communication applications, online self-learning courses and webinars, etc., to continuously offer advice to teachers in need and disseminate schools' good practices. Consolidating the experiences of the parties concerned, we have updated the principles on supporting students' home learning during the suspension of face-to-face classes.

In addition to the support for schools, the Government has all along kept in view and implemented different measures to support grass-roots students' e-learning. In respect of computer devices, the EDB has, through the Community Care Fund, implemented a 3-year assistance programme starting from the 2018/19 school year to subsidise needy primary and secondary school students to purchase mobile computer devices. This is to relieve the financial burden on students from low-income families under the development of the Bring Your Own Device policy in schools. In view of the COVID-19 epidemic, we have made flexible arrangements and accepted the applications submitted by all public sector primary and secondary schools implementing e-learning for their eligible students. About 34 000 students benefited from the programme in the 2018/19 and 2019/20 school years. In the 2020/21 school year, some 870 schools participated in the programme, and over 100 000 students are expected to benefit from it. For students who encounter difficulties due to the lack of devices for online learning, schools will actively render support to them by, for example, lending them mobile computer devices and helping them apply for relevant subsidies. In case of doubt or difficulties, students and parents may approach the schools directly to seek assistance as appropriate.

As regards support for Internet access, the Student Finance Office of the Working Family and Student Financial Assistance Agency and the Social Welfare Department have implemented the Subsidy Scheme for Internet Access Charges since the 2010/11 school year to disburse Internet access subsidies to eligible families to facilitate needy students' online learning at home. The rate of the subsidy is adjusted annually with reference to prevailing prices of Internet services in the market. In the 2020/21 school year, the full rate and half rate of the subsidy for each family each year are \$1,600 and \$800 respectively. Over 174 800 families benefited from the Scheme, and as at 31 January 2021, the expenditure involved was about \$236 million. In addition, to strengthen support for needy primary and secondary school students who are unable to acquire appropriate Internet services due to their living environment, the EDB provided schools in need with a one-off top-up grant from December 2020 for them to meet the additional expenses incurred in purchasing portable WiFi routers and/or mobile data cards. In the 2020/21 school year, over 15 400 students benefited from this initiative involving an additional expenditure of about \$14 million.

To further support schools in implementing the blended mode of teaching and learning under the "new normal", it was proposed in the 2020 Policy Address that \$2 billion be set aside in

the Quality Education Fund (QEF) to launch a 3-year programme starting from the 2021/22 school year. Among others, public sector primary and secondary schools (including special schools) and schools under the Direct Subsidy Scheme may apply for funding under the programme to purchase mobile computer devices for loan to needy students, and provide portable WiFi routers and mobile data cards for students who are unable to acquire appropriate Internet services because of their living environment, so as to ensure that all students will have equal opportunities in accessing e-learning. We will draw reference from the experience of the Community Care Fund Assistance Programme – Provision of Subsidy to Needy Primary and Secondary Students for Purchasing Mobile Computer Devices to Facilitate the Practice of e-Learning, as well as market prices in determining the rate of subsidy. A portion of the funding will be used for developing resources and ancillary facilities for e-learning. Implementation details of the programme are yet to be finalised. We will maintain communication with the education sector and implement the programme as soon as possible upon consultation with the QEF Steering Committee.

The above measures do not involve the provision of additional manpower at the EDB.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB195**

**(Question Serial No. 0706)**

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:

Under Matters Requiring Special Attention in 2021-22, the Education Bureau has indicated that it will step up training requirements for newly-joined and in-service teachers and teachers aspiring for promotion. Please provide specific details of this initiative, as well as the manpower and expenditure involved.

Asked by: Hon QUAT Elizabeth (LegCo internal reference no.: 49)

Reply:

The Education Bureau (EDB) is actively implementing the recommendations made by the Task Force on Professional Development of Teachers, including establishing the Professional Ladder for Teachers. In a nutshell, with the prevailing Continuing Professional Development (CPD) policy for teachers (including the soft target of completing 150 hours of professional development activities in every 3-year cycle) remains unchanged, the EDB has provided structured training for newly-joined and in-service teachers, and enhanced the arrangements of training for promotion starting from the 2020/21 school year. Details are as follows:-

- (a) Training for Newly-joined Teachers: Teachers appointed to teach in public sector or Direct Subsidy Scheme schools for the first time are required to complete 30 hours of core training within the first 3 years of service, and not less than 60 hours of elective training based on individual professional development needs. The core training covers teachers' professional roles, local education policies and initiatives, as well as national and international education development.
- (b) Training for In-service Teachers: In-service teachers are required to spare a minimum of 30 hours, in each 3-year cycle, to take part in 2 categories of professional development programmes, namely "Teachers' Professional Roles,

Values and Conduct” and “Local, National and International Education Issues”, with not less than 6 hours spent on each category.

- (c) Enhanced Arrangements of Training for Promotion: The total number of required training hours remains unchanged. The training includes the Core and Elective Parts. For the Core Part, teachers must complete 30 hours of training programmes, which focus on the necessary competencies required of school leaders, including professional conduct and values, national and international development, education issues, as well as leadership and reflective skills. For the Elective Part, teachers must undertake 60 hours (for promotion to Senior Graduate Master/Mistress or Primary School Master/Mistress) or 100 hours (for promotion to Principal Graduate Master/Mistress or Senior Primary School Master/Mistress) of training, based on the professional knowledge needed for respective promotion posts. Teachers must complete the training programmes in the Core Part and the required number of hours of training in the Elective Part within 5 years prior to the date of substantive promotion.

To help teachers correctly understand the constitutional status of the Hong Kong Special Administrative Region and enhance their understanding of our country’s development, the aforementioned core training programmes will cover our country’s Constitution, the Basic Law, and national security education.

As provision of teacher training is part of the regular work of the EDB, the manpower and expenditure involved are subsumed under the overall estimated expenditure, hence a breakdown is not available.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB196**

**(Question Serial No. 0707)**

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:

It is mentioned under Matters Requiring Special Attention that the Smart Technology Applications and Mobile Platform will be implemented in 2021-22. Please provide specific details of the initiative, as well as the manpower and expenditure involved.

Asked by: Hon QUAT Elizabeth (LegCo internal reference no.: 50)

Reply:

To provide quality Vocational and Professional Education and Training (VPET) that caters for the fast-changing manpower needs and work environments of different professions, the Vocational Training Council (VTC) will implement the Smart Technology Applications and Mobile Platform (STAMP) in 2021-22, under which a package of information technology (IT) related enhancement measures will be carried out on 30 of its campuses where its subvented programmes are offered, with a view to facilitating the VTC's planning, execution, and development of VPET programmes to support the manpower requirements of various industries in Hong Kong.

The STAMP will implement IT related enhancement measures that involve two major aspects: (1) establishing smart campus infrastructure and security protection to support technology-enabled teaching and learning activities; and (2) adopting and upgrading IT applications to support new programmes and pedagogies for the provision of quality VPET.

The STAMP will incur a non-recurrent expenditure of \$76.99 million, covering the relevant hardware and software costs, as well as the fees for the development and professional services. The VTC will absorb the additional annual recurrent expenditure of \$6.2 million for the operation of the STAMP from within its own resources.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB197**

**(Question Serial No. 0708)**

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:

Under Matters Requiring Special Attention in 2021-22, it is stated that the Education Bureau will continue to strengthen and deliver inspiring STEM (Science, Technology, Engineering and Mathematics) education within the Vocational Training Council and across the local community. Please advise this Committee of the specific measures involved, any new measures that are expected to be introduced, as well as the manpower and expenditure involved.

Asked by: Hon QUAT Elizabeth (LegCo internal reference no.: 51)

Reply:

To promote and support STEM education, the Vocational Training Council (VTC) set up the VTC STEM Education Centres (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 make good use of technology to support teaching and learning, such as adopting Virtual Reality and Augmented Reality technologies to provide simulated workplace training for students, with a view to enhancing teaching effectiveness and training up effective VPET personnel who excel in practical know-how. In addition, the Centres organise various kinds of STEM workshops and large-scale competitions to support the learning needs of primary and secondary students in STEM subjects, with a view to raising the popularity of STEM education and motivating the younger generation to acquire knowledge in relevant disciplines. The Centres also provide STEM training programmes for teachers to assist them in the day-to-day teaching of STEM subjects.

In recent years, the Centres have signed Memoranda of Understanding with more than 20 local major enterprises and institutions on Industry Partner Collaboration Scheme to introduce the younger generation to the prospect of relevant industries and encourage them to pursue a career in these industries. The Centres also launched the first STEM School Partnership Scheme with 18 local secondary schools to cultivate students' interest in STEM learning and strengthen schools' connection with the industries through a variety of educational activities.

Up to 2021-22, the Government has allocated a total of about \$21.5 million to support the VTC in the establishment and development of the VTC STEM Education Centres, including the provision of teaching facilities.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB198**

**(Question Serial No. 0709)**

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:

Given that a number of teachers were alleged to have made hateful remarks and instigated violence on social media, used biased and inappropriate teaching materials or committed illegal acts in recent years, would the Government please advise this Committee of the following:

- (1) In the wake of the social incidents, how many complaints about teachers' misconduct, such as using inappropriate teaching materials, committing acts of bullying or being arrested, have been received by the Education Bureau (EDB) to date? Please provide an update on the progress of these cases and the follow-up actions taken.
- (2) Would the complaint handling and disciplinary mechanism for teachers be reviewed to enhance its transparency and ensure that penalties are proportional to the severity of the misconduct? If yes, please provide details of the review. If no, why not?
- (3) As it is quite common for authorities in other countries to disclose details of a complaint case (e.g. names of the teacher concerned and the school he/she works for) once an investigation or hearing of the complaint has been initiated, would the EDB follow suit? If yes, when will that happen? If no, what are the reasons?

Asked by: Hon QUAT Elizabeth (LegCo internal reference no.: 52)

Reply:

- (1) From mid-June 2019 to end-December 2020, the Education Bureau (EDB) received a total of 269 complaints about suspected professional misconduct of teachers in relation to social incidents. We have largely completed the investigation of 244 cases, of which 95 were found unsubstantiated. As at end-February 2021, among the remaining cases,

we have cancelled two teachers' registration and issued reprimand and warning letters to 28 and 24 teachers respectively, reminding them to uphold professional ethics and that recidivism will definitely be met with severe punishments, including the possibility of cancelling the teacher's registration. We have also issued written advice to 27 teachers and verbal reminders to another 28 teachers, reminding them to refrain from activities that are detrimental to the image of the teaching profession and, and to show respect to the behavioural norms acceptable to society. For the remaining cases that are likely to be substantiated in our initial view, we are currently handling the cases in accordance with the established procedures, including waiting for or considering the responses from the teachers concerned, with a view to determining the appropriate follow-up actions.

- (2) The EDB has a clear mechanism with well-defined procedures for handling cases of suspected professional misconduct of teachers. In gist, upon receiving a complaint against a teacher, the EDB will request the school concerned to conduct an investigation. The school will look into the case, let the teacher concerned explain, take appropriate school-based follow-up actions, and submit a report to the EDB. We will examine the content of the report carefully, request the school to submit supplementary information as appropriate, and issue a letter to invite the teacher concerned to submit written representations. We will fully consider the information collected (including the school's report and the teacher's representations), and take appropriate action based on the severity of the case.

If a teacher is no longer regarded as being fit and proper to teach after thorough consideration, the EDB will cancel his/her registration pursuant to the Education Ordinance. If the case does not warrant the cancellation of registration, the EDB will, in light of the nature and severity of the case, take follow-up actions of different levels including the issuing of a reprimand, warning or advisory letter, etc. For cases involving police investigation or unlawful acts of teachers, regardless of whether the teacher is convicted or not, we will, upon completion of all the legal proceedings (including the appeal proceedings), review his or her teacher registration status based on the information available. If a teacher disagrees with the EDB's decision of cancelling his/her teacher registration, he/she may appeal in accordance with Section 61 of the Education Ordinance.

The Education Commission affirmed in 2015 that the existing mechanism has been working effectively, and it did not agree that the mechanism should be substantially revised to enhance its transparency or representativeness. All along, the EDB has been handling cases of suspected professional misconduct of teachers in a prudent, lawful, reasonable and just manner.

- (3) When handling matters involving teachers' personal data, including investigating suspected cases of professional misconduct of teachers, the EDB is subject to the Personal Data (Privacy) Ordinance and strictly adheres to the principle of confidentiality. Some overseas regions make public case details such as the names of the teachers concerned and the schools they served when handling complaints involving teachers. However, we are of the view that different practices in different regions or countries have their respective backgrounds, laws and procedures. We cannot simply transplant part of their system to Hong Kong. An organisation has applied for a judicial

review earlier on the related matters. In view of the ongoing legal proceedings, it is not appropriate for us to make further response or supplement on the case details at this stage, lest affecting the conduct of the legal proceedings concerned.

- End -

**CONTROLLING OFFICER'S REPLY****EDB199****(Question Serial No. 1909)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (6) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

The Education Bureau (EDB) gauges the progress of implementation of e-learning in schools through an annual questionnaire survey on information technology (IT) in education.

- (a) Please provide in the table below details about the implementation of "Bring Your Own Device" (BYOD) policy in primary and secondary schools in the school years from 2016/17 to 2019/20.

Implementation of BYOD policy in primary schools						
School year	BYOD policy has been formulated/ is being formulated		School is considering whether to formulate BYOD policy		School has no plan on BYOD policy	
	No. of schools	% over total no. of schools	No. of schools	% over total no. of schools	No. of schools	% over total no. of schools
2016/17						
2017/18						
2018/19						
2019/20						

Implementation of BYOD policy in secondary schools						
School year	BYOD policy has been formulated/ is being formulated		School is considering whether to formulate BYOD policy		School has no plan on BYOD policy	
	No. of schools	% over total no. of schools	No. of schools	% over total no. of schools	No. of schools	% over total no. of schools
2016/17						
2017/18						
2018/19						
2019/20						

- (b) Please provide in the table below the implementation progress of BYOD policy in primary and secondary schools in the school years from 2016/17 to 2019/20.

Primary schools – no. of class levels at which BYOD policy has been implemented													
School year	1 class level		2 class levels		3 class levels		4 class levels		5 class levels		6 class levels		
	No. of schools	% over total no. of schools	No. of schools	% over total no. of schools	No. of schools	% over total no. of schools	No. of schools	% over total no. of schools	No. of schools	% over total no. of schools	No. of schools	% over total no. of schools	
2016/17													
2017/18													
2018/19													
2019/20													

Secondary schools – no. of class levels at which BYOD policy has been implemented													
School year	1 class level		2 class levels		3 class levels		4 class levels		5 class levels		6 class levels		
	No. of schools	% over total no. of schools	No. of schools	% over total no. of schools	No. of schools	% over total no. of schools	No. of schools	% over total no. of schools	No. of schools	% over total no. of schools	No. of schools	% over total no. of schools	
2016/17													
2017/18													
2018/19													
2019/20													

- (c) Are there plans to regularise the “Top-up Grant for Supporting Online Learning of Financially Needy Students” introduced in the 2020/21 school year?
- (d) Please provide the number of school staff who attended or joined training programmes on e-learning or IT organised by the EDB and the expenditure involved in the past 5 school years.
- (e) Are there plans to expand the existing teacher professional development programmes on IT (e.g. IT in Education Centre of Excellence Scheme) or launch more continuing professional development programmes that help teachers grasp IT skills and teaching modes?
- (f) The Chief Executive announced in 2020 that \$2 billion in the Quality Education Fund would be reserved to launch a 3-year programme to further support e-learning. Please set out the details and expenditure of various initiatives under the programme.

Asked by: Hon QUAT Elizabeth (LegCo internal reference no.: 96)

Reply:

(a) and (b)

In the questionnaire surveys on information technology (IT) in education conducted in the school years from 2016/17 to 2018/19, about 73%, 74% and 88% of schools responded respectively. The survey results indicated that the implementation of “Bring Your Own Device” (BYOD) policy was becoming popular in schools. The survey results are as follows:

	BYOD policy has been implemented or related measures are being formulated		
	2016/17 school year	2017/18 school year	2018/19 school year
Primary school	About 15%	About 22%	About 31%
Secondary school	About 15%	About 26%	About 34%

Since the implementation of BYOD policy is not mandatory under the prevailing policy, the EDB does not maintain formal statistics on the number of schools implementing the policy, the number of class levels at which the policy is implemented, and the percentage of these schools in the total number of schools. The statistics on the implementation of BYOD policy in schools in the 2019/20 school year are not available either.

(c) and (f)

To further support schools in implementing the blended mode of teaching and learning under the “new normal”, it was proposed in the 2020 Policy Address that \$2 billion be set aside in the Quality Education Fund (QEF) to launch a 3-year programme starting from the 2021/22 school year. Among others, public sector primary and secondary schools (including special schools) and schools under the Direct Subsidy Scheme may apply for funding under the programme to purchase mobile computer devices for loan to needy students, and provide portable WiFi routers and mobile data cards for students who are unable to acquire appropriate Internet services because of their living environment, so as to ensure that all students will have equal opportunities in accessing e-learning. We will draw reference from the experience of the Community Care Fund Assistance Programme – Provision of Subsidy to Needy Primary and Secondary Students for Purchasing Mobile Computer Devices to Facilitate the Practice of e-Learning and the Top-up Grant for Supporting Online Learning of Financially Needy Students, as well as market prices in determining the rate of subsidy. A portion of the funding will be used for developing resources and ancillary facilities for e-learning. Implementation details of the programme are yet to be finalised. We will maintain communication with the education sector and implement the programme as soon as possible upon consultation with the QEF Steering Committee.

(d) and (e)

In the school years from 2015/16 to 2019/20, the EDB organised over 2 000 related professional development programmes with about 57 300 participants as shown in the table below. The expenditure on these training programmes is absorbed by the resources of the EDB.

School year	No. of participants in professional development programmes on IT
2015/16	12 800
2016/17	14 000
2017/18	10 860
2018/19	10 080
2019/20	9 600

We will continue to run the IT in Education Centre of Excellence Scheme and take forward a series of support measures, through a dedicated webpage, hotlines, mobile communication applications, online self-learning courses, webinars, remote support service, etc., to continuously offer advice and support to teachers in need and disseminate schools’ good practices.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB200**

**(Question Serial No. 1992)**

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:

Regarding the Study Subsidy Scheme for Designated Professions/Sectors and Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong, please tabulate the number of students receiving these subsidies in the 2020/21 academic year by programme type.

Asked by: Hon QUAT Elizabeth (LegCo internal reference no.: 98)

Reply:

Information on the designated programmes, numbers of subsidised places and actual intakes under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) for the cohort admitted in the 2020/21 academic year is set out at Annex A (undergraduate programmes) and Annex B (sub-degree programmes).

Regarding the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong, the number of students receiving subsidy by programme type (i.e. first-year-first-degree and top-up degree programmes) in the 2020/21 academic year is set out at Annex C.

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

Institution	Discipline	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
Caritas Institute of Higher Education	Creative Industries	Bachelor of Science (Honours) in Digital Entertainment Technology (Note 1)	30	20	42,800
	Health Care	Bachelor of Nursing (Honours)	360	360	74,600
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	60	18	42,800
	Computer Science	Bachelor of Science (Honours) in Computer Science	30	1	42,800
	Creative Industries	Bachelor of Arts (Honours) in Communication and Crossmedia	30	4	42,800
The Hang Seng University of Hong Kong	Computer Science	Bachelor of Arts (Honours) in Applied and Human-Centred Computing	60	36	42,800
	Financial Technology	Bachelor of Management Science and Information Management (Honours)	65	62	42,800
	Financial Technology	Bachelor of Science (Honours) in Data Science and Business Intelligence	70	65	42,800
	Insurance	Bachelor of Science (Honours) in Actuarial Studies and Insurance	35	31	42,800
	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	105	106	42,800
The Open University of Hong Kong	Computer Science	Bachelor of Computing with Honours in Internet Technology	60	27	42,800
	Creative Industries	Bachelor of Arts with Honours in Creative Writing and Film Arts	80	28	42,800
	Creative Industries	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	57	74,600
	Creative Industries	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art (Note 2)	80	31	74,600
	Financial Technology	Bachelor of Business Administration with Honours in Financial Technology and Innovation	80	6	42,800
	Health Care	Bachelor of Nursing with Honours in General Health Care	325	325	74,600
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	125	125	74,600
	Logistics	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	50	10	42,800

Institution	Discipline	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
	Sports and Recreation	Bachelor of Sports and Recreation Management with Honours	40	38	42,800
	Testing and Certification	Bachelor of Engineering with Honours in Testing and Certification	100	16	74,600
	Testing and Certification	Bachelor of Science with Honours in Testing Science and Certification	30	29	74,600
	Tourism and Hospitality	Bachelor of International Hospitality and Attractions Management with Honours	80	24	42,800
Tung Wah College	Health Care	Bachelor of Health Science (Honours) in Nursing	350	348	74,600
	Health Care	Bachelor of Science (Honours) in Medical Laboratory Science	45	43	74,600
	Health Care	Bachelor of Science (Honours) in Occupational Therapy	50	50	74,600
	Health Care	Bachelor of Science (Honours) in Physiotherapy	50	50	74,600
	Health Care	Bachelor of Science (Honours) in Radiation Therapy	15	13	74,600
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	45	10	42,800
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	90	15	74,600
	Architecture and Engineering	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management (Note 3)	60	14	42,800
	Architecture and Engineering	Bachelor of Science (Honours) in Surveying	60	9	42,800
	Computer Science	Bachelor of Science (Honours) in Information and Communications Technology	66	4	42,800
	Computer Science / Creative Industries	Bachelor of Science (Honours) in Multimedia Technology and Innovation	30	4	42,800
	Creative Industries	Bachelor of Arts (Honours) in Fashion Design	60	18	74,600
	Creative Industries	Bachelor of Arts (Honours) in Product Design	60	10	74,600
	Sports and Recreation	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	60	13	42,800
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	40	7	42,800
<b>Total</b>			<b>3 056</b>	<b>2 027</b>	

Note 1: The programme is renamed from Bachelor of Science (Honours) in Digital Entertainment to Bachelor of Science (Honours) in Digital Entertainment Technology in the 2020/21 academic year.

- Note 2: The programme is 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.
- Note 3: The programme is renamed from Bachelor of Arts (Honours) in Horticulture and Landscape Management to Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management in the 2020/21 academic year.

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

<b>Institution</b>	<b>Discipline</b>	<b>Programme</b>	<b>No. of subsidised places</b>	<b>No. of actual intakes</b>	<b>Annual subsidy amount (HK\$)</b>
Caritas Bianchi College of Careers	Creative Industries	Higher Diploma in Design	100	47	37,300
	Health Care	Higher Diploma in Health Care	80	111	37,300
	Health Care	Higher Diploma in Pharmaceutical Dispensing	80	95	37,300
	Tourism and Hospitality	Higher Diploma in Hospitality Management	120	5	21,400
HKU SPACE Po Leung Kuk Stanley Ho Community College	Health Care	Higher Diploma in Food Health and Business Management	30	26	37,300
	Health Care	Higher Diploma in Health and Social Care	30	29	37,300
	Health Care	Higher Diploma in Medical and Health Products Management	120	112	37,300
	Health Care	Higher Diploma in Nutrition and Food Management	160	135	37,300
	Sports and Recreation	Higher Diploma in Sport and Recreation Management	120	119	21,400
	Sports and Recreation	Higher Diploma in Sport Coaching and Sport Performance	160	160	21,400
	Tourism and Hospitality	Higher Diploma in Hotel Management	100	52	21,400
	Tourism and Hospitality	Higher Diploma in Tourism and Events Management	100	61	21,400
	Tourism and Hospitality	Higher Diploma in Tourism and Hospitality Management	100	75	21,400
Hong Kong College of Technology	Computer Science	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	31	21,400
	Creative Industries	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	24	37,300
	Sports and Recreation	Higher Diploma in Fitness, Coaching and Sports Management	80	27	21,400
	Tourism and Hospitality	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality / Tourism and Event Management) (Note)	160	31	21,400
The Open University of Hong Kong (including Li Ka	Architecture and Engineering	Higher Diploma in Engineering (Civil Engineering)	30	19	37,300
	Creative Industries	Higher Diploma in Digital Fashion Creation	30	10	37,300

Institution	Discipline	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
Shing School of Professional and Continuing Education)	Creative Industries	Higher Diploma in Interior Design	30	30	37,300
	Creative Industries	Higher Diploma in Popular Music and Music Production	30	33	37,300
	Health Care	Higher Diploma in Nursing Studies (General Health Care)	13	12	37,300
	Health Care	Higher Diploma in Nursing Studies (Mental Health Care)	23	23	37,300
	Health Care	Higher Diploma in Health Care	300	384	37,300
	Tourism and Hospitality	Higher Diploma in Aviation and Ramp Management	20	14	21,400
	Tourism and Hospitality	Higher Diploma in Resort and Theme Park Management	30	26	21,400
	Tourism and Hospitality	Higher Diploma in Tourism and Airline Studies	30	29	21,400
	Tourism and Hospitality	Higher Diploma in Tourism and Hospitality Studies	30	9	21,400
Tung Wah College	Health Care	Higher Diploma in Health Science	50	39	37,300
	Health Care	Higher Diploma in Nursing	150	150	37,300
YMCA College of Careers	Tourism and Hospitality	Higher Diploma in Hotel and Tourism Management	30	4	21,400
<b>Total</b>			<b>2 416</b>	<b>1 922</b>	

Note: The programme is 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.

**Number of students receiving subsidy under the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong in the 2020/21 academic year**

Institution	No. of students receiving subsidy (Note)		
	First-year-first-degree programme	Top-up degree programme	Total
Caritas Institute of Higher Education	166	143	309
Centennial College	14	-	14
Chu Hai College of Higher Education	43	83	126
Gratia Christian College	14	39	53
HKCT Institute of Higher Education	13	7	20
Hong Kong Art School	7	-	7
Hong Kong Institute of Technology	1	83	84
Hong Kong Nang Yan College of Higher Education	7	-	7
Hong Kong Shue Yan University	2 100	808	2 908
The Hang Seng University of Hong Kong	2 513	1 827	4 340
The Open University of Hong Kong (including Li Ka Shing School of Professional and Continuing Education)	1 556	2 463	4 019
Tung Wah College	150	398	548
UOW College Hong Kong	60	211	271
Vocational Training Council – School for Higher and Professional Education	-	1 995	1 995
Vocational Training Council – Technological and Higher Education Institute of Hong Kong	275	1 245	1 520
Yew Chung College of Early Childhood Education	43	68	111
<b>Total</b>	<b>6 962</b>	<b>9 370</b>	<b>16 332</b>

Note: The annual subsidy amount of the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong is \$32,100 in the 2020/21 academic year.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB201**

**(Question Serial No. 1997)**

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:

Regarding the pilot project on applied degrees, what are the estimated provision for each university, the number of applied degree programmes to be developed, the estimated number of places, the public funds involved, as well as the disciplines covered under the project?

Asked by: Hon QUAT Elizabeth (LegCo internal reference no.: 99)

Reply:

The Education Bureau launched the Pilot Project on the Development of Applied Degree Programmes in December 2020, which aims to gain experience in the practical issues involved in the development of applied degree programmes and assess the implications for the higher education system as a whole. We have invited institutions with at least 3 years' experience in offering self-financing degree programmes under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) to submit proposals for taking part in the Pilot Project. Our initial plan is to select 4 of these institutions to participate in the Pilot Project. Participating institutions will each develop an applied degree programme by modifying the programme structure and curriculum (such as providing more internships and work-based learning opportunities) of an existing degree programme with a strong industry element in a discipline with keen manpower demand, with reference to the coverage of the SSSDP. Subject to the completion of relevant accreditation, the selected institutions are expected to launch the applied degree programmes in the 2022/23 academic year at the earliest.

We have earmarked approximately \$10 million for the Pilot Project, including a one-off grant of no more than \$2 million for each participating institution to cover reasonable expenses incurred by the development of the applied degree programme. The grant will be provided on an accountable and reimbursement basis.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB202**

**(Question Serial No. 2013)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

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

Director of Bureau: Secretary for Education

Question:

What is the amount of funds that the Education Bureau (EDB) has allocated for enhancing smart campus facilities, such as installation of smart card registration equipment and closed-circuit television (CCTV) systems? How many primary and secondary schools have sought assistance from the EDB in setting up their CCTV systems?

Asked by: Hon QUAT Elizabeth (LegCo internal reference no.: 100)

Reply:

To enhance smart campus facilities, as at 2019, the Quality Education Fund (QEF) has granted subsidies totalling over \$72 million for 309 secondary schools, 346 primary schools and 28 special schools to install intelligent management systems, including attendance taking systems, fee collection systems, library service systems and/or entry security systems, etc., with a view to improving schools' administrative work and reducing teachers' workload.

If a school has considered the specific purpose and necessity of installing CCTV as well as obtained the consensus of stakeholders, decides to install closed-circuit television systems (CCTV) in the school premises, it can use relevant government subsidies to cover the related expenses.

The Education Bureau has not received requests from schools for assistance in installation of CCTV in classrooms so far. The QEF has received no applications from schools for the installation of CCTV.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB203**

**(Question Serial No. 2014)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

What is the estimated amount of public funds involved for promoting Applied Learning (ApL) and providing subsidies and diversified courses for students? What is the average amount of subsidy for students taking ApL subjects of the Hong Kong Diploma of Secondary Education Examination?

Asked by: Hon QUAT Elizabeth (LegCo internal reference no.: 101)

Reply:

Applied Learning (ApL) courses, covering 6 Areas of Studies, are diversified and currently over 40 courses are available for students' selection. The Education Bureau provides the Diversity Learning Grant and the Student Grant for Applied Learning Chinese (ApL(C)) to support secondary schools in offering ApL courses and ApL(C) courses respectively. In the 2019/20 school year, the actual expenditure on the Diversity Learning Grant and the Student Grant for ApL(C) was about \$60 million and \$6 million respectively, and in the 2020/21 school year, the respective estimated expenditure is about \$69 million and \$6.4 million. The grants are used for covering course fees charged by course providers. In the 2019/20 school year, based on the total amount of grant allocation and the number of students taking the courses in that school year, the average amount of subsidy for each student taking ApL courses was about \$7,600; and the average amount of subsidy for each student taking ApL(C) courses was about \$13,700.

The Government will further promote ApL as a valued senior secondary elective subject. Various support measures, including providing students with subsidies and more diversified courses, offering ApL courses early at Secondary 4, relaxing the funding eligibility for students taking ApL as the fourth elective subject, offering Taster Programmes of ApL at the junior secondary level, etc., are implemented progressively to broaden students' studies and learning experiences and facilitate their all-round development so that they are better prepared for further studies and work.

- End -

**CONTROLLING OFFICER'S REPLY****EDB204****(Question Serial No. 0569)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (-) Not specifiedControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Will the government inform this Council of:

- (1) 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, 2019/20 and 2020/21 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

- (2) 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, 2019/20 and 2020/21 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 (1) for the format);
- (3) 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, 2019/20 and 2020/21 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 (1) for the format);

- (4) 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.: 67)

Reply:

(1) to (3)

The list of government-funded support programmes for non-Chinese speaking (NCS) students implemented by institutions in the 2016/17, 2017/18, 2018/19, 2019/20 and 2020/21 school years and related information are set out at Annex.

(4)

The Education Bureau (EDB) evaluates these 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 has been attaching importance to the quality of the related support programmes and will continue to review the various programmes to ensure that they meet the needs of participants.

**Government-funded support programmes for NCS students implemented by institutions  
from the 2016/17 to 2020/21 school years**

Name of programme and institution; programme period	Target participants	Goal and nature	No. of participating schools and students, and no. of students completing the programme	Expenditure# (\$ million)				
				2016/17	2017/18	2018/19	2019/20 <sup>+</sup>	2020/21*
<b>Chinese Language Learning Support Centres</b> <ul style="list-style-type: none"> <li>The University of Hong Kong (HKU) (2016/17 and 2017/18 school years)</li> <li>HKU School of Professional and Continuing Education (2018/19 to 2020/21 school years)</li> </ul>	NCS students in secondary and primary 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	<ul style="list-style-type: none"> <li>About 1 060 students<sup>^</sup> from about 140 schools (2016/17)</li> <li>About 720 students<sup>^</sup> from about 100 schools (2017/18)</li> <li>About 810 students<sup>^</sup> from about 80 schools (2018/19)</li> <li>About 760 students<sup>^</sup> from about 80 schools (2019/20)</li> <li>About 920 students<sup>^</sup> from about 120 schools (2020/21)</li> </ul>	3.9	4.7	3.4	2.1	4.3
<b>District-based Project on Supporting NCS Children in Learning Chinese</b> <ul style="list-style-type: none"> <li>The Hong Kong Christian Service and the Hong Kong Sheng Kung Hui Lady MacLehose</li> </ul>	NCS children aged 3 to 12 in places where there are higher numbers of NCS students	To motivate NCS children to learn Chinese through fun activities such as visits, games and creative arts	<ul style="list-style-type: none"> <li>About 400 students participated in the programme each year (2016/17 to 2018/19)</li> <li>About 60 students participated in the programme due to the</li> </ul>	1.2	1.7	3.7	0.6	1.0

Name of programme and institution; programme period	Target participants	Goal and nature	No. of participating schools and students, and no. of students completing the programme	Expenditure# (\$ million)				
				2016/17	2017/18	2018/19	2019/20+	2020/21*
Centre (2016/17 to 2018/19 school years) • Dawn Foundation Limited (2019/20 to 2020/21 school years)			epidemic (2019/20) ※ • It is estimated that about 260 students will participate in the programme (2020/21) • The programme provides support at the student level and the number of participating schools is not available					
<b>Pilot Project on Providing Career-related Experience for NCS Students in Secondary Schools</b> • Caritas – Hong Kong (2015/16 to 2017/18 school years)	NCS students of senior secondary levels	To provide career-related experiences 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)		
<b>Programme on Providing Life Planning Education Services for NCS Students in Secondary Schools</b> • Caritas – Hong Kong (2018/19 to 2022/23 school years)	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	• About 320 students from 40 schools participated in and completed the programme (2018/19) • It is estimated that about 620 students from 80 schools will participate in and complete the programme each year (2019/20** and 2020/21)	Not applicable (the programme commenced in the 2018/19 school year)		0.7	1.3	1.4

Name of programme and institution; programme period	Target participants	Goal and nature	No. of participating schools and students, and no. of students completing the programme	Expenditure# (\$ million)				
				2016/17	2017/18	2018/19	2019/20+	2020/21*
<b>University-School Support Programmes (USP)</b> <ul style="list-style-type: none"> <li>• HKU (for kindergartens and primary schools) (2014/15 to 2018/19 school years)</li> <li>• The PolyU Technology &amp; Consultancy Company Limited and Department of Chinese and Bilingual Studies of the Hong Kong Polytechnic University (for primary schools) (2014/15 to 2016/17 school years)</li> </ul>	Kindergartens/primary schools admitting NCS students and having applied for the programme	To provide school-based professional support for schools to enhance teachers' capacity for teaching Chinese to NCS students	<ul style="list-style-type: none"> <li>• 42 schools participated (2016/17)</li> <li>• 40 schools participated (2017/18 to 2018/19)</li> <li>• The programme provided support to teachers at the school level and the number of students supported is not available</li> </ul>	15.5	4.1	5.5	Not applicable (the programme was implemented up to the 2018/19 school year)	
<b>To provide school-based support services for secondary and primary schools and kindergartens admitting NCS students</b> <ul style="list-style-type: none"> <li>• HKU School of Professional and Continuing Education (for kindergartens)</li> <li>• HKU (for kindergartens and primary schools)</li> <li>• The PolyU Technology</li> </ul>	Kindergartens/primary schools/secondary 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	<ul style="list-style-type: none"> <li>• 56 schools participated (2019/20)</li> <li>• 80 schools participated (2020/21)</li> <li>• The programme provides support to teachers at the school level and the number of students supported is not available</li> </ul>	Not applicable (the programme commenced in the 2019/20 and 2020/21 school years)			3.0@	14.2

Name of programme and institution; programme period	Target participants	Goal and nature	No. of participating schools and students, and no. of students completing the programme	Expenditure# (\$ million)				
				2016/17	2017/18	2018/19	2019/20 <sup>+</sup>	2020/21 <sup>*</sup>
& Consultancy Company Limited (for primary schools) (2019/20 to 2021/22 school years) • HKU (for secondary and primary schools) (2020/21 to 2021/22 school years)								

# 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 hours. 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.

✘ As school classes or face-to-face classes and school activities were suspended due to the COVID-19 epidemic, some activities originally scheduled for the 2019/20 school year were cancelled.

\*\* As school classes or face-to-face classes and school activities were suspended due to the COVID-19 epidemic, the services in the 2019/20 school year have been extended to the end of the 2020/21 school year.

@ As school classes or face-to-face classes and school activities were suspended due to the COVID-19 epidemic, the services in the 2019/20 school year have been extended to end-2020, and a portion of estimated expenditure of the 2019/20 school year is disbursed in the 2020/21 school year.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB205**

**(Question Serial No. 0570)**

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:

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:

- (1) 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;
- (2) 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

- (3) 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;

- (4) The timeline of evaluation and whether results from the evaluation will be made publicly available; if not, why not?
- (5) What kinds of information will the Bureau make public from the review process to be accountable to the public; and
- (6) 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.: 68)

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 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 and Direct Subsidy Scheme (DSS) primary and secondary 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. Under the principle of school-based management, the management of public sector and DSS schools are given more autonomy and responsibilities for continuously overseeing and enhancing the quality of learning and teaching in schools.

Through maintaining good communication and establishing partnerships with schools, the EDB's dedicated team (comprising 5 Education Officers (Administration) of different ranks) offers professional advice and support to schools in a timely manner, and assists schools in effectively deploying the additional funding to support NCS students' learning of Chinese language and create an inclusive learning environment having regard to school-based circumstances and needs. Monitoring of schools' use of the additional funding is an ongoing and interactive process. Specifically, the team will verify the number of NCS students admitted by the schools concerned for disbursement of the additional funding, examine their annual plans 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 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.

The EDB will continue to collect and take into consideration the views of teachers and other major stakeholders on the Learning Framework, professional development programmes, school-based professional support services, etc., and enhance the relevant work as necessary. Supporting NCS students' learning of Chinese language (including the design of school-based curriculum, teaching strategies, arrangements for assignments/teaching materials and assessment of progress) is a task that requires expertise and educational and professional leadership. We will continue, through school visits and exchanges with teachers, to look into the learning objectives set and the curriculum planning of schools, the appropriateness of teaching materials and strategies adopted, the ways to assess language proficiency and learning motivation of NCS students, as well as other contributing factors for effective learning. Nevertheless, the learning effectiveness of NCS students is affected by other factors (such as parents' expectation and cooperation, and students' learning attitude), and it is impracticable to quantify the importance of each factor. To have a more objective overview of NCS students' proficiency in Chinese, the EDB commissioned a tertiary academic institution in mid-2020 to initiate a baseline study with some local primary schools. The study seeks to gauge Chinese proficiency of NCS students at Primary One level in the 2020/21 school year for the purpose of providing feedback to schools and enhancing the 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 the EDB, a breakdown of the expenditure is not available.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB206**

**(Question Serial No. 0571)**

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:

Will the Government inform this Council of:

- (1) the total number of NCS and ethnic minority students by school level in the recent 3 years in local schools:

School level	2018/19			2019/20			2020/21		
	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									

- (2) 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

- (3) 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

- (4) 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 (2) is not provided, how is the EDB monitoring if NCS students are facing the admission and school choice difficulties?

Asked by: Hon SHEK Lai-him, Abraham (LegCo internal reference no.: 69)

Reply:

- (1) According to the information collected through the annual Enrolment Survey, the number of students, the number of non-Chinese speaking (NCS) students, and the number of ethnic minority students studying in kindergartens, as well as the number of students, the number of NCS students, and the number of NCS ethnic minority students studying in public sector and Direct Subsidy Scheme (DSS) primary and secondary schools by class level from the 2018/19 to 2020/21 school years are tabulated at Annex 1. The definition of NCS students is based on the language spoken at home (instead of the ethnicity of the students).
- (2) 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 2020/21 school year are tabulated at Annex 2.
- (3) 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 2020/21 school year are tabulated at Annex 3.
- (4) The Education Bureau (EDB) has been encouraging parents of NCS students to arrange for their children to study in schools which provide an immersed Chinese language environment, with a view to facilitating their mastery of the Chinese language and integration into the community. Public sector schools and DSS schools that admit NCS students currently account for about 70% of the public sector schools and DSS 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, the EDB provides an adequate number of school places in each district/school net for application by eligible students. Dedicated briefing sessions with simultaneous interpretation services in major languages for people of different races are organised annually to help NCS students and their parents participate in the POA and SSPA Systems. In light of the development of the COVID-19 epidemic, the EDB has cancelled the briefing session on the SSPA System in the 2020/21 school year and instead uploaded a PowerPoint slide show with narration in languages of different races for parents' reference. In addition, to provide parents with more comprehensive information about 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 their support for NCS students. All public sector schools and DSS schools that admit NCS students and are

provided with additional funding are required to specify under this column the additional support measures for enhancing NCS students' learning of Chinese and the creation of an inclusive learning environment in schools.

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 another 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 enable parents to have free choices. Parents can choose to apply for any KGs in their own or other districts at their discretion.

To support NCS children's admission to KGs, the EDB annually organises 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 the EDB have also been translated into 7 major other 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. In addition, the EDB publishes K1 vacancy information in various districts after the Centralised Registration Dates to help needy parents (including NCS parents) find a K1 place in their own district for their children. Parents can obtain such information on the EDB website, from Regional Education Offices or through telephone hotline. Should individual NCS students encounter genuine difficulties in seeking admission to KGs, the EDB will make referrals, as appropriate, to KGs joining the Scheme that have vacancies.

**Number of students, number of non-Chinese speaking (NCS) students, number of ethnic minority students studying in kindergartens, and number of students, number of NCS students, number of NCS ethnic minority students studying in primary and secondary schools by class level in the 2018/19, 2019/20 and 2020/21 school years**

Class level	2018/19 school year			2019/20 school year			2020/21 school year		
	No. of students	No. of NCS students (Note 4)	No. of NCS ethnic minority students (Note 5)	No. of students	No. of NCS students (Note 4)	No. of NCS ethnic minority students (Note 5)	No. of students	No. of NCS students (Note 4)	No. of NCS ethnic minority students (Note 5)
Kindergarten K1 to K3	174 402	12 968	10 922	174 297	12 956	10 619	164 935	12 695	9 864
P1 to P3	163 307	5 046	4 656	161 065	5 119	4 774	153 500	5 279	4 919
P4 to P6	154 343	4 803	4 533	155 943	4 932	4 641	155 741	4 983	4 727
S1 to S3	154 868	5 043	4 641	161 018	5 201	4 808	163 886	5 393	4 957
S4 to S6	146 158	4 438	3 959	141 157	4 595	4 129	139 373	4 713	4 244

**Notes:**

1. Figures generally refer to the position as at mid-September of the respective school years. The figures for the 2020/21 school year refer to the position as at mid-October.
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 and Direct Subsidy Scheme (DSS) primary and secondary schools, but exclude special schools.
4. The definition of NCS students is based on the spoken language at home (instead of the ethnicity of the students). Figures for NCS students include students whose ethnicity is Chinese but who are categorised as NCS students based on the spoken language at home.
5. Figures for kindergartens include ethnic minority students who use Chinese as the spoken language at home. Figures for primary and secondary schools exclude students whose ethnicity is not Chinese, but use Chinese as the spoken language at home. Besides, one DSS secondary school offering only non-local curriculum is excluded as no information on the ethnicity of its NCS students is provided.

**Number of primary and secondary schools, and  
number of primary and secondary schools with non-Chinese speaking (NCS) students  
by district in the 2020/21 school year**

<b>District</b>	<b>No. of primary schools</b>	<b>No. of primary schools with NCS students</b>	<b>No. of secondary schools</b>	<b>No. of secondary schools with NCS students</b>
Central & Western	16	10	11	11
Wan Chai	15	14	17	16
Eastern	28	21	30	22
Southern	13	10	15	14
Yau Tsim Mong	21	19	18	18
Sham Shui Po	24	19	26	21
Kowloon City	34	23	36	23
Wong Tai Sin	25	20	23	17
Kwun Tong	35	19	33	20
Sai Kung	26	17	26	14
Sha Tin	41	23	44	19
Tai Po	19	12	20	12
North	28	12	20	4
Yuen Long	48	44	39	31
Tuen Mun	35	27	37	25
Tsuen Wan	21	14	14	7
Kwai Tsing	31	23	31	27
Islands	16	16	11	10
All districts	476	343	451	311

Notes:

1. Figures refer to the position as at mid-October.
2. Figures include public sector and Direct Subsidy Scheme primary and secondary schools, but exclude special schools.
3. School district is determined by the District Council district in which the major school premises are located. For schools with a decanting campus, their district is based on the District Council district of the original campus.
4. The definition of NCS students is based on the spoken language at home (instead of the ethnicity of the students). Figures for NCS students include students whose ethnicity is Chinese but who are categorised as NCS students based on the spoken language at home.



**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 2020/21 school year**

District	Kindergarten K1 to K3		P1 to P3		P4 to P6		S1 to S3		S4 to S6	
	No. of students	No. of NCS students (Note 5)	No. of students	No. of NCS students (Note 5)	No. of students	No. of NCS students (Note 5)	No. of students	No. of NCS students (Note 5)	No. of students	No. of NCS students (Note 5)
Central & Western	5 962	1 351	4 173	344	4 043	315	4 780	110	4 005	88
Wan Chai	6 765	1 321	4 136	567	4 145	560	5 694	469	4 998	384
Eastern	10 070	922	8 827	146	8 777	107	9 825	435	8 372	351
Southern	4 111	1 166	3 282	23	3 212	21	4 548	127	3 787	92
Yau Tsim Mong	5 758	914	7 391	549	6 925	537	6 358	383	6 108	355
Sham Shui Po	10 018	620	8 720	466	8 617	467	10 242	1 080	8 533	867
Kowloon City	20 708	1 036	10 931	220	10 951	172	13 906	177	12 359	165
Wong Tai Sin	6 487	117	7 056	141	7 829	166	8 256	64	7 277	48
Kwun Tong	11 590	235	12 773	387	12 837	419	12 661	429	11 729	526
Sai Kung	8 605	975	8 200	203	7 874	125	9 591	268	7 693	252
Sha Tin	13 355	472	15 450	62	15 135	63	16 317	66	13 558	230
Tai Po	6 203	162	6 870	42	7 311	59	7 313	78	5 830	33
North	8 196	53	8 779	35	9 917	18	9 279	5	6 984	1
Yuen Long	15 925	866	15 543	623	16 291	523	15 322	406	12 430	302
Tuen Mun	11 250	324	11 622	315	12 189	364	11 752	478	9 383	421
Tsuen Wan	6 482	168	6 762	86	6 711	60	4 697	31	4 389	26
Kwai Tsing	9 450	668	9 375	469	9 712	497	10 756	192	9 653	105
Islands	4 000	1 325	3 610	601	3 265	510	2 589	595	2 285	467
All districts	164 935	12 695	153 500	5 279	155 741	4 983	163 886	5 393	139 373	4 713

Notes:

1. Figures refer to the position as at mid-October.
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 and Direct Subsidy Scheme primary and secondary schools, but exclude special schools.
4. School district is determined by the District Council district in which the major school premises are located. For schools with a decanting campus, their district is based on the District Council district of the original campus.
5. The definition of NCS students is based on the spoken language at home (instead of the ethnicity of the students). Figures for NCS students include students whose ethnicity is Chinese but who are categorised as NCS students based on the spoken language at home.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB207**

**(Question Serial No. 0572)**

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:

Will the Government inform this Council of:

1. School years from 2016/17 to 2020/21, the number of non-Chinese speaking (NCS) students in public sector primary and secondary schools who have previously attended kindergarten in Hong Kong, and the number of NCS students in public sector primary and secondary schools who were locally born. If the EDB does not collect such information, please explain why.
2. 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 were locally born	No. of NCS students who resides in HK for less than 3 years

Asked by: Hon SHEK Lai-him, Abraham (LegCo internal reference no.: 70)

Reply:

1. Currently, the Education Bureau (EDB) collects information of all students in public sector primary and secondary schools and Direct Subsidy Scheme (DSS) primary and secondary 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 as to whether 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.

2. To enhance the effectiveness of NCS students in learning Chinese, EDB provides public sector schools and DSS schools offering the local curriculum and admitting 10 or more NCS students with an additional funding ranging from \$0.8 million to \$1.5 million per year. The schools concerned should submit school plans to EDB on the school-based measures for supporting the learning of Chinese for their NCS students with different levels of Chinese proficiency. In planning the school-based support measures, schools will take into account whether their NCS students have attended kindergartens offering the local curriculum with an aim to assess the Chinese proficiency of these students. However, the information does not indicate whether they were born in Hong Kong. According to the school plans submitted by the primary and secondary schools concerned, about 80% and 40% of their NCS students have attended local kindergartens respectively. Such figures, however, do not indicate whether these students were born in Hong Kong. Meanwhile, some schools have reflected that they had difficulties in obtaining the relevant information. We are therefore unable to provide the number of locally born NCS students that have attended kindergartens in Hong Kong by referring to the school plans received.

EDB commissioned an independent research institute to conduct a research study on “Students’ Learning Attitude and Motivation Questionnaire Survey”, with a view to identifying the non-academic factors (such as support measures provided by schools) that affect students’ learning as well as performance in Territory-wide System Assessment (including those of NCS students) in a particular year. Participation in the research study is voluntary, and it does not include territory-wide statistics on whether NCS students have attended local kindergartens or whether they were born in Hong Kong. As such, EDB is unable to provide the information requested.

- End -

**CONTROLLING OFFICER'S REPLY****EDB208****(Question Serial No. 0573)**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 (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

The Education Bureau has been using Chinese Language Assessment Tools to determine non-Chinese speaking (NCS) students' Chinese Language level and requiring schools to report NCS students' performance at year end.

Will the Government inform this council of:

1. 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;
2. 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 from school years 2016/17 to 2020/21:

	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
2016/17						
2017/18						
2018/19						
2019/20						
2020/21						

3. 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 2015/16 to 2020/21?

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
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 SHEK Lai-him, Abraham (LegCo internal reference no.: 71)

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 is not another Chinese Language curriculum. Designed on the basis of the mainstream Chinese Language curriculum, it 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 non-Chinese speaking (NCS) students. Teachers can develop school-based curriculum and teaching materials for NCS students with different starting points and abilities, so as to help them use a “small-step” learning 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). Jointly developed by EDB, language experts and teachers, the Assessment Tools comprise mainly tests and exercises designed with reference to the

expected learning outcomes across different levels of the Learning Framework. From student performance in the tests and exercises, teachers can keep track of their learning progress. 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 with reference to the expected learning outcomes across different levels of the Learning Framework, so as to assist teachers in teaching and providing appropriate assessment feedback to NCS students, and setting progressive learning targets for them. Teachers may flexibly adopt/adapt tasks under the Assessment Tools according to the needs of NCS students, and conduct assessment with an approach appropriate to the school context. The frequency of assessments and the need for adaptation may vary, subject to the different needs of schools or even students. Schools are not required to submit any information about the frequency of the assessments they have conducted. As the relevant manpower resources and expenditure for development of the Assessment Tools are subsumed under EDB's overall expenditure, separate figures are not available.

To enhance the support for NCS students in learning Chinese and create an inclusive learning environment in schools, starting from the 2014/15 school year, all public sector primary and secondary schools and Direct Subsidy Scheme (DSS) primary and secondary schools offering the local curriculum and admitting 10 or more NCS students are provided with an additional funding ranging from \$0.8 million to \$1.5 million per year depending on the number of NCS students admitted. From the 2016/17 to 2020/21 school years, the respective number of schools is 216, 228, 241, 252 and 262 (provisional), and all of them have been provided with the additional funding. These schools 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.

As regards public sector primary and secondary schools and DSS primary and secondary schools offering the local curriculum and admitting a relatively small number of NCS students (i.e. 1 to 9 students), they might also apply for an additional funding of \$50,000 per year on a need basis to offer after-school Chinese language support programmes up to the 2019/20 school year. Starting from the 2020/21 school year, EDB has provided a new funding mode for schools admitting 1 to 9 NCS students, under which these schools are provided with an additional funding of \$0.15 million or \$0.3 million per year depending on the number of NCS students admitted. Application for the funding is no longer required. From the 2016/17 to 2020/21 school years, the number of eligible schools is 382, 387, 391, 380 and 391 (provisional) respectively, of which 179, 213, 216, 214 and 391 (provisional) are provided with the additional funding respectively. These schools are encouraged to optimise the use of their immersed Chinese language environment and adopt appropriate teaching modes in light of their school-based circumstances, so as to support their NCS students in mastering the Chinese language. The number of NCS students who have attained the levels for different learning stages is not available.

EDB will continue to encourage schools with NCS students to, having regard to the needs of these students, adopt the Assessment Tools, assess their learning performance on an ongoing basis and provide them with appropriate support. Currently, schools make use of the Assessment Tools to assess their NCS students' learning progress on their own. Inevitably, differences exist between schools and the performance of students in different schools can

hardly be compared. To have a more objective overview of NCS students' proficiency in Chinese, EDB commissioned a tertiary academic institution in mid-2020 to initiate a baseline study with some local primary schools. The study seeks to gauge Chinese proficiency of NCS students at Primary One level in the 2020/21 school year for the purpose of providing feedback to schools and enhancing the support measures.

Moreover, we will look into the learning objectives set and the curriculum planning of schools, the appropriateness of teaching materials and strategies adopted, the ways to assess language proficiency and learning motivation of NCS students, as well as other contributing factors for effective learning. Nevertheless, the learning effectiveness of NCS students is affected by other factors (such as parents' expectation and cooperation, and students' learning attitude), and it is impractical to quantify the importance of each factor.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB209**

**(Question Serial No. 0574)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

The Government has previously mentioned 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:

- (1) the total expenditure of the service provided by the University of Hong Kong;
- (2) the report of the analysis to date; if the report is not available for the public, why not?
- (3) the indicators to evaluate the effectiveness of the Learning Framework; if no indicators were set, why not?
- (4) information collected by the University of Hong Kong on the following:

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
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						

- (5) 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 SHEK Lai-him, Abraham (LegCo internal reference no.: 72)

Reply:

(1) - (4)

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 is not another Chinese Language curriculum. Designed on the basis of the mainstream Chinese Language curriculum, it 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 non-Chinese speaking (NCS) students. Teachers can develop school-based curriculum and teaching materials for NCS students with different starting points and abilities, so as to help them use a “small-step” learning approach to learn Chinese progressively. 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 appropriate assessment feedback to NCS students, and set progressive learning targets for them.

Starting from the 2014/15 school year, all public sector primary and secondary 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 effectiveness of NCS students in learning Chinese. EDB has commissioned a tertiary institution to conduct an annual analysis on the overall learning performance of the NCS students studying in the primary and secondary schools that have been provided with the above additional funding in Chinese reading and writing by making reference to the results based on the “Assessment Tools”, so as to assist teachers in teaching and in providing assessment feedback to the NCS students. Such an 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. By adopting sampling methodology, 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, so that the findings would cover NCS students’ learning at different grade levels and Chinese proficiency as far as practicable. From the 2016/17 to 2020/21 school years, the respective number of schools that submitted the marked scripts is 216, 228, 241, 252 and 262. The sample size accounted for 8% of the total number of NCS students admitted to individual schools or not fewer than 6 scripts (a total of some 4 000 scripts per year). The annual expenditure ranges from about \$0.5 million to \$0.8 million from the

2016/17 to 2019/20 school years. The actual expenditure for the 2020/21 school year is yet to be confirmed.

According to the findings of the analysis in each of the school years from the 2016/17 to 2019/20 school years (the analysis for the 2020/21 school year is still underway), 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) were generally able to learn Chinese more effectively, and were expected to bridge over to mainstream Chinese Language classes in due course. The findings of the analysis in the 2019/20 school year showed that the overall performance of primary NCS students at corresponding learning stages was rather steady in the 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. In the area of writing, they fared evidently better in practical writing than in essay writing. 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 (such as parents' expectation and cooperation, students' learning attitude). 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 an 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.

(5)

Since the implementation of the Learning Framework, EDB has, through school visits and focus group interviews, solicited teachers' views so as to make refinements to the Learning Framework. The revised Learning Framework was uploaded to EDB's "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 assessment tools and teaching resources have been updated accordingly. EDB will continue to collect and take into consideration the views and information provided by teachers and other stakeholders such as principals and language experts so as to refine the Learning Framework as necessary.

- End -

**CONTROLLING OFFICER'S REPLY****EDB210****(Question Serial No. 1743)**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 (Ms Michelle LI)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:

- (1) the numbers of non-Chinese speaking students who have taken the P.3, P.6 and S.3 BCA in 2017/2018, 2018/19, 2019/20 and 2020/21, 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				

- (2) the total numbers of students who have taken the P.3, P.6 and S.3 BCA in 2017/2018, 2018/19, 2019/20 and 2020/21, 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				

- (3) among the students referred to in (1) and (2), 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 SHEK Lai-him, Abraham (LegCo internal reference no.: 73)

Reply:

(1) and (2)

The Hong Kong Examinations and Assessment Authority (HKEAA) samples a certain number of non-Chinese speaking (NCS) students for the Territory-wide System Assessment (TSA) to meet statistical requirements. Starting from the 2017/18 school year, the Primary 3 (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 (EDB) has since then not maintained detailed information about the number of students or schools taking part in the P3 TSA. As for Primary 6 (P6) and Secondary 3 (S3) levels, the total number of students, number of students participating in the TSA, number of NCS students and number of schools participating in the TSA in the 2017/18 and 2018/19 school years are tabulated below:

	P6		S3	
	2017/18 $\Delta$	2018/19	2017/18	2018/19
Total no. of students	50 602	54 102	50 536	49 970
No. of students participating in TSA@	About 2 500	About 52 000	About 50 000	About 50 000
No. of NCS students*	1 590	1 821	1 681	1 630
No. of NCS students participating in TSA#	About 190	1 499	1 499	1 521
Percentage out of total number of NCS students in the respective class level	About 12%	82.3%	89.2%	93.3%
No. of schools participating in TSA	N/A $\Delta$	504	447	445
No. of schools with NCS students participating in TSA	N/A $\Delta$	132	118	124

\* NCS students broadly refer to those students whose spoken language at home is not Chinese.

@ Figures are based on the annual TSA report compiled by the HKEAA.

# These NCS students were provided with accommodation measures according to their needs as requested by their schools when participating in the TSA.

$\Delta$  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. In the years when participation in the P6 TSA is voluntary, the HKEAA does not provide the number of schools that take part in the TSA to avoid unnecessary comparison between figures of the odd-numbered and the even-numbered years.

In view of the development of the COVID-19 epidemic, the EDB has announced the suspension of TSA at all class levels in the 2019/20 and 2020/21 school years. The relevant figures are therefore not available.

(3)

The percentages of P3, P6 and S3 students who achieved Basic Competencies (BCs) in the TSA in the 2017/18 and 2018/19 school years are tabulated below:

	Percentage of students who achieved BCs	
	2017/18 $\Delta$	2018/19
P3 Chinese Language	86.7%	85.8%
P3 English Language	80.8%	79.8%
P3 Mathematics	88.0%	87.7%
P6 Chinese Language	$\Delta$	77.9%
P6 English Language	$\Delta$	72.8%
P6 Mathematics	$\Delta$	84.2%
S3 Chinese Language	76.9%	76.4%
S3 English Language	69.8%	69.5%
S3 Mathematics	80.0%	79.6%

$\Delta$  2017/18 school year was 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 view of the development of the COVID-19 epidemic, the EDB has announced the suspension of TSA at all class levels in the 2019/20 and 2020/21 school years. The relevant figures are therefore not available.

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.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB211**

**(Question Serial No. 0436)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (228) Student financial assistance

Programme: (1) Director of Bureau's Office

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

Director of Bureau: Secretary for Education

Question:

In regard to school class suspension due to the epidemic in 2020, please advise this Committee of the following:

- (1) the respective number of class suspension and online teaching hours in kindergartens, primary schools, secondary schools and tertiary institutions; and
- (2) the respective number of kindergartens, primary schools, secondary schools and tertiary institutions that applied for additional resources to purchase hardware equipment for online teaching.

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 35)

Reply:

(1) and (2)

Since the beginning of 2020, the situation of the COVID-19 epidemic has been fluctuating. The Education Bureau (EDB) has been supporting schools to flexibly adopt different modes of learning and teaching, such as e-learning or other learning modes, according to their circumstances and students' needs at different key stages, to support students to continue learning at home so that they can achieve "suspending classes without suspending learning".

Given their young age, kindergarten (KG) students should be discouraged from using electronic screen devices for long durations. Online teaching is not recommended for KG students. When there is a need for KGs to suspend face-to-face classes, they will adopt other modes to help children learn at home.

For secondary and primary schools, schools have effectively sustained students' learning motivation and progress through a variety of methods, and this fully illustrates that learning is not confined to the classroom. The EDB has not compiled statistics on the number of hours of class suspension and online teaching in schools. The EDB has been enhancing



primary and secondary 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. Schools may, having regard to the operational needs related to IT in education, flexibly deploy various subsidies, including the Composite Information Technology Grant (CITG) and Information Technology Staffing Support Grant (ITSSG), for subscription of WiFi services, procurement of online learning resources as well as software and hardware for teaching, and strengthening of IT staffing support. The EDB provides all public sector schools with the annual recurrent CITG. In the 2020/21 school year, the rate of the Grant for each school ranges from \$259,703 to \$847,319, depending on the school type and the number of classes. In addition, starting from the 2017/18 school year, the EDB has provided all public sector schools with the recurrent ITSSG to strengthen IT staffing support of schools. Each school received a provision of \$319,559 in the 2020/21 school year. The rates of these two grants are adjusted annually in accordance with the movement of the Composite Consumer Price Index.

In respect of tertiary education, post-secondary institutions in Hong Kong are independent autonomous bodies which enjoy a high degree of autonomy in programme management and teaching arrangements. Since the outbreak of the COVID-19 epidemic, online teaching has been widely adopted in the University Grants Committee (UGC)-funded universities, the Vocational Training Council (VTC) and the self-financing post-secondary institutions as face-to-face classes and teaching activities were suspended in order to reduce the risk of an outbreak in the community. These institutions have, in light of the epidemic development and the arrangements of individual programmes, adopted suitable teaching modes (including the mixed mode with both physical and online classes) to facilitate students' learning. The UGC does not have information on the number of online teaching hours of its funded universities, while the EDB does not have information on the number of online teaching hours of the VTC and the self-financing post-secondary institutions.

To support universities in promoting the strategic development of virtual teaching and learning, the UGC and the Quality Assurance Council (QAC) under its aegis have approved a special grant with additional funding of \$165 million (including \$15 million dedicated to inter-institutional collaborative activities). The eight UGC-funded universities may make use of the special grant between the first half of 2021 and mid-2023 for more systematic collaboration on the development of virtual teaching and learning in the medium to long run.

To provide quality vocational and professional education and training, the VTC reviews and enhances its teaching facilities from time to time, having regard to the needs of teaching and learning, as well as the fast-changing manpower needs and working environments of society and various industries. In response to the impact of the epidemic, the VTC has conducted a review and made use of the resources available to roll out enhancement measures in a timely manner.

As for the self-financing post-secondary education sector, the Quality Enhancement Support Scheme under the Self-financing Post-secondary Education Fund approved a total of 9 applications related to online/virtual teaching and learning in 2019/20, which involved an estimated expenditure of over \$3 million on purchase of hardware equipment for online teaching.

- End -

**CONTROLLING OFFICER'S REPLY**

**(Question Serial No. 0561)**

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:

Will the government inform the Council:

- (a) List out and provide information on the programmes and courses related to the teaching and learning of NCS students in the past 5 years, from early childhood education diploma to graduate programmes. For each institution, provide the following information:
- (i) name of programme/course;
  - (ii) commencement year of programme/course;
  - (iii) total amount of funding provided by the government for the programme/course;
  - (iv) type/level of programme/course;
  - (v) mode of teaching (full-time/part-time);
  - (vi) target group (pre-service and/or in-service teachers);
  - (vii) target level of education (non-specific, pre-primary, primary, secondary, others);
  - (viii) frequency (e.g. annually, quarterly, etc.);
  - (ix) duration of programme/course;
  - (x) mode of programme/course fee (e.g. funding, re-imburement at completion etc.);
  - (xi) programme/course fee;
  - (xii) amount of tuition fee subsidy by the government;
  - (xiii) admission quota for each batch;
  - (xiv) accumulative number of applicants as of March 2021;
  - (xv) accumulative number of enrolled students as of March 2021; and
  - (xvi) accumulative number of graduates as of March 2021.
- (b) 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:
- (i) Name of programme/course;
  - (ii) Types of programmes;
  - (iii) Tertiary institutions and other organizations commissioned;
  - (iv) Topic and content of the thematic training;
  - (v) Target participants;

- (vi) No. of teachers enrolled;
- (vii) No. of teachers attended;
- (viii) Duration of the programme;
- (ix) Funding expenditure; and
- (x) Mode of evaluation.

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 55)

Reply:

- (a) At present, teacher education universities offer diversified programmes, with some including elements related to teaching Chinese to non-Chinese speaking (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) programme, and a Universities Grants Committee (UGC)-funded Certificate in Professional Development Programme on the Teaching of Chinese Language for NCS Students. It has been offering the UGC-funded part-time Bachelor of Education (Honours) (Early Childhood Education) in Leadership and NCS Children since the 2016/17 school year, and the part-time Certificate in Professional Development Programme on the Teaching of Chinese Language for NCS Children since the 2017/18 school year. Given their diversified modes of operation (including having the expenditure subsumed under the overall subvention to the UGC, operating as self-financing programmes, etc.), we do not have detailed information on these programmes.
- (b) For in-service training, the Education Bureau (EDB) has commissioned tertiary institutions to organise thematic training activities related to the teaching of Chinese to NCS students, including teacher workshops and basic training courses. Since the 2006/07 school year, the EDB has commissioned the University of Hong Kong to organise 10 teacher workshops for primary and secondary teachers teaching 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 diversified activities, cross-cultural understanding and classroom teaching, experience sharing of learning and teaching of Chinese Language for NCS students. About 3 000 teachers attended the workshops from the 2016/17 school year to February 2021. The annual expenditure was around \$300,000 to \$500,000.

Besides, starting from the 2017/18 school year, we have commissioned a tertiary institution to organise specific training courses for kindergarten teachers on supporting NCS children in learning Chinese. A supply teacher grant has also been introduced starting from the 2018/19 school year to facilitate kindergartens in arranging teachers to participate in the related courses. The actual expenditure in the 2017/18 and 2018/19 school years was \$1.4 million and \$2.01 million respectively. In the 2019/20 school year, most of the training courses had to be postponed due to the outbreak of COVID-19, and the expenditure related to organising the courses was settled in the 2020/21 school year. As a result, the actual expenditure for the 2019/20 school year was \$50,000, which only included the supply teacher grant. The estimated expenditure for the 2020/21 school year was \$2.98 million, which included expenditure on courses in the 2019/20 and 2020/21 school years and the supply teacher grant for the 2020/21 school year. The estimated expenditure for the 2021/22 school year is \$1.42 million.

- End -

**CONTROLLING OFFICER'S REPLY****EDB213****(Question Serial No. 0562)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)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 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 2016/17 to 2020/21 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	

- b. 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 2016/17 to 2020/21 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	

- c. 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 2016/17 to 2020/21.

	No. of ethnic minority children of ages 3 to 5	No. of ethnic minority students in kindergarten	No. of NCS students in kindergarten
2016/17			
2017/18			
2018/19			
2019/20			
2020/21			

- d. 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 provided 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
2020/21			
2019/20			
2018/19			

- e. 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 approved for the extension of RC
2020/21				
2019/20				
2018/19				

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 56)

Reply:

a. and b.

The number of kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS) in the 2016/17 school year and under the KG education scheme (Scheme) from the 2017/18 to 2020/21 school years (by number of non-Chinese speaking (NCS) students) is tabulated at Annex 1; a distribution of these KGs by their percentage of NCS students is given at Annex 2. As only 1 to 2 KGs in some districts have admitted a certain number/percentage of NCS students, providing the number of KGs disaggregated both by the specified number/percentage of NCS students and by district may cause unnecessary misconception and possible labelling on individual schools. We have been adopting a prudent approach and adhering to the established practice of not disclosing such information. We will continue to gauge the views of the sector, with a view to releasing more information on the support for NCS students as far as practicable.

c.

The school-age population aged 3 to 5 residing in Hong Kong (i.e. usual residents of Hong Kong) represents the mid-year population estimates compiled by the Census and Statistics Department. Breakdown of the figures by ethnic minority for analysis is not available. The number of ethnic minority students and the number of NCS students studying in KGs from the 2016/17 to 2020/21 school years are tabulated below:

School year	No. of ethnic minority students in KGs (Note 3)	No. of NCS students in KGs (Note 4)
2016/17	10 708	12 240
2017/18	10 773	12 409
2018/19	10 922	12 968
2019/20	10 619	12 956
2020/21	9 864	12 695

Notes:

1. Figures in the 2020/21 school year refer to the position as at mid-October, while figures in other school years refer to the position as at mid-September of the respective school years.
2. Figures include students in K1, K2 and K3 classes of KG-cum-child care centres.
3. Figures include ethnic minority students with Chinese as the spoken language at home.
4. The definition of NCS students is based on the language spoken at home (instead of the ethnicity of the students). The number of NCS students includes students whose ethnicity is Chinese but who are categorised as NCS according to the spoken language at home.

d.

To ensure the prudent use of public funds, KGs under the Scheme are required by the Education Bureau (EDB) to report the number of students' whole-month absence. The relevant data are collected on the basis of headcount (rather than cases). The mobility of KG students is comparatively high. As an example, for an absentee having actually transferred to another school but without formally withdrawing from the original KG or providing the reasons for absence, the KG will still report this student as having been absent for an entire month. The EDB will accordingly withhold the disbursement of subsidy to the school for this student. As the relevant data are not based on the number of cases and not further disaggregated by transfer student and by absentee, we are unable to provide the number of non-attendance cases.

e.

The number of students applying for extension of the validity period of the Registration Certificate for KG Admission (RC) from the 2018/19 to 2020/21 school years, and the relevant information are tabulated below. Since applicants are not required to provide the EDB with information on student background (e.g. spoken language at home and ethnicity), we are unable to provide the relevant information.

	No. of students applied for extension of validity period of RC	No. of students approved for extension of validity period of RC
2020/21*	644	491
2019/20	1 183	1 129
2018/19	1 331	1 247

\* Figures refer to the position as at February 2021.

**Number of KGs under the PEVS in the 2016/17 school year and  
under the Scheme from the 2017/18 to 2020/21 school years  
(by number of NCS students)**

School year	No. of NCS students admitted					Total no. of NCS students
	0	1-7	8-25	26-50	51 or more	
	No. of KGs					
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
2019/20	335	256	124	25	21	5 622
2020/21	325	268	119	27	24	5 749

## Notes:

1. Figures in the 2020/21 school year refer to the position as at mid-October, while figures in other school years refer to the position as at mid-September of the respective school years.
2. Figures include students in K1, K2 and K3 classes of KG-cum-child care centres.
3. Figures include students whose ethnicity is Chinese but who are categorised as NCS according to the spoken language at home.



**Number of KGs under the PEVS in the 2016/17 school year and  
under the Scheme from the 2017/18 to 2020/21 school years  
(by percentage of NCS students in the KG)**

School year	Percentage of NCS students in the 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										
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%
2019/20	335	325	53	13	8	9	5	3	2	8	4.2%
2020/21	325	330	53	17	11	8	5	4	1	9	4.5%

## Notes:

1. Figures in the 2020/21 school year refer to the position as at mid-October, while figures in other school years refer to the position as at mid-September of the respective school years.
2. Figures include students in K1, K2 and K3 classes of KG-cum-child care centres.
3. Figures include students whose ethnicity is Chinese but who are categorised as NCS according to the spoken language at home.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB214**

**(Question Serial No. 0563)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

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 2018/19, the Bureau stated that both the Chinese and English versions of the Quality Review (QR) reports will be provided. Will the government inform:

- (a) 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;

	2016/17	2017/18	2018/19	2019/20	2020/21
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					

- (b) 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.);
- (c) the cycle of the Quality Review and the average frequency for one kindergarten to be inspected by the QR team; and

- (d) the number of external observers involved, and the relevant expenditures involved in the external independent members for QR if they are provided with honoraria.

	2016/17	2017/18	2018/19	2019/20	2020/21
No. of external observers involved					
Relevant expenditure involved in the external independent members for QR if they are provided with honoraria					

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 65)

Reply:

(a) and (c)

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 had been 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 2016/17 to 2018/19 school years, we conducted QR for 128, 135 and 120 KGs respectively. As for the 2019/20 and 2020/21 school years, in light of the social events and the COVID-19 epidemic, face-to-face classes were suspended for some periods in KGs, and QR visits have thus been postponed. In the 2019/20 school year, we conducted QR for 43 KGs, and in the 2020/21 school year, we conducted QR for 1 KG as at February 2021. 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. All KGs assessed in the recent 5 years have met the prescribed standards.

(b)

A review team usually issues a draft QR report to the KG concerned around 2 months after the QR visit. The KG is required to give a reply within about 4 weeks, and the EDB will issue a final QR report within 4 weeks upon receipt of the reply. For QRs conducted from the 2018/19 school year, the QR reports are available in both Chinese and English and uploaded onto the EDB website for public information.

(d)

Since the 2013/14 school year, we have engaged independent members as external observers. From the 2018/19 to 2020/21 school years, a pilot scheme has been implemented to invite serving KG principals as external observers to further enhance the transparency of QR. Independent members are provided with honoraria, while principals take up the role of external observer on a voluntary basis. The number of external observers and the expenditure involved from the 2016/17 to 2019/20 school years are tabulated below:

	2016/17	2017/18	2018/19	2019/20	2020/21 Estimate*
No. of external observers involved (including principals and independent members)	10	6	20	9	12
Expenditure on external independent members who conducted QR and received honoraria	\$160,000	\$200,000	\$110,000	\$60,000	\$30,000

\* Subject to adjustments in light of actual circumstances

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB215**

**(Question Serial No. 0564)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (002) Allowances

Programme: (2) Pre-primary Education

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

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 2018/19 to 2020/21 school year with the following details:

- (a) Institution/organization in-charge
- (b) Name of project
- (c) List of partner institutions/organisations
- (d) Source of funding
- (e) Budget (\$)
- (f) Duration/Period
- (g) Project description
- (h) No. of kindergartens benefited
- (i) No. of NCS students benefited
- (j) No. of NCS parents benefited
- (k) Modes of evaluation
- (l) 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 TIEN Puk-sun, Michael (LegCo internal reference no.: 66)

Reply:

The Education Bureau (EDB) has been providing a variety of support for KGs admitting NCS students. The EDB has commissioned HKU School of Professional and Continuing Education (HKU SPACE) and The University of Hong Kong (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 for teaching Chinese to NCS students. In the 2019/20 and 2020/21 school years, 17 KGs received/receive support from

HKU SPACE each school year, and the actual and estimated expenditures involved are \$480,000 and \$1.93 million respectively. In the 2019/20 and 2020/21 school years, 11 KGs received/receive support from HKU each school year, and as the project is implemented in both KGs and primary schools, a breakdown of expenditure for KGs is not available. Since the 2 projects provide support for teachers at the school level, the numbers of students and parents receiving support are not available. It is planned that upon the completion of these 2 school-based support projects in the 2021/22 school year, the experience generated will be published and uploaded onto the EDB website. The EDB employs various means, such as observations of the activities conducted, meetings with service providers, and scrutiny of reports submitted by service providers, to evaluate the effectiveness of the above support projects.

In addition, the EDB subsidises related support projects (including those pertinent to the development of teaching and learning resources and after-school support, etc.) by means of various funds. In the 2018/19 school year, the Hong Kong Christian Service and the Hong Kong Sheng Kung Hui Lady MacLehose Centre, financed by the Language Fund of the EDB, organised the “District-based Project on Supporting Non-Chinese Speaking Children in Learning Chinese” for NCS children aged 3 to 9 in Hong Kong with an aim to motivate them to learn Chinese through activities such as visits, games and creative art. The expenditure involved was \$3.7 million. About 400 NCS children benefited from the project and about half of them were NCS children studying in KGs. As the primary aim of the above project was to enhance NCS children’s interest in learning Chinese through engaging them in activities, there was neither any publication nor number of parents benefited. Also, in the 2017/18 school year, 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 for teaching Chinese to NCS children. The support was provided to 20 KGs. Since the project supported both KGs and primary schools at the same time, a breakdown of expenditure for KGs was not available. Besides, as the project 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](https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/chi-edu/second-lang/Book_5.pdf)).

- End -

**CONTROLLING OFFICER'S REPLY****EDB216****(Question Serial No. 0565)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

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:

(a) the number of schools supported from 2016/17 to 2020/21 school year:

	No. of kindergartens supported	No. of kindergartens with NCS students	No. of staff involved in school based team	Actual expenditure (\$)
2016/17				
2017/18				
2018/19				
2019/20				
2020/21				

(b) List out the support content provided by the school based support team (kindergarten);

(c) 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 TIEN Puk-sun, Michael (LegCo internal reference no.: 67)

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. 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 121, 135, 125, 123 and 128 respectively. Some of these KGs admitted non-Chinese speaking (NCS) students, and the respective numbers were 58, 66, 69, 71 and 84. All KGs opt for services in light of their school contexts. For KGs admitting NCS students, the foci of the support services are not necessarily targeted at NCS students specifically, and may include cultivating students' moral development and exploratory spirit, etc. Regarding the support for NCS students, the SBSK Section helps KGs create an inclusive and harmonious school environment, enhances teachers' professional knowledge about taking care of NCS students and promotes professional exchanges among KGs, with a view to enabling NCS students to learn language in a desirable language environment and facilitating their smooth transition to primary schooling. Two books titled “少數族裔兒童之從「會學」到「學會」” and “非華語幼兒學習之從「融入」到「投入」”, which cover the knowledge and experience gathered during the provision of related support, have been compiled and uploaded onto the EDB website for KGs' reference.

The above support services target at schools, with 13 to 19 staff members in the SBSK Section deployed to provide the support services in the school years from 2016/17 to 2020/21. The relevant expenditure is subsumed under the overall expenditure of the EDB. We do not have the data on the number of beneficiaries (NCS students) nor a breakdown of such expenditure.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB217**

**(Question Serial No. 0566)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

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:

- (a) no. of non-Chinese speaking ('NCS') students from local kindergartens that enter mainstream schools that use Chinese as the medium of instruction?
- (b) 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?
- (c) 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?
- (d) 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 TIEN Puk-sun, Michael (LegCo internal reference no.: 68)

Reply:

- (a)  
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 2018/19 to 2020/21 school years are tabulated below:

School Year	2018/19	2019/20	2020/21
No. of NCS P1 students	1 529	1 566	1 612

Notes:

1. Figure in the 2020/21 school year refers to the position as at mid-October, while figures in other school years 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 categorised as NCS according to the spoken language at home.

(b) to (d)

Performance Indicators (Kindergartens) (PIs) developed by the EDB serve as a self-evaluation tool that helps schools promote their sustainable development. Domain IV of PIs provides a list of performance items on child development (including language ability) to facilitate schools' understanding of children's general development. Child development is an incremental progressive process, and individual development is affected by home environment and cultural background. As far as language ability is concerned, 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 to their planning of school-based curriculum, they are reminded to make appropriate adaptations to cater for the diverse needs of children. The EDB also offers advice and recommendations, and encourages kindergartens (KGs) to formulate appropriate learning and teaching strategies according to NCS children's Chinese learning abilities and needs, including helping NCS children build up confidence in learning and using Chinese, flexibly arranging and adapting language learning activities, adopting flexible assessment criteria, etc.

The EDB has all along been providing diversified support measures 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 the rationale and directions for efforts that facilitate NCS children's integration into schools, and introduces specific strategies and relevant resources that support NCS children in learning Chinese. In addition, the EDB provides professional training for KG teachers. Each KG joining the KG education scheme (Scheme-KG) should have at least 1 teacher having completed an EDB-recognised basic course by the end of the 2020/21 school year. The EDB also offers different modes of school-based support and all KGs may apply for such support services. Under the KG 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 on catering for the needs of NCS children. Moreover, Scheme-KGs can receive an additional 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 comparable to the mid-point salary of the salary range of a KG teacher. From the 2019/20 school year onwards, the EDB has further enhanced the measure and Scheme-KGs are eligible for a 5-tier grant ranging from about \$50,000 to \$800,000 according to the number of NCS students admitted.

As for the transition from KG to primary school, the EDB organises the Summer Bridging Programme for NCS P1 entrants to facilitate their adaptation to the use of Chinese in a classroom setting. Parents of NCS children can also join the Programme so as to enhance the effectiveness of Chinese learning through parental support and home-school cooperation.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB218**

**(Question Serial No. 0567)**

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:

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 the Council of:

- (a) the list of activities and events organized or subsidized by the Committee on 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
2016/17									
2017/18									

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
2018/19									
2019/20									
2020/21									

Asked by: Hon TIEN Puk-sun, Michael (LegCo internal reference no.: 69)

Reply:

(a) and (b)

The Committee on Home-School Co-operation (CHSC) organises activities on home-school co-operation and parent education every year, including parent-child seminars, workshops, competition series and annual symposiums. 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. The CHSC also collaborates with the Hong Kong Examinations and Assessment Authority, Hong Kong Institute of Vocational Education, etc. 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 available to NCS students, thereby encouraging NCS parents to engage in life planning for their children. The CHSC organises around 70 activities each year. However, due to the COVID-19 epidemic, the number of activities held as scheduled in the 2019/20 school year dropped to around 40. As the related expenses of the CHSC are subsumed under the Education Bureau (EDB)'s recurrent expenditure, there is no breakdown to indicate the figures of individual items.

(c) In the 2020/21 school year, a total of 1 654 schools have applied for the Home-School Co-operation Grants and approval has been granted for subsidising around 3 600 activities, involving an expenditure of about \$47.1 million. Home-school co-operation and parent education activities subsidised with 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, 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, the EDB provides a series of parent education programmes for NCS parents, including parent education talks cum exhibitions and community activities.

- (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 school years from 2016/17 to 2020/21 are as follows:

School year	No. of KGs with PTAs	Percentage share in the total no. of KGs
2016/17	323	32%
2017/18	326	32%
2018/19	343	33%
2019/20	349	33%
2020/21	371	35%

At present, 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**

**EDB219**

**(Question Serial No. 0175)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the construction, maintenance and management of primary and secondary school premises and associated facilities, please provide the following information:

- (1) a list of school premises to be constructed or redeveloped in the 2021-22 financial year and the related expenditures involved;
- (2) the number of school improvement works to be carried out in the 2021-22 financial year and the related expenditures involved;
- (3) the number of primary and secondary school premises subjected to acts of vandalism or graffiti, and the expenditures on repairing and cleaning up such premises in the 2019-20 and 2020-21 financial years; and
- (4) subsidies and support measures provided by the Education Bureau to enhance primary and secondary schools' anti-epidemic capability with a view to resuming face-to-face classes as soon as possible, as well as the expenditures on related school improvement works (if any) and procurement of anti-epidemic supplies.

Asked by: Hon TSE Wai-chuen, Tony (LegCo internal reference no.: 124)

Reply:

- (1) At present, we plan to seek funding approval from the Finance Committee of the Legislative Council in 2021-22 for the following 6 school building projects for new schools and redevelopment/extension of public sector schools:
  - A 30-classroom primary school at Site KT2c, Development at Anderson Road, Kwun Tong, for the reprovisioning of Hong Kong Taoist Association Wun Tsuen School in Kwun Tong;

- A 36-classroom primary school at Area 9, Tai Po, for the provision of a new aided primary school to be operated by the Superintendent in Hong Kong of the Pentecostal Holiness Church;
- A 30-classroom primary school in Tsuen Wan West Station (TW7) Development, Tsuen Wan, for the reprovisioning of The Church of Christ in China Chuen Yuen First Primary School;
- A 24-classroom primary school at Au Pui Wan Street, Fo Tan, Sha Tin, for the reprovisioning of the Po Leung Kuk Siu Hon Sum Primary School in Sha Tin;
- In-situ redevelopment of Wa Ying College at 8 Sheung Wo Street, Kowloon; and
- Conversion to Shatin Public School.

The estimated project cost for each project is yet to be determined and will be provided in relevant funding proposals.

- (2) It is estimated that a total of 1 876 ongoing and new school improvement works projects will be carried out in 2021-22 at a total estimated expenditure of around \$756.7 million.
- (3) To ensure the safety of school premises, aided schools may, where necessary, apply to the Education Bureau (EDB) for carrying out repair works on their school facilities through the Emergency Repairs mechanism and annual Major Repairs mechanism. In 2019-20 and 2020-21 (as at the end of February 2021), applications from, respectively, 17 and 2 aided primary and secondary schools for repairing school premises that had been deliberately vandalised or graffitied were approved at a total project estimate of around \$0.58 million.
- (4) To support schools' epidemic prevention effort, the EDB has, at different stages, provided schools with the following subsidies:
  - (a) From March to April 2020, the EDB provided a one-off Special Anti-epidemic Grant for all schools offering full and formal curriculum to help schools and boarding sections of special schools replenish their epidemic prevention supplies, clean the school premises and pay for other expenses related to epidemic prevention. Over 1 000 primary and secondary schools, and boarding sections of special schools benefitted from this initiative. The grant disbursed to each school and boarding section ranged from \$15,000 to \$25,000, involving an additional expenditure of about \$27 million.
  - (b) The boarding sections of aided special schools continued their operation to cater for students in need of boarding service during class suspension in the 2019/20 school year. To enhance the support for these boarding sections to better guard against the epidemic and reduce the risk of the spread of COVID-19, the EDB provided a one-off additional grant for 21 special schools with a boarding section in March 2020. The amount of special grant was determined by the approved boarding capacity of the boarding sections, ranging from \$50,000 to \$150,000, and contributing to an additional expenditure of around \$2.25 million.
  - (c) To assist schools in stepping up their cleaning and disinfection efforts upon class resumption in order to maintain a clean and hygienic school environment, the EDB provided a one-off Special Support Grant for all public sector schools,



schools under the Direct Subsidy Scheme and boarding sections of special schools subvented by the EDB in July 2020. Each school and boarding section received a one-off cash grant of \$100,000. Schools may use the grant to hire additional full-time or part-time janitors, or procure additional cleaning services. Over 1 000 schools and boarding sections of special schools benefitted from this initiative, involving an additional expenditure of around \$100 million.

Over the years, the EDB has helped improve school facilities through the annual Major Repairs mechanism and Emergency Repairs mechanism according to the needs and circumstances of individual schools. The estimated expenditure in this regard was around \$1.56 billion in 2020-21. Since the outbreak of the epidemic, the EDB has been maintaining close contact with schools and, through the existing mechanisms, carry out improvement or repair works for aided schools, including converting water closet pans from squatting type to pedestal type, repairing leaking or broken drainage pipes and repairing defective ventilation systems, with a view to safeguarding environmental hygiene. Schools may continue to submit their applications to the EDB as needs arise. As the works required by each school differed, we do not have detailed breakdown figures on the expenses incurred by repair and improvement works related to epidemic prevention.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB220**

**(Question Serial No. 0176)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding the management of vacant school premises (VSP), would the Education Bureau (EDB) please advise on the following:

- (1) information on VSP currently managed by the EDB, including their locations, areas of school premises, site areas, the years in which they became vacant, the expenditures for management/maintenance in 2020-21 and 2021-22, their planned uses and expected schedule of implementation;
- (2) for VSP with no specific planned uses in the short or medium term (if any), whether the EDB will expedite the process of returning/ transferring them to other departments for disposal in order to utilise the land; and
- (3) information on school premises returned/transferred to other departments for disposal by the EDB in the past 3 years, as well as school premises expected to be returned/transferred to other departments for disposal in the next 3 years.

Asked by: Hon TSE Wai-chuen, Tony (LegCo internal reference no.: 125)

Reply:

(1) & (2)

It has all along been the Education Bureau (EDB)'s policy objective to put vacant school premises (VSP) to gainful use. The EDB strives to facilitate the utilisation of VSP in an expeditious manner as far as practicable. 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 not required to be retained 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 PlanD's consideration of suitable alternative long-term. We also circulate, on a half-yearly basis, a list of VSP (earmarked for school use but the relevant works are yet to commence) 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 so that the land resources can be gainfully used.

As at end-February 2021, the EDB is responsible for the management of 5 VSP, of which 3 have been retained for school use (2 have been allocated for reprovisioning of other schools and the related preliminary works procedures have already commenced). As for the other 2 VSP, after confirming that they are not required for school use, the EDB has, in accordance with the aforementioned Central Clearing House Mechanism, informed the PlanD for consideration of suitable alternative long-term uses. Meanwhile, at the request of the LandsD, the EDB continues to assume responsibility for the day-to-day management of these 2 VSP until another user department is identified to take over the site. Details of the 5 VSP are as follows:-

	District	Former school name	Address	Year in which the school premises became vacant (Note 1)	Site area (m <sup>2</sup> ) (Note 2)
VSP earmarked for school use					
1	Wan Chai	Wanchai School	30 Oi Kwan Road, Wanchai, Hong Kong	2016	2 000
2	Kowloon City	Kowloon Docks Memorial Primary School	2 Tsing Chau Street, Hung Hom, Kowloon	2008	3 600
3	Tai Po	Tai Po Government Primary School	22 Wan Tau Kok Lane, Tai Po, New Territories	2013	2 400
VSP returned to the PlanD for consideration of suitable alternative long-term uses in accordance with the Central Clearing House Mechanism, but the EDB continues to assume responsibility for the day-to-day management at the request of the LandsD.					
4	Kwun Tong	St. Joseph's Anglo-Chinese School	61 Kwun Tong Road, Kwun Tong, Kowloon	2011	2 900
5	North	Lo Wu Public School	Lo Wu Village, Ta Ku Ling, New Territories	2005	2 200

Note 1: Some VSP have been put to temporary use after the original schools ceased to operate. "Year in which the school became vacant" refers to the year when the VSP were last used.

Note 2: Rounded to the nearest 100 m<sup>2</sup>.

In 2020-21 and 2021-22, the revised estimated expenditure/estimated expenditure of the EDB for the management of VSP are \$1.057 million and \$1.674 million respectively, which mainly cover costs of security patrol and inspections, pest control, removal of litter, as well as cleansing and weeding. The increase of around \$0.617 million in the estimate for 2021-22 over 2020-21 is mainly due to anticipated adjustment in the contract price for 2021-22 and the need to enhance security patrol and inspections.

(3)

From 2018-19 to 2020-21, the EDB has returned 5 VSP to the PlanD for consideration of long-term uses in accordance with the Central Clearing House Mechanism. Details of these VSP are set out below:-

	<b>District</b>	<b>Former school name</b>	<b>Address</b>
1	Kowloon City	Pui Shing Catholic Secondary School	1D Oxford Road, Kowloon
2	Yau Tsim Mong	Hong Kong Vernacular Normal Schools Alumni Association School	22 Sai Yee Street, Mongkok, Kowloon
3	Islands	Tung Wan Mok Law Shui Wah School	Shek Pik, Tung Wan, Lantau Island
4	Kwun Tong	St. Joseph's Anglo-Chinese School	61 Kwun Tong Road, Kwun Tong, Kowloon
5	Kowloon City	Hung Hom Government Primary School	68 Gillies Avenue South, Hung Hom, Kowloon

As in the past, the EDB will take into account a basket of factors when assessing the VSP's suitability for school use to cater for the anticipated future demand for school places and the needs for reprovisioning or redevelopment of schools. We are unable to estimate the number of VSP to be returned to the PlanD in the next 3 years as circumstances of each to-be-vacant school premises are different and we have to review and consider every relevant factors prevailing at the time in accordance with the established mechanism.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB221**

**(Question Serial No. 0022)**

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:

Regarding the educational support for newly-arrived children and young people, please advise this Committee of the following:

- (1) the name of organisations that provided Induction Programme and full-time Initiation Programme for the newly-arrived children and young people, the types and number of such programmes, as well as the number of student participants of each programme in the past 3 years; and
- (2) the amount of provision earmarked for such educational support in 2021-22.

Asked by: Hon WONG Kwok-kin (LegCo internal reference no.: 2)

Reply:

(1) and (2)

The Education Bureau (EDB) provides newly-arrived children with support services including the 60-hour "Induction Programme" run by non-governmental organisations and the six-month full-time "Initiation Programme" operated by local schools so as to help them better integrate into the local community and overcome learning difficulties. At present, there are 5 schools operating the "Initiation Programme", namely Fukien Middle School (North Point), Po Leung Kuk Madam Chan Wai Chow Memorial School, Fanling Assembly of God Church Primary School, Delia English Primary School & Kindergarten, and Delia Memorial School (Hip Wo). The "Induction Programme" is run by around 30 non-governmental organisations each year. Information has been uploaded onto the EDB website and is updated in a timely manner.

The number of classes and students of the above programmes from the 2017/18 to 2019/20 school years is tabulated as follows:

School year	Induction Programme			Initiation Programme		
	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
Number of classes	116	87	82	44	40	29
Number of students	1 410	1 030	970	860	780	400

Note: Number of students is rounded to the nearest 10.

In the 2020/21 school year, the estimated expenditure on the above programmes is about \$20.1 million.

- End -

**CONTROLLING OFFICER'S REPLY**

**(Question Serial No. 0023)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Regarding students with special educational needs (SEN), please advise this Committee of the following:

- (1) the number of students with SEN studying in public sector mainstream primary and secondary schools in each of the past 5 years, with a breakdown by school district, grade level and SEN type;
- (2) the number of students with SEN studying in special schools in each of the past 5 years, with a breakdown by school district, grade level and SEN type;
- (3) the number of teachers in public sector mainstream primary and secondary schools as well as special schools having received training on special education, and their respective percentage shares in the total number of teachers in the schools concerned in each of the past 5 years;
- (4) the number of special education training programmes and the number of places offered by tertiary institutions/non-profit-making organisations in the past 3 years, with a breakdown by institution/organisation, programme type and mode of study; and
- (5) whether the Administration has any plan to allocate additional resources in the 2021/22 school year and provide subsidies to institutions/non-profit-making organisations for offering more training programmes on special education, and encourage enrollment by serving teachers and prospective teachers; if yes, of the details and estimated expenditure; if no, of the reasons.

Asked by: Hon WONG Kwok-kin (LegCo internal reference no.: 4)

Reply:

(1)

The respective number of students with special educational needs (SEN) studying in public sector ordinary primary and secondary schools by grade level and by type of SEN in the past 5 years (from the 2015/16 to 2019/20 school years) is set out at Annex 1. Since the provision of support services for students with SEN is not related to the district where their schools are located, we have not compiled related statistics.

(2)

The number of students in special schools by school type from the 2015/16 to 2019/20 school years is set out at Annex 2. 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 programmes to cater for the special educational needs of individual students. Therefore, presenting the number of students by grade level cannot reflect the actual operation in special schools.

(3)

The number of teachers in public sector ordinary primary and secondary schools and special schools having received special education training, and the corresponding percentage share in the total number of teachers serving in public sector ordinary primary and secondary schools and special schools from the 2015/16 to 2019/20 school years are tabulated below.

School year	2015/16	2016/17	2017/18	2018/19	2019/20
Primary schools	8 130 (42%)	8 544 (43%)	8 960 (42%)	9 487 (43%)	9 741 (43%)
Secondary schools	5 418 (24%)	6 233 (28%)	6 667 (30%)	7 306 (33%)	7 537 (33%)
Special schools	1 255 (74%)	1 265 (75%)	1 338 (72%)	1 342 (72%)	1 378 (71%)

Note: The teacher-to-class ratio for public sector primary and secondary schools (including special schools) was increased by 0.1 in July 2017. As the total number of teachers has risen between the 2017/18 and 2019/20 school years, there has been a slight decrease in the percentage share of special school teachers having received special education training despite an increase in the actual number of these teachers.

(4) and (5)

To equip prospective teachers with the knowledge and skills in catering for students with SEN, teacher education universities funded by the University Grants Committee (UGC) have incorporated relevant elements in their initial teacher education programmes. In addition, training programmes on special education are offered by post-secondary institutions. Information on programmes offered and the number of intake places are set out at Annex 3 and Annex 4. The Education Bureau (EDB) does not maintain information on relevant programmes offered by other non-profit-making organisations.



As for training for serving teachers, in order to enhance professional capacity of teachers in supporting students with SEN, the EDB has since the 2007/08 school year commissioned local tertiary institutions to provide serving teachers with structured training, including training programmes pitched at basic, advanced and thematic levels, the Training Course for Special School Teachers (since the 2012/13 school year), the Professional Development Programme for Mental Health (since the 2017/18 school year) and the Professional Development Programme for Special Educational Needs Coordinators (since the 2018/19 school year), etc. Overall speaking, the revised estimated expenditure on these training programmes and various related training activities for the 2020/21 school year is about \$80.2 million, and the estimated expenditure for the 2021/22 school year is about \$82.3 million. To support schools in arranging teachers to attend the above special education training programmes in a systematic manner, regular teachers of public sector schools are granted paid leave for attending these programmes, and schools are provided with grants for employing supply teachers accordingly.

Regarding training for principals, the EDB has also incorporated relevant topics 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 the Whole School Approach to integrated education.

**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 <sup>(Note 1)</sup>**

<b>Specific Learning Difficulties</b>	<b>P1</b> <small>(Note 2)</small>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
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

<b>Intellectual Disability</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
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

<b>Autism Spectrum Disorders</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
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

<b>Attention Deficit / Hyperactivity Disorder</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
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

<b>Physical Disability</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
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

<b>Visual Impairment</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
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

<b>Hearing Impairment</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
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

<b>Speech &amp; Language Impairment</b>	<b>P1</b> (Note 3)	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
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

<b>Mental Illness</b> (Note 4)	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
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.
  2. The number of students concerned will increase during the school year with schools' implementation of the Early Identification and Intervention Programme for Primary One Students with Learning Difficulties.
  3. The number of students concerned will increase during the school year with assessments conducted by school-based speech therapists.
  4. 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 or before the 2017/18 school year. The collection of relevant information of students with SEN requires parental consent. Given that some parents or students do not prefer their schools to submit information to the EDB, we assume that the number of students reported by schools may be relatively smaller.

**Number of students in special schools by school type  
from the 2015/16 to 2019/20 school years**

<b>School type</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
Visual Impairment	125	123	112	110	119
Hearing Impairment	87	89	84	64	71
Physical Disability	915	883	877	907	903
Mild Intellectual Disability	3 049	3 103	3 154	3 218	3 295
Moderate Intellectual Disability	1 879	1 911	1 992	2 040	2 103
Severe Intellectual Disability	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. There has been 1 school for children with severe intellectual disability operating 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.

**Training programmes on special education offered by UGC-funded universities  
for the 2017/18 to 2019/20 academic years  
(by university)**

University	Level of study	Mode of study	Programme name	Number of approved intake places <sup>Note 2</sup>		
				2017/18	2018/19	2019/20
The Education University of Hong Kong	Sub-degree programme	Part-time	Certificate in Professional Development Programmes <sup>Note 1</sup>	256	235	235
	Undergraduate programme	Part-time	Bachelor of Education (Honours) (Special Needs) (3-year part-time)	87	87	87
			Bachelor of Education (Honours) (Early Childhood Education) in Leadership and Special Needs (4-year part-time)	67	67	67
	Taught postgraduate programme	Part-time	Postgraduate Diploma in Education (Primary) (2-year part-time) <sup>Note 1</sup>	65	65	44
The University of Hong Kong	Undergraduate programme	Full-time	Bachelor of Education (Early Childhood Education and Special Education)	-	-	18
	Taught postgraduate programme	Part-time	Postgraduate Diploma in Education <sup>Note 1</sup>	74	74	95
<b>Total</b>				<b>549</b>	<b>528</b>	<b>546</b>

Notes:

1. Content on special education may be covered in individual programmes. The UGC does not have a breakdown of relevant programmes.
2. Figures are calculated on a full-time-equivalent basis.
3. “-” denotes nil.

**Full-time locally-accredited self-financing programmes related to special education<sup>Note 1</sup>  
for the 2017/18 to 2019/20 academic years  
(by institution)**

Institution	Level of study	Programme name	Estimated intake places Note 2		
			2017/18	2018/19	2019/20
Lingnan Institute of Further Education	Sub-degree programme	Higher Diploma in Psychology of Education (Special Educational Needs)	-	-	20
Hong Kong College of Technology	Sub-degree programme	Higher Diploma in Early Childhood Education (Inclusive Education)	-	40	40
Vocational Training Council - the Hong Kong Institute of Vocational Education/ Hong Kong Design Institute	Sub-degree programme	Higher Diploma in Special Child Care and Inclusive Education	60	68	30
The Open University of Hong Kong	Undergraduate programme	Bachelor of Education with Honours in Early Childhood Education (Leadership and Special Educational Needs)	-	70	70
	Top-up degree programme	Bachelor of Education with Honours in Early Childhood Education (Leadership and Special Educational Needs) – Third year entry	100	100	100
<b>Total</b>			160	278	260

## Notes:

1. Programmes with their names carrying the words of “special” or “inclusive” are included.
2. Estimated intake places refer to institutions’ estimated number of first-year students admitted to the programmes concerned in that academic year.
3. “-” denotes that no such programme was offered in that academic year.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB223**

**(Question Serial No. 0024)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please provide in the table below the unit cost of each subsidised place of publicly-funded institutions in the 2020/21 academic year (HK\$ per student per year).

	Unit cost (HK\$ per student per year)	Unit cost without research components (HK\$ per student per year)	Cost recovery rate (%)	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 vocational education programmes under VTC				
Other publicly-funded diploma programmes under VTC				
Public sector secondary schools (junior secondary)				



Public sector secondary schools (senior secondary)				
DSS secondary schools (junior secondary)				
DSS secondary schools (senior secondary)				
Government and aided primary schools				
DSS primary schools				

AD – Associate degree

DSS – Direct Subsidy Scheme

HD – Higher diploma

UGC – University Grants Committee

VTC – Vocational Training Council

Asked by: Hon WONG Kwok-kin (LegCo internal reference no.: 5)

Reply:

The unit cost of various subsidised places is set out at **Annex**.

**Annex**

	Student unit cost (\$)	Student unit cost (without research components) (\$)	Cost recovery rate (%)	Number of students
2019-20 <sup>1</sup>				
UGC-funded undergraduate programmes	274,000	158,000	14.0% <sup>2</sup>	86 185
UGC-funded sub-degree programmes (including AD programmes and HD programmes) <sup>3</sup>	193,000	133,000	12.1% <sup>2</sup>	2 416
2020-21				
Publicly-funded HD programmes under VTC	105,000	Relevant information not available	30.0%	17 339
Publicly-funded Diploma of Vocational Education programmes under VTC	105,000	Relevant information not available	20.0% <sup>4</sup>	5 786
Other publicly-funded diploma programmes under VTC <sup>5</sup>	105,000	Relevant information not available	20.0%	5 250
Government primary schools	85,900 <sup>6</sup>	Relevant information not available	Not applicable <sup>7</sup>	22 393
Aided primary schools	73,900	Relevant information not available	Not applicable <sup>7</sup>	270 930
DSS primary schools	71,530	Relevant information not available	Not applicable <sup>7</sup>	15 918
Government secondary schools				
- Junior secondary (Secondary 1 to 3)	} 92,660 <sup>6</sup>	Relevant information not available	Not applicable <sup>7</sup>	10 819
- Senior secondary (Secondary 4 to 6)				9 648
Aided secondary schools				
- Junior secondary (Secondary 1 to 3)	} 95,870	Relevant information not available	Not applicable <sup>7</sup>	128 049
- Senior secondary (Secondary 4 to 6)				107 942
Caput secondary schools				
- Junior secondary (Secondary 1 to 3)	} 87,560	Relevant information not available	Not applicable <sup>7</sup>	640
- Senior secondary (Secondary 4 to 6)				575

	Student unit cost (\$)	Student unit cost (without research components) (\$)	Cost recovery rate (%)	Number of students
<b>DSS secondary schools</b>				
- Junior secondary (Secondary 1 to 3)	} 80,570	Relevant information not available	Not applicable <sup>7</sup>	24 378
- Senior secondary (Secondary 4 to 6)				21 208
<b>Aided special schools</b>				
- Primary	} 343,230	Relevant information not available	Not applicable <sup>7</sup>	3 955
- Junior secondary (Secondary 1 to 3)				2 074
- Senior secondary (Secondary 4 to 6)				2 194

AD – Associate degree

DSS – Direct Subsidy Scheme

HD – Higher diploma

UGC – University Grants Committee

VTC – Vocational Training Council

#### Notes

1. The average student unit cost of UGC-funded programmes is calculated based on the actual cost incurred on the expenditure items reported by UGC-funded universities. As the 2020/21 academic year has not yet come to a close, we are unable to provide the relevant information.
2. The current indicative tuition fee level for UGC-funded undergraduate programmes for each local student is \$42,100 per year. Generally speaking, the tuition fee for sub-degree programmes is set at \$31,575 (75% of \$42,100) per student per year while the tuition fee for programmes offered by The Education University of Hong Kong is \$15,040 per student per year. Cost recovery rate of tuition fee is calculated based on the grants allocated to the UGC sector, the tuition fees and other income (such as investment income) assumed to be available for the sector, that is, the total provision required. Other income does not include the refund of rates and Government rent, additional funding from the UGC Home Financing Scheme, funding for the Research Endowment Fund, and non-recurrent funding from the Matching Grant Scheme. Interest subsidies for loans and default have not been factored in the calculation of the cost recovery rate.
3. UGC has not collected data with a breakdown by associate degree programmes and higher diploma programmes.
4. The cost recovery rate is only applicable to Secondary 6 graduates enrolled in Diploma of Vocational Education programmes. Secondary 3 to 5 school leavers who have not yet completed all 12 years of free education are excluded from the calculation.
5. They mainly refer to Diploma of Foundation Studies of the VTC.
6. 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.
7. The aim of Programme (3) Primary Education, Programme (4) Secondary Education and Programme (5) Special Education is to provide free and universal primary and secondary education for every child/youngster/children with special educational needs in the relevant age group attending public sector primary/secondary/special schools. As such, cost recovery rate is not applicable.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB224**

**(Question Serial No. 0116)**

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 give a breakdown of the following figures for the past 5 years (i.e. 2016/17 to 2020/21 academic years) by institution, type of programme and year of study:

- (1) the number of student places and actual intakes of undergraduate, senior year top-up degree, associate degree and higher diploma programmes funded by the University Grants Committee, and the average monthly income of each of the 5 cohorts of graduates;
- (2) the number of student places, estimated intakes, actual intakes and drop-outs of various Government-funded Vocational Training Council programmes, and the average monthly income of each of the 5 cohorts of graduates; and
- (3) the number of student places and actual intakes, and the amount of 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, and the average monthly income of each of the 5 cohorts of graduates.

Asked by: Hon WONG Kwok-kin (LegCo internal reference no.: 6)

R0epley:

- (1) The approved intake places, approved student number targets and student enrolment of the University Grants Committee (UGC)-funded sub-degree (including Associate Degree and Higher Diploma) and undergraduate programmes by university and broad academic programme category (APC) from the 2016/17 to 2020/21 academic years are at **Annexes 1A to 1B**.

According to the graduate employment surveys conducted by the UGC-funded universities, the average annual salaries of graduates in full-time employment of the

UGC-funded sub-degree and undergraduate programmes from the 2016/17 to 2018/19 academic years are set out below:

UGC-funded sub-degree (including Associate Degree and Higher Diploma) programmes

University	Average Annual Salary <sup>Note</sup>		
	2016/17 Academic Year	2017/18 Academic Year	2018/19 Academic Year
City University of Hong Kong	\$190,000	\$189,000	\$189,000
The Education University of Hong Kong	\$233,000	\$235,000	\$241,000
The Hong Kong Polytechnic University	\$163,000	\$169,000	\$188,000

UGC-funded undergraduate programmes

University	Average Annual Salary <sup>Note</sup>		
	2016/17 Academic Year	2017/18 Academic Year	2018/19 Academic Year
City University of Hong Kong	\$201,000	\$214,000	\$226,000
Hong Kong Baptist University	\$187,000	\$198,000	\$210,000
Lingnan University	\$177,000	\$187,000	\$198,000
The Chinese University of Hong Kong	\$273,000	\$305,000	\$317,000
The Education University of Hong Kong	\$280,000	\$280,000	\$326,000
The Hong Kong Polytechnic University	\$232,000	\$236,000	\$244,000
The Hong Kong University of Science and Technology	\$232,000	\$259,000	\$264,000
The University of Hong Kong	\$302,000	\$319,000	\$327,000

Note: Figures include commission and other cash allowances (e.g. double pay, year-end payment/bonus, etc.)

The employment information of graduates in a given year is collected through the graduate employment surveys conducted by the respective UGC-funded universities in the December following the end of the relevant academic year. Information on the average annual salaries of graduates of sub-degree and undergraduate programmes in the 2019/20 and 2020/21 academic years is not yet available.

- (2) The numbers of planned places for new intakes, actual intakes and drop-outs of various subvented programmes offered by the Vocational Training Council (VTC) from the 2016/17 to 2020/21 academic years, and the average annual salaries of graduates from the 2016/17 to 2018/19 academic years are set out at **Annex 2**. The relevant salaries information for the 2019/20 and 2020/21 academic years is not yet available from the VTC pending completion of its graduate employment surveys.
- (3) The estimated intake places, actual intakes and average annual tuition fees of full-time locally-accredited self-financing sub-degree, first-year-first-degree (FYFD) and top-up degree programmes by institution from the 2016/17 to 2020/21 academic years are at **Annexes 3A to 3C**.

According to the graduate employment surveys conducted by respective self-financing institutions, the average annual salaries of graduates in full-time employment of full-time locally accredited self-financing sub-degree and undergraduate programmes from the 2016/17 to 2018/19 academic years are set out at **Annex 3D**. The relevant information for the 2019/20 and 2020/21 academic years is not yet available from relevant institutions pending completion of their graduate employment surveys.

**Approved Intake Places, Approved Student Number Targets and Student Enrolment of the UGC-funded Sub-degree Programmes by University and Broad APC, 2016/17 to 2020/21**

(Full-time equivalent)

Academic year	University	Broad APC	Approved intake place	Approved student number target	Student enrolment	
2016/17	CityU	Engineering and Technology	432	841	903	
		<b>Sub-total</b>	<b>432</b>	<b>841</b>	<b>903</b>	
	EdUHK	Sciences	17	35	36	
		Social Sciences	1	2	11	
		Arts and Humanities	8	17	95	
		Education	357	990	877	
		<b>Sub-total</b>	<b>382</b>	<b>1 044</b>	<b>1 019</b>	
	PolyU	Sciences	127	255	313	
		Engineering and Technology	532	1 093	1 337	
		Business and Management	103	232	322	
		Arts and Humanities	54	134	161	
		<b>Sub-total</b>	<b>816</b>	<b>1 713</b>	<b>2 133</b>	
	<b>Total</b>			<b>1 630</b>	<b>3 598</b>	<b>4 055</b>
	2017/18	CityU	Engineering and Technology	432	841	782
			<b>Sub-total</b>	<b>432</b>	<b>841</b>	<b>782</b>
EdUHK		Sciences	16	33	36	
		Social Sciences	0	1	16	
		Arts and Humanities	1	9	69	
		Education	621	977	950	
		<b>Sub-total</b>	<b>638</b>	<b>1 021</b>	<b>1 071</b>	
PolyU		Sciences	127	255	197	
		Engineering and Technology	502	1 034	1 092	
		Business and Management	78	181	170	
		Arts and Humanities	50	104	111	
		<b>Sub-total</b>	<b>757</b>	<b>1 573</b>	<b>1 570</b>	
<b>Total</b>			<b>1 827</b>	<b>3 435</b>	<b>3 423</b>	

Academic year	University	Broad APC	Approved intake place	Approved student number target	Student enrolment	
2018/19	CityU	Engineering and Technology	432	841	674	
		<b>Sub-total</b>	<b>432</b>	<b>841</b>	<b>674</b>	
	EdUHK	Sciences	16	32	36	
		Social Sciences	0	0	14	
		Arts and Humanities	1	3	60	
		Education	600	964	981	
		<b>Sub-total</b>	<b>617</b>	<b>1 000</b>	<b>1 091</b>	
	PolyU	Sciences	127	255	132	
		Engineering and Technology	470	972	830	
		Business and Management	-	78	53	
		Arts and Humanities	-	50	45	
		<b>Sub-total</b>	<b>597</b>	<b>1 354</b>	<b>1 060</b>	
	<b>Total</b>			<b>1 646</b>	<b>3 195</b>	<b>2 825</b>
	2019/20	CityU	Engineering and Technology	432	841	496
			<b>Sub-total</b>	<b>432</b>	<b>841</b>	<b>496</b>
EdUHK		Sciences	2	5	25	
		Social Sciences	3	6	14	
		Arts and Humanities	18	36	51	
		Education	558	901	915	
		<b>Sub-total</b>	<b>580</b>	<b>948</b>	<b>1 005</b>	
PolyU		Sciences	99	198	131	
		Engineering and Technology	498	996	783	
		Arts and Humanities	-	-	1	
		<b>Sub-total</b>	<b>597</b>	<b>1 194</b>	<b>915</b>	
<b>Total</b>			<b>1 609</b>	<b>2 983</b>	<b>2 416</b>	



Academic year	University	Broad APC	Approved intake place	Approved student number target	Student enrolment
2020/21 (Provisional figures)	CityU	Engineering and Technology	432	841	342
		<b>Sub-total</b>	<b>432</b>	<b>841</b>	<b>342</b>
	EdUHK	Sciences	2	5	21
		Social Sciences	3	6	15
		Arts and Humanities	18	35	53
		Education	558	880	878
		<b>Sub-total</b>	<b>580</b>	<b>926</b>	<b>967</b>
	PolyU	Sciences	99	198	149
		Engineering and Technology	498	996	835
		<b>Sub-total</b>	<b>597</b>	<b>1 194</b>	<b>984</b>
	<b>Total</b>		<b>1 609</b>	<b>2 961</b>	<b>2 293</b>

Notes:

1. A breakdown of figures on Higher Diploma programmes is not available.
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 enrolment 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  
EdUHK                     The Education University of Hong Kong  
PolyU                        The Hong Kong Polytechnic University

**Approved Intake Places, Approved Student Number Targets and  
Student Enrolment of the UGC-funded Undergraduate Programmes by  
University and Broad APC, 2016/17 to 2020/21**

(Full-time equivalent)

Academic year	University	Broad APC	Approved intake place			Approved student number target	Student enrolment
			FYFD place	Senior year degree place	Other degree place		
2016/17	CityU	Medicine, Dentistry and Health	36	23	-	100	102
		Sciences	472	133	-	1 887	2 035
		Engineering and Technology	421	199	-	2 291	2 463
		Business and Management	654	368	-	3 490	3 982
		Social Sciences	315	383	-	2 018	2 259
		Arts and Humanity	198	289	-	1 384	1 582
		<b>Sub-total</b>	<b>2 095</b>	<b>1 395</b>	<b>-</b>	<b>11 170</b>	<b>12 424</b>
	HKBU	Medicine, Dentistry and Health	45	-	-	240	282
		Sciences	201	84	-	1 005	1 095
		Business and Management	228	111	-	1 156	1 186
		Social Sciences	335	164	-	1 706	1 884
		Arts and Humanity	275	142	-	1 415	1 663
		Education	87	20	40	434	477
		<b>Sub-total</b>	<b>1 171</b>	<b>521</b>	<b>40</b>	<b>5 956</b>	<b>6 587</b>
	LU	Business and Management	172	46	-	795	874
		Social Sciences	124	29	-	566	583
		Arts and Humanity	235	55	-	1 089	1 138
		<b>Sub-total</b>	<b>531</b>	<b>130</b>	<b>-</b>	<b>2 450</b>	<b>2 595</b>
	CUHK	Medicine, Dentistry and Health	574	113	-	3 131	3 166
		Sciences	621	76	-	2 609	3 065
		Engineering and Technology	475	20	-	1 958	1 953
		Business and Management	583	16	-	2 386	3 044
		Social Sciences	568	77	-	2 347	2 787
		Arts and Humanity	420	65	-	1 872	2 177
		Education	55	38	-	382	378
		<b>Sub-total</b>	<b>3 297</b>	<b>404</b>	<b>-</b>	<b>14 684</b>	<b>16 571</b>
	EdUHK	Sciences	63	3	6	350	438
		Business and Management	13	1	0	27	37
		Social Sciences	77	40	8	450	378
		Arts and Humanity	240	81	42	1 476	1 769
		Education	189	23	278	1 878	2 104
		<b>Sub-total</b>	<b>582</b>	<b>148</b>	<b>334</b>	<b>4 181</b>	<b>4 726</b>
	PolyU	Medicine, Dentistry and Health	677	52	-	2 943	2 881
		Sciences	258	158	-	1 382	1 721
		Engineering and Technology	636	543	-	3 494	4 297
		Business and Management	505	429	-	2 984	3 960
		Social Sciences	63	55	-	378	460
		Arts and Humanity	203	277	-	1 389	1 487
		<b>Sub-total</b>	<b>2 342</b>	<b>1 514</b>	<b>-</b>	<b>12 569</b>	<b>14 806</b>
	HKUST	Sciences	623	56	-	2 247	2 634
		Engineering and Technology	561	60	-	2 571	3 030
		Business and Management	607	31	-	2 520	2 892
Social Sciences		134	4	-	489	537	
Arts and Humanity		26	-	-	98	111	
<b>Sub-total</b>		<b>1 951</b>	<b>150</b>	<b>-</b>	<b>7 924</b>	<b>9 204</b>	

Academic year	University	Broad APC	Approved intake place			Approved student number target	Student enrolment
			FYFD place	Senior year degree place	Other degree place		
	HKU	Medicine, Dentistry and Health	623	25	-	3 227	3 270
		Sciences	463	76	-	2 001	2 497
		Engineering and Technology	606	44	-	2 550	2 998
		Business and Management	263	10	-	1 106	1 712
		Social Sciences	613	52	-	2 598	3 303
		Arts and Humanity	390	51	-	1 730	1 873
		Education	73	80	-	474	493
	<b>Sub-total</b>	<b>3 031</b>	<b>338</b>	<b>-</b>	<b>13 685</b>	<b>16 145</b>	
<b>Total</b>		<b>15 000</b>	<b>4 600</b>	<b>374</b>	<b>72 619</b>	<b>83 058</b>	
2017/18	CityU	Medicine, Dentistry and Health	36	23	-	130	132
		Sciences	472	124	-	1 976	2 158
		Engineering and Technology	421	199	-	2 213	2 417
		Business and Management	654	368	-	3 440	3 925
		Social Sciences	315	392	-	2 028	2 291
		Arts and Humanity	198	289	-	1 383	1 616
		<b>Sub-total</b>	<b>2 095</b>	<b>1 395</b>	<b>-</b>	<b>11 170</b>	<b>12 539</b>
	HKBU	Medicine, Dentistry and Health	45	-	-	240	275
		Sciences	201	94	-	1 008	1 100
		Business and Management	228	128	-	1 173	1 267
		Social Sciences	335	182	-	1 736	1 889
		Arts and Humanity	275	159	-	1 435	1 698
		Education	87	22	40	449	487
	<b>Sub-total</b>	<b>1 171</b>	<b>585</b>	<b>40</b>	<b>6 041</b>	<b>6 716</b>	
	LU	Business and Management	172	46	-	790	847
		Social Sciences	124	29	-	562	575
		Arts and Humanity	235	55	-	1 076	1 116
	<b>Sub-total</b>	<b>531</b>	<b>130</b>	<b>-</b>	<b>2 428</b>	<b>2 538</b>	
	CUHK	Medicine, Dentistry and Health	574	115	-	3 172	3 201
		Sciences	621	81	-	2 628	3 235
		Engineering and Technology	475	21	-	1 951	2 015
		Business and Management	583	14	-	2 375	3 111
		Social Sciences	568	71	-	2 365	2 846
		Arts and Humanity	420	63	-	1 853	2 168
		Education	55	40	-	391	388
	<b>Sub-total</b>	<b>3 297</b>	<b>404</b>	<b>-</b>	<b>14 734</b>	<b>16 964</b>	
	EdUHK	Sciences	69	4	6	347	455
		Business and Management	14	1	0	40	46
		Social Sciences	70	45	8	452	370
		Arts and Humanity	232	87	42	1 484	1 799
		Education	197	26	278	1 899	2 056
	<b>Sub-total</b>	<b>582</b>	<b>164</b>	<b>334</b>	<b>4 222</b>	<b>4 726</b>	
PolyU	Medicine, Dentistry and Health	677	52	-	3 013	2 945	
	Sciences	258	158	-	1 374	1 635	
	Engineering and Technology	636	601	-	3 660	4 873	
	Business and Management	505	471	-	2 991	3 470	
	Social Sciences	63	75	-	392	400	
	Arts and Humanity	203	277	-	1 393	1 450	
<b>Sub-total</b>	<b>2 342</b>	<b>1 634</b>	<b>-</b>	<b>12 823</b>	<b>14 773</b>		
HKUST	Sciences	625	56	-	2 311	2 715	
	Engineering and Technology	552	60	-	2 553	3 118	
	Business and Management	603	31	-	2 534	3 057	

Academic year	University	Broad APC	Approved intake place			Approved student number target	Student enrolment	
			FYFD place	Senior year degree place	Other degree place			
		Social Sciences	144	4	-	505	546	
		Arts and Humanity	26	-	-	100	117	
		<b>Sub-total</b>	<b>1 951</b>	<b>150</b>	<b>-</b>	<b>8 004</b>	<b>9 552</b>	
	HKU	Medicine, Dentistry and Health	638	25	-	3 292	3 330	
		Sciences	460	76	-	2 008	2 704	
		Engineering and Technology	606	44	-	2 539	3 044	
		Business and Management	270	10	-	1 098	1 684	
		Social Sciences	599	52	-	2 569	3 269	
		Arts and Humanity	390	51	-	1 717	1 918	
		Education	68	80	-	509	528	
		<b>Sub-total</b>	<b>3 031</b>	<b>338</b>	<b>-</b>	<b>13 732</b>	<b>16 477</b>	
	<b>Total</b>		<b>15 000</b>	<b>4 800</b>	<b>374</b>	<b>73 154</b>	<b>84 285</b>	
	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 Humanity			198	289	-	1 376	1 615	
<b>Sub-total</b>			<b>2 095</b>	<b>1 395</b>	<b>-</b>	<b>11 170</b>	<b>12 764</b>	
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 Humanity	275	176	-	1 452	1 688	
		Education	87	24	40	467	502	
<b>Sub-total</b>		<b>1 171</b>	<b>646</b>	<b>40</b>	<b>6 114</b>	<b>6 823</b>		
LU		Business and Management	172	46	-	785	844	
		Social Sciences	124	29	-	558	573	
		Arts and Humanity	235	55	-	1 063	1 118	
		<b>Sub-total</b>	<b>531</b>	<b>130</b>	<b>-</b>	<b>2 406</b>	<b>2 535</b>	
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 Humanity	420	66	-	1 844	2 160	
		Education	55	40	-	380	390	
		<b>Sub-total</b>	<b>3 297</b>	<b>404</b>	<b>-</b>	<b>14 784</b>	<b>17 281</b>	
EdUHK		Sciences	69	5	6	353	452	
		Business and Management	14	1	0	52	56	
		Social Sciences	67	55	8	451	404	
		Arts and Humanity	223	83	42	1 427	1 764	
		Education	209	41	278	1 936	2 058	
		<b>Sub-total</b>	<b>582</b>	<b>184</b>	<b>334</b>	<b>4 219</b>	<b>4 735</b>	
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 Humanity	203	303	-	1 405	1 424		
	<b>Sub-total</b>	<b>2 342</b>	<b>1 750</b>	<b>-</b>	<b>13 064</b>	<b>14 763</b>		

Academic year	University	Broad APC	Approved intake place			Approved student number target	Student enrolment	
			FYFD place	Senior year degree place	Other degree place			
	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 Humanity	26	-	-	102	117	
		<b>Sub-total</b>	<b>1 951</b>	<b>151</b>	<b>-</b>	<b>8 055</b>	<b>9 803</b>	
	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 Humanity	390	51	-	1 704	1 929	
		Education	68	80	-	506	533	
	<b>Sub-total</b>	<b>3 031</b>	<b>340</b>	<b>-</b>	<b>13 742</b>	<b>16 665</b>		
	<b>Total</b>		<b>15 000</b>	<b>5 000</b>	<b>374</b>	<b>73 554</b>	<b>85 368</b>	
	2019/20	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	
Social Sciences			300	392	-	2 025	2 288	
Arts and Humanity			190	290	-	1 366	1 562	
<b>Sub-total</b>		<b>2 095</b>	<b>1 395</b>	<b>-</b>	<b>11 170</b>	<b>12 870</b>		
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 Humanity	266	186	-	1 453	1 653	
		Education	84	21	40	477	505	
<b>Sub-total</b>		<b>1 148</b>	<b>646</b>	<b>40</b>	<b>6 100</b>	<b>6 781</b>		
LU		Sciences	8	-	-	8	21	
		Business and Management	173	46	-	781	838	
		Social Sciences	105	29	-	535	627	
		Arts and Humanity	236	55	-	1 051	1 097	
		<b>Sub-total</b>	<b>521</b>	<b>130</b>	<b>-</b>	<b>2 374</b>	<b>2 583</b>	
CUHK		Medicine, Dentistry and Health	622	118	-	3 310	3 270	
		Sciences	599	70	-	2 631	3 346	
		Engineering and Technology	465	14	-	1 926	2 172	
		Business and Management	558	16	-	2 338	3 067	
		Social Sciences	554	63	-	2 385	3 050	
		Arts and Humanity	396	84	-	1 830	2 173	
		Education	63	39	-	374	386	
<b>Sub-total</b>		<b>3 257</b>	<b>404</b>	<b>-</b>	<b>14 794</b>	<b>17 464</b>		
EdUHK	Sciences	78	11	6	420	455		
	Business and Management	9	1	0	61	67		
	Social Sciences	52	55	8	361	469		
	Arts and Humanity	257	84	39	1 522	1 634		
	Education	214	33	280	1 950	2 165		
	<b>Sub-total</b>	<b>609</b>	<b>184</b>	<b>334</b>	<b>4 313</b>	<b>4 791</b>		
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		

Academic year	University	Broad APC	Approved intake place			Approved student number target	Student enrolment	
			FYFD place	Senior year degree place	Other degree place			
		Business and Management	427	405	-	2 593	3 429	
		Social Sciences	50	72	-	362	374	
		Arts and Humanity	182	286	-	1 352	1 444	
		<b>Sub-total</b>	<b>2 322</b>	<b>1750</b>	<b>-</b>	<b>13 165</b>	<b>14 941</b>	
	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 Humanity	32	-	-	115	124	
		<b>Sub-total</b>	<b>2 034</b>	<b>151</b>	<b>-</b>	<b>8 189</b>	<b>9 933</b>	
		HKU	Medicine, Dentistry and Health	707	25	-	3 494	3 506
			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 Humanity		386	51	-	1 687	1 905	
	Education		57	70	-	482	511	
	<b>Sub-total</b>		<b>3 014</b>	<b>340</b>	<b>-</b>	<b>13 735</b>	<b>16 823</b>	
	<b>Total</b>	<b>15 000</b>	<b>5 000</b>	<b>374</b>	<b>73 840</b>	<b>86 185</b>		
	2020/21 (Provisional figures)	CityU	Medicine, Dentistry and Health	68	1	-	210	202
			Sciences	473	128	-	2 121	2 532
			Engineering and Technology	420	190	-	2 074	2 084
			Business and Management	644	394	-	3 398	4 015
Social Sciences			300	392	-	2 011	2 130	
Arts and Humanity			190	290	-	1 358	1 439	
<b>Sub-total</b>			<b>2 095</b>	<b>1 395</b>	<b>-</b>	<b>11 170</b>	<b>12 402</b>	
HKBU		Medicine, Dentistry and Health	45	-	-	240	258	
		Sciences	214	100	-	1 029	1 218	
		Business and Management	226	140	-	1 188	1 449	
		Social Sciences	313	199	-	1 695	1 943	
		Arts and Humanity	266	186	-	1 454	1 671	
		Education	84	21	40	485	514	
<b>Sub-total</b>		<b>1 148</b>	<b>646</b>	<b>40</b>	<b>6 091</b>	<b>7 052</b>		
LU		Sciences	8	-	-	16	42	
		Business and Management	173	46	-	781	837	
		Social Sciences	105	29	-	515	677	
		Arts and Humanity	236	55	-	1 051	1 082	
		<b>Sub-total</b>	<b>521</b>	<b>130</b>	<b>-</b>	<b>2 364</b>	<b>2 637</b>	
CUHK		Medicine, Dentistry and Health	622	120	-	3 384	3 322	
		Sciences	599	72	-	2 600	3 356	
		Engineering and Technology	465	14	-	1 909	2 205	
		Business and Management	558	16	-	2 314	2 977	
		Social Sciences	554	53	-	2 360	2 967	
		Arts and Humanity	396	88	-	1 823	2 132	
		Education	63	41	-	371	379	
		<b>Sub-total</b>	<b>3 257</b>	<b>404</b>	<b>-</b>	<b>14 761</b>	<b>17 338</b>	
EdUHK		Sciences	75	10	6	419	470	
		Business and Management	8	1	0	59	61	
		Social Sciences	54	56	8	383	458	
		Arts and Humanity	258	85	39	1 494	1 485	
		Education	214	31	280	1 946	2 296	

Academic year	University	Broad APC	Approved intake place			Approved student number target	Student enrolment
			FYFD place	Senior year degree place	Other degree place		
		<b>Sub-total</b>	<b>609</b>	<b>184</b>	<b>334</b>	<b>4 301</b>	<b>4 770</b>
	PolyU	Medicine, Dentistry and Health	722	55	-	3 231	3 225
		Sciences	233	236	-	1 400	1 795
		Engineering and Technology	708	697	-	4 262	4 881
		Business and Management	427	405	-	2 568	3 414
		Social Sciences	50	72	-	356	381
		Arts and Humanity	182	286	-	1 335	1 455
		<b>Sub-total</b>	<b>2 322</b>	<b>1 750</b>	<b>-</b>	<b>13 151</b>	<b>15 151</b>
	HKUST	Sciences	653	43	-	2 454	2 862
		Engineering and Technology	598	72	-	2 599	3 346
		Business and Management	604	33	-	2 548	3 128
		Social Sciences	148	2	-	551	647
		Arts and Humanity	32	-	-	120	117
		<b>Sub-total</b>	<b>2 034</b>	<b>151</b>	<b>-</b>	<b>8 272</b>	<b>10 100</b>
	HKU	Medicine, Dentistry and Health	707	25	-	3 623	3 677
		Sciences	432	88	-	1 981	2 981
		Engineering and Technology	581	45	-	2 464	2 970
		Business and Management	271	5	-	1 091	1 756
		Social Sciences	581	55	-	2 474	3 287
		Arts and Humanity	386	51	-	1 678	1 965
		Education	57	70	-	458	499
		<b>Sub-total</b>	<b>3 014</b>	<b>340</b>	<b>-</b>	<b>13 769</b>	<b>17 134</b>
	<b>Total</b>		<b>15 000</b>	<b>5 000</b>	<b>374</b>	<b>73 879</b>	<b>86 585</b>

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 enrolment 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  
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

**The number of planned places for new intakes and actual intakes of full-time subvented programmes offered by the VTC from the 2016/17 to 2020/21 academic years are as follows:**

		2016/17 Academic Year		2017/18 Academic Year		2018/19 Academic Year		2019/20 Academic Year		2020/21 Academic Year	
		Planned Places	Actual Intakes	Planned Places	Actual Intakes	Planned Places	Actual Intakes	Planned Places	Actual Intakes	Planned Places	Actual Intakes
Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/Youth College/ International Culinary Institute	Higher Diploma	9 300	10 800	9 300	9 289	9 300	9 439	9 300	8 735	8 520	8 366
	Diploma of Foundation Studies	2 940	3 750	3 210	4 178	3 300	4 113	3 300	4 174	4 350	5 018
	Diploma of Vocational Education	3 930	4 458	3 700	3 799	3 640	3 910	3 710	3 430	3 315	3 133
Hotel and Tourism Institute/Chinese Culinary Institute/International Culinary Institute	Other Diploma/Certificate	978	945	1 240	1 016	1 142	1 031	1 185	1 025	890	907
Total		17 148	19 953	17 450	18 282	17 382	18 493	17 495	17 364	17 075	17 424



The number of dropouts among new intakes of full-time subvented programmes offered by the VTC from the 2016/17 to 2020/21 academic years is as follows:

		2016/17 Academic Year	2017/18 Academic Year	2018/19 Academic Year	2019/20 Academic Year	2020/21 Academic Year
Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/Youth College/ International Culinary Institute	Higher Diploma	1 563	1 390	1 358	1 434	Not Applicable <sup>Note</sup>
	Diploma of Foundation Studies	274	305	305	410	
	Diploma of Vocational Education	1 076	1 099	1 202	548	
Hotel and Tourism Institute/Chinese Culinary Institute/International Culinary Institute	Other Diploma/ Certificate	168	215	198	16	
	Total	3 081	3 009	3 063	2 408	

Note: As the 2020/21 academic year is still ongoing, relevant statistics are not available.

**The average annual salaries of graduates of full-time subvented programmes offered by the VTC from the 2016/17 to 2020/21 academic years is as follows:**

		<b>Average Annual Salary<sup>Note</sup></b>		
		<b>2016/17 Academic Year</b>	<b>2017/18 Academic Year</b>	<b>2018/19 Academic Year</b>
Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/Youth College/ International Culinary Institute	Higher Diploma	\$162,000	\$168,300	\$175,700
	Diploma of Foundation Studies	\$149,100	\$163,200	\$158,200
	Diploma of Vocational Education	\$137,400	\$147,400	\$155,400
Hotel and Tourism Institute/Chinese Culinary Institute/International Culinary Institute	Other Diploma/ Certificate	\$150,600	\$166,800	\$168,400

Note: Figures include commission and other cash allowances (e.g. double pay, year-end payment or bonus, etc.).

**Estimated Intake Places of Full-time Locally-accredited Self-financing Sub-degree,  
FYFD and Top-up Degree Programmes by Institution, 2016/17 to 2020/21**

Institution	2016/17 Academic Year				2017/18 Academic Year				2018/19 Academic Year				2019/20 Academic Year				2020/21 Academic Year			
	Estimated intake place				Estimated intake place				Estimated intake place				Estimated intake place				Estimated intake place			
	Sub-degree	FYFD <sup>[1]</sup>	Top-up degree	Total	Sub-degree	FYFD <sup>[1]</sup>	Top-up degree	Total	Sub-degree <sup>[1]</sup>	FYFD <sup>[1]</sup>	Top-up degree	Total	Sub-degree <sup>[1]</sup>	FYFD <sup>[1]</sup>	Top-up degree	Total	Sub-degree <sup>[1]</sup>	FYFD <sup>[1]</sup>	Top-up degree	Total
Caritas Bianchi College of Careers	185	-	-	185	260	-	-	260	200	-	-	200	160	-	-	160	156	-	-	156
Caritas Institute of Community Education	132	-	-	132	120	-	-	120	138	-	-	138	80	-	-	80	80	-	-	80
Caritas Institute of Higher Education	195	330	325	850	180	360	190	730	140	300	60	500	150	490	70	710	133	506	86	725
Centennial College <sup>[2]</sup>	-	440	320	760	-	145	105	250	-	50	80	130	-	-	-	-	-	-	-	-
Chu Hai College of Higher Education	-	1 040	-	1 040	-	1 040	-	1 040	-	632	198	830	-	602	198	800	-	602	198	800
City University of Hong Kong and its Community College													-	390	400	790	-	250	350	600
Community College of City University/UOW College Hong Kong	2 900	380	1 615	4 895	2 900	390	850	4 140	2 700	600	900	4 200	2 600	150	150	2 900	1 600	150	150	1 900
Gratia Christian College	-	180	-	180	-	100	80	180	60	100	80	240	120	100	80	300	160	90	65	315
The Hang Seng University of Hong Kong	-	1 300	260	1 560	-	1 210	295	1 505	-	1 210	350	1 560	-	1 100	365	1 465	-	1 000	940	1 940
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 960	-	-	1 960	1 700	-	-	1 700	1 430	-	-	1 430	1 430	-	-	1 430	1 560	-	-	1 560
Hong Kong Art School	50	65	-	115	50	65	-	115	50	65	-	115	50	65	-	115	50	65	-	115
Hong Kong Baptist University and its School of Continuing Education/College of International Education/Academy of Film	1 993	120	1 365	3 478	1 865	120	1 090	3 075	1 595	300 <sup>[3]</sup>	961	2 856	1 855	380 <sup>[3]</sup>	847	3 082	1 765	380 <sup>[3]</sup>	932	3 077
Hong Kong College of Technology and HKCT Institute of Higher Education	275	15	25	315	220	15	25	260	200	15	30	245	280	35	20	335	248	35	10	293

Institution	2016/17 Academic Year				2017/18 Academic Year				2018/19 Academic Year				2019/20 Academic Year				2020/21 Academic Year			
	Estimated intake place				Estimated intake place				Estimated intake place				Estimated intake place				Estimated intake place			
	Sub-degree	FYFD <sup>[1]</sup>	Top-up degree	Total	Sub-degree	FYFD <sup>[1]</sup>	Top-up degree	Total	Sub-degree <sup>[1]</sup>	FYFD <sup>[1]</sup>	Top-up degree	Total	Sub-degree <sup>[1]</sup>	FYFD <sup>[1]</sup>	Top-up degree	Total	Sub-degree <sup>[1]</sup>	FYFD <sup>[1]</sup>	Top-up degree	Total
Hong Kong Institute of Technology	200	150	191	541	200	50	100	350	200	50	100	350	150	30	100	280	150	30	100	280
Hong Kong Nang Yan College of Higher Education	60	180	100	340	40	80	50	170	-	120	25	145	45	120	25	190	45	90	20	155
Hong Kong Shue Yan University	-	1 245	-	1 245	-	950	-	950	-	980	185	1 165	-	950	185	1 135	-	870	375	1 245
Lingnan University and Lingnan Institute of Further Education	650	-	-	650	528	-	-	528	525	-	-	525	590	-	-	590	498	75	25	598
SCAD Foundation (Hong Kong) Limited <sup>[4]</sup>	-	300	-	300	-	300	-	300	-	300	-	300	-	300	-	300	-	-	-	-
School of Continuing and Professional Studies, the Chinese University of Hong Kong	1 210	-	455	1 665	1 052	-	200	1 252	1 050	-	200	1 250	794	-	-	794	732	-	30	762
The Education University of Hong Kong	-	334	140	474	-	293	229	522	-	221	200	421	-	40	230	270	-	30	173	203
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development/Hong Kong Community College	3 675	-	2 158	5 833	4 200	-	1 755	5 955	4 840	-	1 400	6 240	4 900	-	1 430	6 330	4 540	-	1 400	5 940
The Hong Kong University of Science and Technology	-	45	-	45	-	45	-	45	-	50	-	50	-	50	-	50	-	50	-	50
The Open University of Hong Kong and Li Ka Shing School of Professional and Continuing Education	1 080	1 710	1 050	3 840	1 080	1 710	1 359	4 149	985	1 963	1 126	4 074	1 110	2 192	1 453	4 755	1 235	2 378	1 262	4 875
HKU School of Professional and Continuing Education/HKU SPACE Community College	2 800	85	507	3 392	2 500	85	337	2 922	3 500	120	145	3 765	3 400	43	160	3 603	3 000	36	116	3 152
Tung Wah College	310	660	320	1 290	460	605	230	1 295	380	655	340	1 375	340	895	340	1 575	340	745	295	1 380
Vocational Training Council	2 610	1 010	2 978	6 598	1 700	740	2 460	4 900	1 425	866	2 563	4 854	1 110	846	2 421	4 377	510	794	2 771	4 075
Yew Chung College of Early Childhood Education	120	-	-	120	120	-	-	120	120	30	-	150	120	35	35	190	120	35	35	190
YMCA College of Careers	80	-	-	80	70	-	-	70	30	-	-	30	30	-	-	30	55	-	-	55

**Notes:**

- [1] Figures include places for the Study Subsidy Scheme for Designated Professions/Sectors.
- [2] Centennial College has ceased to enroll students from the 2019/20 academic year.
- [3] Figures include places of part-time programmes of the institutions concerned.
- [4] SCAD Foundation (Hong Kong) Limited has discontinued operation from 1 June 2020.
- “-” Denotes that the relevant programmes were not offered by the institution.

**Actual Intakes of Full-time Locally-accredited Self-financing Sub-degree,  
FYFD and Top-up Degree Programmes by Institution, 2016/17 to 2020/21**

Institution	2016/17 Academic Year				2017/18 Academic Year				2018/19 Academic Year				2019/20 Academic Year				2020/21 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes <sup>[1]</sup>			
	Sub-degree	FYFD <sup>[2]</sup>	Top-up degree	Total	Sub-degree	FYFD <sup>[2]</sup>	Top-up degree	Total	Sub-degree	FYFD <sup>[2]</sup>	Top-up degree	Total	Sub-degree <sup>[2]</sup>	FYFD <sup>[2]</sup>	Top-up degree	Total	Sub-degree <sup>[2]</sup>	FYFD <sup>[2]</sup>	Top-up degree	Total
Caritas Bianchi College of Careers	128	-	-	128	192	-	-	192	110	-	-	110	159	-	-	159	348	-	-	348
Caritas Institute of Community Education	90	-	-	90	72	-	-	72	61	-	-	61	19	-	-	19	0	-	-	0
Caritas Institute of Higher Education	158	277	105	540	122	288	97	507	148	290	70	508	176	442	96	714	162	525	132	819
Centennial College <sup>[3]</sup>	-	25	10	35	-	34	28	62	-	21	14	35	-	-	-	-	-	-	-	-
Chu Hai College of Higher Education	-	165	-	165	-	146	72	218	-	115	66	181	-	85	70	155	-	47	35	82
City University of Hong Kong and its Community College													-	179	268	447	-	87	211	298
Community College of City University/UOW College Hong Kong	3 337	227	676	4 240	2 870	245	547	3 662	2 758	235	507	3 500	2 091	53	166	2 310	1 268	18	148	1 434
Gratia Christian College	-	17	-	17	6	21	-	27	14	24	1	39	27	14	37	78	28	19	36	83
The Hang Seng University of Hong Kong	-	1 166	233	1 399	-	1 073	311	1 384	-	926	478	1 404	-	1 348	857	2 205	-	920	1 134	2 054
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 111	-	-	1 111	835	-	-	835	1 118	-	-	1 118	1 195	-	-	1 195	1 152	-	-	1 152
Hong Kong Art School	36	37	-	73	31	40	-	71	37	52	-	89	43	31	-	74	39	@	-	@
Hong Kong Baptist University and its School of Continuing Education/College of International Education/Academy of Film	1 871	137	898	2 906	1 601	168	835	2 604	1 881	185	889	2 955	1 811	274	749	2 834	1 821	194	626	2 641
Hong Kong College of Technology and HKCT Institute of Higher Education	206	@	@	206	194	@	@	194	216	@	@	216	243	@	@	@	238	@	@	@
Hong Kong Institute of Technology	179	58	66	303	120	53	68	241	116	55	46	217	153	31	72	256	146	66	122	334
Hong Kong Nang Yan College of	-	13	5	18	-	6	8	14	-	45	-	45	0	30	1	31	7	48	1	56

Institution	2016/17 Academic Year				2017/18 Academic Year				2018/19 Academic Year				2019/20 Academic Year				2020/21 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes <sup>[1]</sup>			
	Sub-degree	FYFD <sup>[2]</sup>	Top-up degree	Total	Sub-degree	FYFD <sup>[2]</sup>	Top-up degree	Total	Sub-degree	FYFD <sup>[2]</sup>	Top-up degree	Total	Sub-degree <sup>[2]</sup>	FYFD <sup>[2]</sup>	Top-up degree	Total	Sub-degree <sup>[2]</sup>	FYFD <sup>[2]</sup>	Top-up degree	Total
Higher Education																				
Hong Kong Shue Yan University	-	880	-	880	-	982	268	1 250	-	961	267	1 228	-	826	277	1 103	-	639	419	1 058
Lingnan University and Lingnan Institute of Further Education	468	-	-	468	478	-	-	478	513	-	-	513	446	29	-	475	403	46	21	470
SCAD Foundation (Hong Kong) Limited <sup>[4]</sup>	-	157	-	157	-	150	-	150	-	171	-	171	-	183	-	183	-	-	-	-
School of Continuing and Professional Studies, the Chinese University of Hong Kong	884	-	134	1 018	763	-	92	855	906	-	64	970	821	-	-	821	766	-	0	766
The Education University of Hong Kong	-	279	124	403	-	197	182	379	-	137	195	332	-	29	160	189	-	12	144	156
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development/Hong Kong Community College	4 206	-	1 683	5 889	5 764	-	1 417	7 181	4 645	-	1 234	5 879	4 988	-	1 095	6 083	4 808	-	940	5 748
The Hong Kong University of Science and Technology	-	56	-	56	-	48	-	48	-	48	-	48	-	61	-	61	-	52	-	52
The Open University of Hong Kong and Li Ka Shing School of Professional and Continuing Education	835	1 639	1 326	3 800	813	1 526	1 363	3 702	841	1 551	1 561	3 953	1 038	1 747	1 354	4 139	1 148	1 362	1 891	4 401
HKU School of Professional and Continuing Education/HKU SPACE Community College	2 685	49	241	2 975	2 264	38	181	2 483	3 440	49	124	3 613	3 417	56	135	3 608	3 312	20	141	3 473
Tung Wah College	232	348	127	707	232	371	117	720	229	443	146	818	197	524	148	869	204	544	171	919
Vocational Training Council	2 453	623	2 002	5 078	1 836	611	2 317	4 764	1 696	435	2 481	4 612	1 444	322	2 358	4 124	376	162	2 596	3 134
Yew Chung College of Early Childhood Education	104	-	-	104	69	-	-	69	100	10	20	130	94	20	15	129	100	28	55	183
YMCA College of Careers	28	-	-	28	21	-	-	21	8	-	-	8	4	-	-	4	4	-	-	4

**Notes:**

- [1] Provisional figures as at late October 2020. 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 enroll students from the 2019/20 academic year.
- [4] SCAD Foundation (Hong Kong) Limited has discontinued operation from 1 June 2020.
- “-” Denotes that the relevant programmes were not offered by the institution.
- “@” The relevant information is not available from the institution.



**Average Annual Tuition Fees of Full-time Locally-accredited Self-financing  
Sub-degree, FYFD and Top-up Degree Programmes by Institution, 2016/17 to 2020/21  
(Tuition Fee Not Yet Deducted by Any Applicable Subsidy)**

Institution	2016/17 Academic Year			2017/18 Academic Year			2018/19 Academic Year			2019/20 Academic Year			2020/21 Academic Year		
	Sub-degree	FYFD	Top-up degree	Sub-degree	FYFD	Top-up degree	Sub-degree	FYFD	Top-up degree	Sub-degree	FYFD	Top-up degree	Sub-degree	FYFD	Top-up degree
Caritas Bianchi College of Careers	\$56,060 - 62,800	-	-	\$52,800 - 65,315	-	-	\$54,070 - 66,885	-	-	\$55,970 - 69,230	-	-	\$57,930 - 70,890	-	-
Caritas Institute of Community Education	\$47,250 - 53,250	-	-	\$52,000 - 54,600	-	-	\$54,600 - 56,250	-	-	\$54,600	-	-	\$57,365	-	-
Caritas Institute of Higher Education	\$56,060 - 60,730	\$69,105 - 101,640	\$70,580 - 71,970	\$63,165	\$72,565 - 104,720	\$72,837 - 75,575	\$56,250 - 64,680	\$74,305 - 107,240	\$74,583 - 77,385	\$58,225 - 66,950	\$75,418 - 108,850	\$75,703 - 78,545	\$60,270 - 69,300	\$77,210 - 150,000	\$77,517 - 80,430
Centennial College	-	\$94,000	\$99,000	-	\$94,000	\$99,000	-	\$94,000	\$99,000	-	#	#	-	#	#
Chu Hai College of Higher Education	-	\$71,500	-	-	\$71,500	\$72,333 - 74,000	-	\$71,500	\$72,333 - 74,000	-	\$71,500	\$72,333 - 74,000	-	\$71,500	\$72,333 - 74,000
City University of Hong Kong and its Community College <sup>[1]</sup>	\$47,250 - 83,900	\$73,200	\$69,881 - 101,280	\$47,250 - 83,900	\$76,800 - 120,000	\$72,313 - 105,300	\$50,400 - 84,950	\$79,800 - 120,000	\$80,000 - 109,800	-	\$82,800	\$88,000 - 115,200	-	\$82,800	\$91,200 - 119,700
Community College of City University/UOW College Hong Kong <sup>[1]</sup>										\$50,400 - 84,950	\$71,500	\$74,000 - 96,000	\$50,400 - 84,950	\$71,500	\$74,000 - 96,000
Gratia Christian College		\$62,500	-	\$61,500	\$65,500	\$68,000	\$63,500	\$65,500 - 66,500	\$68,000	\$50,750 - 64,000	\$66,483	\$69,020	\$51,950 - 65,530	\$68,528	\$70,670
The Hang Seng University of Hong Kong	-	\$79,800	\$81,466 - 84,800	-	\$82,600	\$84,333 - 87,800	-	\$85,500	\$87,267 - 90,800	-	\$86,750	\$88,533 - 92,100	-	\$89,275 - 110,795	\$91,110 - 94,780
HKU SPACE Po Leung Kuk Stanley Ho Community College	\$55,000	-	-	\$55,000	-	-	\$55,000	-	-	\$57,000	-	-	\$57,000 - 58,360	-	-
Hong Kong Art School <sup>[1]</sup>	\$49,500	\$86,700	-	\$51,975	\$91,040	-	\$53,535	\$93,220	-	\$55,140	\$94,610	-	\$56,460	\$96,880	\$96,880

Institution	2016/17 Academic Year			2017/18 Academic Year			2018/19 Academic Year			2019/20 Academic Year			2020/21 Academic Year		
	Sub-degree	FYFD	Top-up degree	Sub-degree	FYFD	Top-up degree	Sub-degree	FYFD	Top-up degree	Sub-degree	FYFD	Top-up degree	Sub-degree	FYFD	Top-up degree
Hong Kong Baptist University and its Academy of Film/School of Continuing Education/ College of International Education <sup>[1]</sup>	\$47,250 - 57,000	\$58,720	\$78,000 - 158,000	\$47,250 - 57,000	\$58,720	\$78,000 - 158,000	\$47,250 - 57,000	\$58,720	\$82,500 - 158,000	\$49,140 - 57,000	\$58,720 - 94,200	\$82,500 - 109,980	\$50,400 - 66,060	\$58,720 - 94,200	\$82,500 - 111,420
Hong Kong College of Technology and HKCT Institute of Higher Education	\$49,880 - 56,760	\$66,000	\$66,000 - 59,070	\$50,880 - 59,070	\$67,250	\$70,500	\$52,360 - 62,700	\$69,225 - 84,790	\$72,550 - 86,180	\$54,500 - 65,142	\$82,752 - 86,071	\$87,482	\$55,808 - 71,643	\$84,738 - 88,136	\$89,581
Hong Kong Institute of Technology <sup>[1]</sup>	\$42,000 - 65,000	\$58,800	\$58,800 - 65,000	\$42,000 - 65,000	\$58,800	\$58,800	\$42,000 - 65,000	\$59,880	\$59,880	\$42,000 - 65,000	\$69,000	\$59,880 - 74,000	\$42,000 - 65,000	\$48,000 - 69,000	\$48,000 - 74,000
Hong Kong Nang Yan College of Higher Education	\$41,000	\$65,000 - 71,000	\$65,000 - 79,000	\$41,000	\$65,000 - 71,000	\$65,000 - 79,000	-	\$66,500 - 77,000	\$66,500 - 80,800	\$70,000	\$67,500 - 78,100	\$67,500	\$73,000	\$69,000 - 79,800	\$69,000
Hong Kong Shue Yan University	-	\$60,000	-	-	\$68,000	\$68,000	-	\$69,300	\$69,300	-	\$70,500	\$70,500	-	\$72,190	\$72,190
Lingnan University and Lingnan Institute of Further Education	\$50,000 - 52,500	-	-	\$51,500 - 64,800	-	-	\$53,100 - 66,800	-	-	\$55,200 - 69,500	\$100,000	-	\$55,200 - 69,500	\$100,000 - 140,000	\$90,000 - 100,000
SCAD Foundation (Hong Kong) Limited <sup>[1]</sup>	-	\$281,014	-	-	\$286,763	-	-	\$292,514	-	-	\$298,775	-	-	@	-
School of Continuing and Professional Studies, the Chinese University of Hong Kong <sup>[1]</sup>	\$48,038 - 72,760	-	\$90,000 - 127,800	\$50,200 - 76,245	-	\$90,000 - 127,800	\$51,770 - 78,660	-	\$91,200 - 127,800	\$56,700 - 80,040	-	-	\$59,700 - 83,145	-	\$89,320
The Education University of Hong Kong	-	\$75,000 - 84,000	\$75,000 - 85,800	-	\$78,000 - 88,500	\$75,750 - 88,500	-	\$98,000	\$98,000 - 107,800	-	\$98,000	\$98,000 - 107,800	-	\$98,000	\$98,000 - 107,800
The Hong Kong Polytechnic University and its School of	\$52,500 - 62,475	-	\$67,500 - 120,000	\$54,300 - 64,605	-	\$69,900 - 92,385	\$55,950 - 66,563	-	\$72,000 - 95,220	\$57,900 - 68,895	-	\$74,250 - 98,550	\$59,700 - 71,025	-	\$76,500 - 101,565

Institution	2016/17 Academic Year			2017/18 Academic Year			2018/19 Academic Year			2019/20 Academic Year			2020/21 Academic Year		
	Sub-degree	FYFD	Top-up degree	Sub-degree	FYFD	Top-up degree	Sub-degree	FYFD	Top-up degree	Sub-degree	FYFD	Top-up degree	Sub-degree	FYFD	Top-up degree
Professional Education and Executive Development/Hong Kong Community College															
The Hong Kong University of Science and Technology	-	\$251,649	-	-	\$256,613	-	-	\$260,000	-	-	\$244,703	-	-	\$257,500	-
The Open University of Hong Kong and Li Ka Shing School of Professional and Continuing Education	\$53,700 - 82,575	\$65,480 - 115,600	\$65,475 - 100,738	\$56,400 - 86,670	\$71,360 - 115,920	\$71,360 - 109,785	\$59,400 - 90,990	\$73,070 - 118,700	\$73,070 - 127,268	\$59,400 - 95,540	\$74,166 - 120,481	\$74,166 - 106,000	\$60,800 - 97,830	\$75,920 - 160,000	\$75,800 - 108,507
HKU School of Professional and Continuing Education/HKU SPACE Community College <sup>[1]</sup>	\$55,000 - 76,000	\$53,600	\$49,900 - 110,700	\$55,000 - 76,000	\$55,200	\$54,900 - 110,700	\$55,000 - 76,000	\$56,800	\$54,900 - 110,700	\$57,000 - 79,000	\$59,200	\$54,900 - 110,700	\$57,000 - 79,000	\$59,200	\$58,400 - 112,500
Tung Wah College	\$54,000 - 88,150	\$62,250 - 115,600	\$42,000 - 109,475	\$54,000 - 88,150	\$63,495 - 129,030	\$72,990 - 109,475	\$55,700 - 90,800	\$65,025 - 135,482	\$71,600 - 112,767	\$57,650 - 92,200	\$66,000 - 140,675	\$71,600 - 133,913	\$59,050 - 94,400	\$67,575 - 147,700	\$73,300 - 137,941
Vocational Training Council <sup>[1]</sup>	\$52,200 - 53,400	\$71,280 - 92,730	\$62,800 - 94,750	\$54,400 - 55,600	\$74,250 - 96,690	\$63,080 - 98,550	\$55,400 - 56,600	\$80,355 - 104,445	\$64,296 - 103,125	\$56,600 - 57,800	\$81,510 - 105,930	\$65,284 - 105,930	\$57,600 - 59,000	\$83,490 - 108,405	\$66,880 - 108,405
Yew Chung College of Early Childhood Education	\$67,000	-	-	\$69,000	-	-	\$71,000	\$85,000	\$85,000	\$73,850	\$88,400	\$88,400	\$76,810	\$90,515	\$90,520
YMCA College of Careers	\$45,000 - 49,500	-	-	\$47,500 - 52,000	-	-	\$53,500	-	-	\$53,500	-	-	\$54,780 - 58,900	-	-

**Notes:**

[1] Institutions offering locally-accredited non-local FYFD and/or top-up degree programmes.

“-” Denotes that the relevant programmes were not offered by the institution.

“#” Centennial College has ceased to enroll students from the 2019/20 academic year.

“@” SCAD Foundation (Hong Kong) Limited has discontinued operation from 1 June 2020.

**Average Annual Salaries of Graduates in Full-time Employment of Full-time  
Locally-accredited Self-financing Sub-degree and Undergraduate Programmes,  
2016/17 to 2018/19**

Full-time Locally-accredited Self-financing Sub-degree (including Associate Degree and Higher Diploma) Programmes

Institution	Average Annual Salary <sup>Note</sup>		
	2016/17	2017/18	2018/19
Caritas Bianchi College of Careers	\$196,300	\$197,300	\$222,600
Caritas Institute of Community Education	\$206,600	\$220,700	\$218,300
Caritas Institute of Higher Education	\$205,200	\$223,500	\$237,400
City University of Hong Kong and its Community College/UOW College Hong Kong	\$171,900	\$180,700	\$190,200
Gratia Christian College	-	-	@
HKU SPACE Po Leung Kuk Stanley Ho Community College	\$151,100	\$154,800	\$173,200
Hong Kong Art School	\$156,000	\$180,000	\$232,000
Hong Kong Baptist University and its School of Continuing Education/ College of International Education/ Academy of Film	\$157,200	\$171,300	\$177,800
Hong Kong College of Technology and HKCT Institute of Higher Education	\$184,000	\$195,800	\$212,500
Hong Kong Institute of Technology	\$161,700	\$151,400	\$200,400
Hong Kong Nang Yan College of Higher Education	\$144,000	-	-
Lingnan University and Lingnan Institute of Further Education	\$150,900	\$158,100	\$199,700
School of Continuing and Professional Studies, the Chinese University of Hong Kong	\$141,700	\$127,000	\$184,200
The Education University of Hong Kong	\$180,000	-	-
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development/Hong Kong Community College	\$139,300	\$164,300	\$158,800
The Open University of Hong Kong and Li Ka Shing School of Professional and Continuing Education	\$236,500	\$220,500	\$237,900
HKU School of Professional and Continuing Education/HKU SPACE Community College	\$151,100	\$156,100	\$162,700
Tung Wah College	\$174,000	\$214,600	\$224,200
Vocational Training Council	\$162,000	\$168,300	\$175,700
Yew Chung College of Early Childhood Education	\$219,800	\$231,100	\$226,100
YMCA College of Careers	\$153,000	\$155,300	\$155,300

## Full-time Locally-accredited Self-financing Undergraduate Programmes

Institution	Average Annual Salary <sup>Note</sup>		
	2016/17	2017/18	2018/19
Caritas Institute of Higher Education	\$185,800	\$219,700	\$327,300
Centennial College	\$155,900	\$162,900	\$181,600
Chu Hai College of Higher Education	\$168,700	\$178,000	\$189,700
City University of Hong Kong and its School of Continuing and Professional Education	\$100,000 - 168,000	\$144,000 - 168,000	\$168,000 - 204,000
Community College of City University of Hong Kong/UOW College Hong Kong	\$182,400	\$199,500	\$208,400
Gratia Christian College	-	-	@
Hang Seng University of Hong Kong	\$178,000	\$188,400	\$194,800
Hong Kong Art School	\$184,000	\$144,000	\$216,000
Hong Kong Baptist University and its School of Continuing Education/ College of International Education/ Academy of Film	\$174,200	\$188,800	\$194,700
Hong Kong College of Technology and HKCT Institute of Higher Education	\$216,000	\$188,000	#
Hong Kong Institute of Technology	\$264,700	\$237,500	\$287,700
Hong Kong Nang Yan College of Higher Education	\$144,000	\$144,000	\$166,000
Hong Kong Shue Yan University	\$165,500	\$179,100	\$187,900
SCAD Foundation (Hong Kong) Limited	@	@	@
School of Continuing and Professional Studies, the Chinese University of Hong Kong	@	@	@
The Education University of Hong Kong	\$184,000	\$181,500	\$194,200
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development/Hong Kong Community College	\$160,600	\$178,200	\$180,400
The Hong Kong University of Science of Technology	@	@	@
The Open University of Hong Kong and Li Ka Shing School of Professional and Continuing Education	\$201,700	\$204,400	\$216,800
HKU School of Professional and Continuing Education/HKU SPACE Community College	\$163,200	\$175,200	\$192,800
Tung Wah College	\$320,800	\$340,200	\$365,000
Vocational Training Council	\$166,500	\$179,200	\$194,500

Note: Figures only cover graduates in full-time employment who took part and provided salaries information in the graduate employment surveys conducted by respective self-financing institutions. Figures include commission and other cash allowances (e.g. double pay, year-end payment/bonus, etc.)

“-” Denotes that the relevant programmes were not offered by the institution.

“@” Denotes that the institution did not provide relevant information.

“#” Denotes that no graduates surveyed by the institution were in full-time employment.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB225**

**(Question Serial No. 1040)**

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:

Please provide the number of vacant school premises in the territory in the past 3 years, with a breakdown by the school year in which the school ceased operation and the current/proposed usage of the premises.

Asked by: Hon WONG Kwok-kin (LegCo internal reference no.: 1)

Reply:

It has all along been the Education Bureau (EDB)'s policy objective to put vacant school premises (VSP) to gainful use. The EDB strives to facilitate the utilisation of VSP in an expeditious manner as far as practicable. 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 not required to be retained 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 PlanD's consideration of suitable alternative long-term uses.

The number of VSP under the EDB's purview varies depending on the actual situation. For example, some VSP have been returned to the PlanD or reallocated for school use in accordance with the aforementioned mechanism. From 2017/18 to 2019/20 school years, there were, respectively, 3, 6 and 7 school premises which had become vacant due to cessation of school operation, reprovisioning of schools, or end of decanting use by schools undergoing in-situ redevelopment. Among these premises, 5 have been returned to the PlanD for consideration of long-term uses and the EDB does not maintain any information pertaining to their future uses; 2 have been deployed for school use; 5 have been re-allocated for school use and the related renovation works have already commenced; 2 have been retained for school use; 1 has not been designated for specific use and the EDB will consider returning it for other uses in accordance with established mechanism; and the remaining one has been converted into transitional housing use.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB226**

**(Question Serial No. 1042)**

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:

Regarding Mainland exchange programmes, please advise this Committee of the following:

- (1) the numbers of secondary and primary students participating in Mainland exchange and their percentage against the total number of students of the respective grade levels in each of the past 5 years;
- (2) the total expenditure on Mainland exchange programmes and the amount of subsidy per student in each of the past 5 school years; and
- (3) the measures to be taken by the Government to facilitate schools' participation in Mainland exchange programmes after the COVID-19 epidemic has been largely brought under control.

Asked by: Hon WONG Kwok-kin (LegCo internal reference no.: 3)

Reply:

- (1) The Education Bureau (EDB) commissions and subsidises Mainland exchange programmes such as 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) and the "Mainland Exchange Programme for Secondary School Students" (「同行萬里」—中學生內地交流計劃), providing about 100 000 exchange quotas every year which are sufficient for every student to join at least one Mainland exchange programme in the respective primary and secondary stages. The EDB does not collect or keep information of students who have joined the programmes, and does not have the percentage of these students out of the total number of students at their respective grade levels.

Due to the COVID-19 epidemic, all Mainland exchange programmes organised or subsidised by the EDB have been suspended or postponed since end-January 2020. The numbers of students participating in the Mainland exchange programmes commissioned and subsidised by the EDB from the 2016/17 to 2020/21 school years are as follows:

School year	No. of students (rounded down to the nearest hundred)	
	Secondary students	Primary students
2016/17	35 300	24 500
2017/18	40 200	26 800
2018/19	42 100	32 400
2019/20 <sup>#</sup>	2 500	5 500
2020/21 <sup>*</sup>	2 200	2 300

<sup>#</sup> Actual figures revised from last year's estimates

<sup>\*</sup> Provisional figures

- (2) The expenditures on the Mainland exchange programmes commissioned and subsidised by the EDB from the 2016/17 to 2020/21 school years are as follows:

School year	Expenditure (\$ million)
	Programmes for secondary and primary students
2016/17	64.2
2017/18	85.4
2018/19	108.9
2019/20 <sup>#</sup>	14.9
2020/21 <sup>*</sup>	6.0

<sup>#</sup> Actual figure revised from last year's estimate

<sup>\*</sup> Provisional figure

Students participating in these programmes will receive a subsidy amounting to 70% of the tour fee. For every 10 students nominated for the programmes, schools can apply for full subsidy for 1 student so as to support students with financial needs. If schools need to apply for full subsidy for more students, brief justifications should be given in the application forms and the EDB will follow up on a case-by-case basis.

- (3) In making full preparation for resuming the Mainland exchange programmes, the EDB strives to enhance and explore Mainland exchange programmes with diverse themes. Students' health and safety is the EDB's primary concern in considering the resumption of Mainland exchange programmes. The EDB will keep in view closely the development of the epidemic and the arrangement for re-opening of borders, and resume Mainland exchange programmes at an appropriate time. In parallel, we will step up promotion and publicity to encourage schools to actively boost students' participation in exchange programmes so that they could gain first-hand and multi-perspective experience of the developments of our country in various aspects as well as understand



the opportunities and challenges brought about by the country's developments to Hong Kong and strengthen their sense of national identity.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB227**

**(Question Serial No. 1003)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Please set out separately the expenditures for supporting secondary and primary schools as well as other education institutes in organising Mainland exchange activities in the past 3 years. Also, please list the expenditures as stipulated in the Policy Address for supporting secondary and primary schools as well as other education institutes in organising Mainland exchange activities for the coming year, and advise if the application requirements will be adjusted.

Asked by: Hon YIU Si-wing (LegCo internal reference no.: 36)

Reply:

The Education Bureau (EDB) organises Mainland exchange programmes for secondary and primary students or subsidises those organised by schools every year. Starting from the 2017/18 school year, the EDB provides about 100 000 exchange quotas every year which are sufficient for every student to join at least one Mainland exchange programme in the respective primary and secondary stages. Unlike package tours, Mainland exchange programmes are not intended for travelling and sightseeing. They are a kind of life-wide learning activities, the content of which should dovetail with the school curriculum and the latest developments of our country so that students can deepen what they have learnt in class outside the campus. Due to the COVID-19 epidemic, all Mainland exchange programmes for secondary and primary schools organised or subsidised by the EDB have been suspended or postponed since end-January 2020. The expenditures on the Mainland exchange programmes for secondary and primary students commissioned and subsidised by the EDB from the 2018/19 to 2021/22 school years are set out as follows:

School year	Expenditure (\$ million)
2018/19	108.9
2019/20 #	14.9
2020/21 +	6.0
2021/22 ++	115.0

# Actual figure revised from last year's estimate

+ Provisional figure

++ Estimated figure (comparable to the estimate before the epidemic)

Apart from applying to join the Mainland exchange programmes commissioned by the EDB, schools can organise Mainland exchange activities on their own according to their school-based needs by using subsidies provided by the EDB, such as Life-wide Learning Grant, Grant for the Sister School Scheme and Expanded Operating Expenses Block Grant, as well as apply for the Junior Secondary and Upper Primary School Students Exchange Programme Subsidy Scheme: "Understanding Our Motherland" and the Senior Secondary School Students Exchange Programme Subvention Scheme, etc. Except for the provisions under the funding schemes for Mainland exchange activities, the use of other grants mentioned above is not limited to organising exchange activities in the Mainland. The EDB does not collect data or compile statistics on the expenditures involved. There has not been any adjustment to the application requirements of the above subsidies for schools.

In addition, the EDB provides subsidies through the Mainland Experience Scheme for Post-secondary Students to assist post-secondary students' participation in short-term internship or study in the Mainland and encourage them to understand through first-hand experience the country's latest social, economic and cultural landscape. Starting from the 2020/21 academic year, the EDB has also provided the Vocational Training Council with a non-recurrent funding for 3 years to support its trainees and relevant staff under the Training and Support Scheme (TSS) to take part in study and exchange programmes in the Mainland through the Pilot International Study Programme (Mainland Exchange) under the TSS. The expenditures incurred by these 2 schemes in the academic years from 2018/19 to 2021/22 are set out as follows:

Academic year	Expenditure (\$ million)	
	Mainland Experience Scheme for Post-secondary Students	Pilot International Study Programme (Mainland Exchange) under the TSS
2018/19	6.7	N.A.
2019/20#	1.8	N.A.
2020/21#	10.3	1.1
2021/22+	15.0	1.7

- # Since institutions have suspended their exchange activities under the impact of the COVID-19 epidemic, there was a drop in expenditure for the 2019/20 academic year. While it is expected that exchange activities in the 2020/21 academic year will continue to be affected by the epidemic, the EDB has earmarked funding under the Mainland Experience Scheme for Post-secondary Students to encourage institutions' resumption of exchange activities when the situation allows.
- + Estimated figures

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB228**

**(Question Serial No. 1437)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

In view of the persistence of the COVID-19 epidemic, will the Education Bureau provide additional funding to kindergartens, primary schools, secondary schools and special schools for procuring anti-epidemic supplies, such as surgical masks and handrub, in 2021-22? If yes, what are the estimated total 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.: 3)

Reply:

To support schools' epidemic prevention effort, the Education Bureau (EDB) has, at different stages, provided schools with the following subsidies to help schools acquire supplies for epidemic prevention.

- (a) From March to April 2020, the EDB provided a one-off Special Anti-epidemic Grant for all schools offering full and formal curriculum to help schools and boarding sections of special schools replenish epidemic prevention supplies, clean the school premises and pay for other expenses related to epidemic prevention. Over 2 000 kindergartens (KGs), primary and secondary schools, special schools and their boarding sections benefitted from this initiative. The grant disbursed to each school and boarding section ranged from \$10,000 to \$25,000, involving an additional expenditure of about \$41 million.
- (b) The boarding sections of aided special schools continued their operation to cater for students in need of boarding service during class suspension in the 2019/20 school year. To enhance the support for these boarding sections to better guard against the epidemic and reduce the risk of the spread of COVID-19, the EDB provided a one-off additional

grant for 21 special schools with a boarding section in March 2020. The amount of special grant was determined by the approved boarding capacity of the boarding sections, ranging from \$50,000 to \$150,000, and contributing to an additional expenditure of around \$2.25 million.

Aided schools should also make good use of the recurrent funding provided by the EDB for meeting their operating expenses, including the Operating Expenses Block Grant/Expanded Operating Expenses Block Grant, to procure the epidemic prevention supplies they need according to their own circumstances. For government schools, part of their daily supplies are provided by the Government Logistics Department and the EDB, while the rest is procured by the schools themselves. The same practice applies to epidemic prevention supplies. As regards KGs, the EDB provides KGs joining the KG education scheme with direct subsidies, and these KGs may deploy the portion for other operating cost under the basic unit subsidy to procure epidemic prevention supplies. In light of the development of the epidemic and the actual situation, the EDB will provide schools with necessary support in a timely manner.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB229**

**(Question Serial No. 1442)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

Starting from the 2021/22 school year, the Education Bureau (EDB) will strengthen the provision of professionals such as nurses, occupational therapists and physiotherapists for public sector special schools. Please provide details of the changes in the staff establishment of these professionals. As for the appointment of auxiliary staff, what are the specific details of the flexibility allowed by the EDB?

Asked by: Hon YUNG Hoi-yan (LegCo internal reference no.: 11)

Reply:

Starting from the 2021/22 school year, the Education Bureau will further strengthen the support for professional and auxiliary staff in aided special schools, and allow flexibility in the appointment of staff to meet the needs of school operation and students and improve the quality of special education. Details of the measures are as follows:

- (1) Upgrading the ranks of occupational therapists and physiotherapists;
- (2) Creating a nursing officer rank and schools can choose to appoint a nurse with psychiatric training;
- (3) Providing schools for children with mild intellectual disability with school bus driver posts, and improving the rank of school bus drivers in special schools;
- (4) Allowing special schools with vacancies in the posts of teacher assistant, cook, school bus driver and watchman to opt for cash grants in order to recruit corresponding temporary auxiliary staff or procure relevant services.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB230**

**(Question Serial No. 1474)**

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:

It is mentioned under Matters Requiring Special Attention in 2021-22 that the Education Bureau will step up training requirements for newly-joined and in-service teachers and teachers aspiring for promotion, covering professional roles, values and conduct of teachers; education development at the local, national and international levels; national education; national security education, etc. Would the Government please inform this Committee:

- (1) whether new policies and measures will be implemented this year to strengthen the professional development of teachers at the local, national and international levels, particularly with a view to enhancing their understanding of and training in national education and national security education; if yes, of the details and the resources and manpower involved; if no, of the reasons; and
- (2) whether the Government will review the current “deregistration” mechanism for teachers in view of the prevalence of “toxic teachers” in the education sector in recent years, including considering revealing the names of “deregistered” teachers and their acts of misconduct with a view to sending a clear message and warning that their behaviour is unacceptable while safeguarding and enhancing the requirement of professional standards of teachers.

Asked by: Hon YUNG Hoi-yan (LegCo internal reference no.: 18)

Reply:

- (1) Starting from the 2020/21 school year, the Education Bureau (EDB) has enhanced teacher training and stepped up training requirements for newly-joined- and in-service teachers and teachers aspiring for promotion, covering areas related to teachers' professional roles, values and conduct; education development at the local, national and international levels; as well as national education and national security education. To help teachers acquire a proper understanding of the constitutional status of the Hong



Kong Special Administrative Region and our country's development, the core training programmes cover contents about the Constitution, the Basic Law and national security education. Other specific details are as follows:-

- (a) Training for Newly-joined Teachers: Teachers appointed to teach in public sector or Direct Subsidy Scheme schools for the first time are required to complete 30 hours of core training within the first 3 years of service, and not less than 60 hours of elective training based on individual professional development needs. In addition to the Constitution, the Basic Law and national security education, the contents of core training programmes cover teachers' professional roles, local education policies and initiatives, as well as national and international education development.
- (b) Training for In-service Teachers: In-service teachers are required to spare a minimum of 30 hours, in each 3-year cycle, to take part in 2 categories of professional development programmes, namely "Teachers' Professional Roles, Values and Conduct" and "Local, National and International Education Issues", with not less than 6 hours spent on each category.
- (c) Enhanced Arrangements of Training for Promotion: The total number of required training hours remains unchanged. The training includes the Core and Elective Parts. For the Core Part, teachers must complete 30 hours of training programmes, which focus on the necessary competencies required of school leaders. In addition to the Constitution, the Basic Law and national security education, other focuses of these training programmes include professional conduct and values, national and international development, education issues, as well as leadership and reflective skills. For the Elective Part, teachers must undertake 60 hours (for promotion to Senior Graduate Master/Mistress or Primary School Master/Mistress) or 100 hours (for promotion to Principal Graduate Master/Mistress or Senior Primary School Master/Mistress) of training, based on the professional knowledge needed for respective promotion posts. Teachers must complete the training programmes in the Core Part and the required number of hours of training in the Elective Part within 5 years prior to the date of substantive promotion.

The training programmes set out above have been rolled out in November 2020 and received positive feedback from the participants. Moreover, the EDB has collaborated with relevant organisations in organising a 3-day training programme on the theme of "Respecting the Law, Reinforcing the Rule of Law". Topics include a detailed analysis of the history of the reunification of Hong Kong with China and Hong Kong's legal system, the Constitution as the overarching law for administering and bringing security to the country, the status of the Basic Law and its essential contents, the responsibility of Hong Kong in safeguarding national security, and the path leading to a society that upholds the rule of law. The EDB has also invited legal experts to speak on related topics.

As provision of teacher training is part of the regular work of the EDB, the manpower and expenditure involved are subsumed under the overall estimated expenditure, hence a breakdown is not available.

- (2) The EDB has been prudent in fulfilling its obligations and exercising its powers conferred by the Education Ordinance. To safeguard students' well-being, the EDB handles matters relating to teacher registration, including the approval and cancellation of registration, in accordance with the established procedures to ensure that all teachers allowed to teach in schools are fit and proper persons. The EDB adopts a serious approach in handling cases of suspected professional misconduct of teachers. If a teacher is no longer regarded as being fit and proper to teach after thorough consideration of the case, the EDB will cancel his/her registration pursuant to the Education Ordinance. If the case does not warrant the cancellation of registration, the EDB will, in light of the nature and severity of the case, issue a reprimand, warning or advisory letter, etc. to remind the teacher concerned that he/she should uphold professional ethics and recidivism will definitely be met with severe punishments, including the possibility of cancelling the teacher's registration.

When handling matters involving teachers' personal data, including investigating and following up suspected cases of professional misconduct of teachers, the EDB is subject to the Personal Data (Privacy) Ordinance. An organisation has applied for a judicial review earlier on seeking to disclose the names and information of teachers found guilty of professional misconduct. In view of the ongoing legal proceedings, it is not appropriate for the EDB to make any response or supplement at this stage.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB231**

**(Question Serial No. 1475)**

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:

It is mentioned under Matters Requiring Special Attention in 2021-22 that the Education Bureau (EDB) will continue to develop a variety of learning and teaching resources for promoting Constitution and Basic Law education, including national anthem and national security education, in schools. In this connection, please advise this Committee of the following:

- (1) On teaching materials, will there be policies and measures that equip students with a comprehensive understanding of the Constitution, the Basic Law and national development, etc., and help students learn about our country and the importance of national security from an early age? If yes, what are the details? If no, what are the reasons?
- (2) Are there any policies and measures (e.g. learning of flag-raising and playing and singing of national anthem) that nurture students' love for our country and Hong Kong from an early age? If yes, what are the details? If no, what are the reasons?
- (3) To ensure the robustness of "One Country, Two Systems", the principle of "patriots ruling Hong Kong" must be applied. Schools are obliged to nurture students as "patriots" and hence "rulers" for our country and Hong Kong. Has the EDB worked out plans in this regard? If yes, what are the details? If no, what are the reasons?
- (4) As stipulated in Article 10 of the Law of the People's Republic of China on Safeguarding National Security in the Hong Kong Special Administrative Region (HKSAR) (National Security Law), "the Hong Kong Special Administrative Region shall promote national security education in schools and universities and through social organisations, the media, the internet and other means to raise the awareness of Hong Kong residents of national security and of the obligation to abide by the law". While it is a constitutional responsibility of the HKSAR Government to promote national security education, the National Security Law requires that schools, universities and social organisations (including the media and social networks) in the HKSAR should step up publicity and

education on national security. As such, the onus is on schools and the media to promote national security education. Are there policies and measures put in place by schools to promote the National Security Law? If yes, what are the details? If no, what are the reasons?

Asked by: Hon YUNG Hoi-yan (LegCo internal reference no.: 20)

Reply:

(1) to (4)

National education is an integral part of the school curriculum, and national security education is inseparable from national education. It is the responsibility of schools to implement it. National education seeks to deepen students' understanding of our country's history, culture and development, the Constitution and the Basic Law (including the significance of the national flag and national anthem), and the concepts and aspects of national security education. In the 2021/22 school year, the Education Bureau (EDB) will continue to strengthen national education with a "multi-pronged and co-ordinated" approach through updating the curriculum, developing learning and teaching resources, providing training for teachers, and organising student activities and Mainland exchange programmes for teachers and students, etc., to support schools in promoting national education within and beyond the classroom, so that teachers and students can gain a better understanding of our country, and develop a sense of national identity, an awareness of national security, and a sense of law-abidingness and responsibility.

In respect of the curriculum, the EDB has been progressively implementing the revised junior secondary Chinese History curriculum, starting with Secondary One from the 2020/21 school year. The revised curriculum enables students to learn about our country's history and development in a holistic and structured manner. In parallel, learning contents on Chinese culture and Chinese geography will be enriched under subjects like Chinese Language and Geography, and a supplement about national security is incorporated into the existing standalone module on "Constitution and the Basic Law" at the junior secondary level. To facilitate a systematic and holistic planning and implementation of national security education in schools, the EDB issued the *Curriculum Framework of National Security Education in Hong Kong*, together with subject-based examples in February 2021. The EDB will release successively the national security education curriculum frameworks for other subjects.

In respect of learning and teaching resources, the EDB has developed a student self-learning platform for aligning with the implementation of the revised junior secondary Chinese History curriculum, and continued with the production of learning and teaching materials on Basic Law and national security education, such as online self-learning programmes on the Basic Law, the audio picture book entitled "Let's Learn about National Security", and online games. All these are aimed at promoting national security education and national education, and heightening students' sense of law-abidingness.

At the same time, the EDB organises diversified student activities on an ongoing basis. Examples include the Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Chinese Culture, Territory-wide Primary Schools Quiz Competition on Chinese History and Chinese Culture, Chinese Classic Sayings campaign, Territory-wide Inter-school Basic Law Competition, Online Quiz Competition on the Constitution Day,

School Bulletin Board Design Competition on National Security, as well as Basic Law Student Ambassadors Training Scheme, under which thematic seminars, visits, Mainland learning tours are arranged for student ambassadors. To facilitate schools in organising school-based national education activities on important days, the EDB has also produced the Basic Law Education: School-based Events Calendar.

In respect of teachers' professional development, training (including online self-learning programmes) in Basic Law and national security education is enhanced. Starting from the 2020/21 school year, the core training programmes for newly-joined, serving teachers and teachers aspiring for promotion have already covered contents pertinent to the Constitution, the Basic Law and the National Security Law.

In addition, the EDB will continue to organise various Mainland professional exchange programmes for teachers to deepen their understanding of Mainland's latest development, widen their horizons and enhance their professional competence. Mainland exchange programmes for students cover diversified themes and destinations to let students gain first-hand experience of our country's developments in such aspects as history, culture, economy, education, science and technology from multiple perspectives, understand the opportunities and challenges brought about by the country's developments to Hong Kong, and strengthen their sense of national identity.

The EDB issued a circular on 4 February 2021 to provide all primary and secondary schools (including special schools) and kindergartens with detailed guidelines on school administration and education, which include some specific measures, examples and templates, to support schools in reviewing, developing and implementing the related measures. Schools are now following up on those specific measures with a view to maintaining a safe and orderly learning environment in schools and nurturing students to become good law-abiding citizens.

As for universities, the National Security Law aims to prevent, suppress and impose punishment on acts and activities that endanger national security. In order to reduce the need for suppression and punishment, prevention takes precedence, in which schools, including universities, have a pivotal role to play. According to Article 10 of the National Security Law, "The Hong Kong Special Administration Region shall promote national security education in schools and universities and through social organisations, the media, the internet and other means to raise the awareness of Hong Kong residents of national security and of the obligation to abide by the law". Universities are covered by the relevant provision of the National Security Law. They should offer contents or activities relating to national security education for students so as to raise staff members' and students' awareness of national security and of the obligation to abide by the law. While enjoying autonomy in their management, universities are responsible for ensuring that their operations meet the requirements of the law as well as the interests of the students and the community at large. Under the principle of upholding academic freedom and institutional autonomy, the EDB is in close communication with the University Grants Committee-funded universities to ensure that the relevant legal obligation in relation to safeguarding national security is fulfilled and to provide appropriate support for this purpose.

- End -

**CONTROLLING OFFICER'S REPLY**

**(Question Serial No. 1476)**

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:

It is stated under Matters Requiring Special Attention in 2021-22 that the Education Bureau (EDB) will continue to provide Mainland exchange opportunities for secondary and primary students. In this connection, please advise:

- (1) whether the EDB will organise Mainland exchange programmes for secondary and primary students this year; if yes, of the details on each programme, including the content, theme, expected number of student participants, and resources and manpower involved;
- (2) whether the EDB will assess the effectiveness of such programmes and take the evaluation results as reference for resource allocation; if yes, of the details; if no, of the reasons; and
- (3) whether the EDB has explored the feasibility of incorporating these Mainland exchange programmes as regular activities of subjects at schools; if yes, of the details; if no, of the reasons.

Asked by: Hon YUNG Hoi-yan (LegCo internal reference no.: 23)

Reply:

- (1) and (3) Schools can arrange students to participate in Mainland exchange activities by different means, which include organising the Mainland exchange activities on their own according to their school-based needs by using relevant subsidies (such as Life-wide Learning Grant) or applying to join the Mainland exchange programmes commissioned by the EDB. In addition, through exchanges with sister schools, schools can enable teachers and students to have a better understanding of the education in the Mainland, facilitate cultural exchange and broaden students' horizons.

The Mainland exchange programmes commissioned and subsidised by the EDB provide about 100 000 exchange quotas every year which are sufficient for every student to join at least one Mainland exchange programme in the respective primary and secondary stages. To dovetail with the school curriculum and the latest developments of our country, the EDB organises Mainland exchange programmes with diversified themes and destinations every year. These programmes cover different provinces and cities in the Mainland, including 22 provinces, 4 autonomous regions and 4 municipalities. The content of the programmes covers areas such as culture, history, economy, geography, sports, music, arts and education. In line with the development strategies of our country (such as the Belt and Road Initiative and development in the Guangdong-Hong Kong-Macao Greater Bay Area) and the ongoing renewal of the school curriculum, including education on the Constitution, the Basic Law and national security, these programmes also seek to deepen students' understanding of the relationship between our country and Hong Kong as well as develop their sense of belonging to our country and enhance their national identity. With the ongoing renewal of the school curriculum, we encourage schools to organise more out-of-classroom learning activities for different Key Learning Areas/subjects on top of classroom learning, and promote interdisciplinary life-wide learning, including organising Mainland exchange activities. This will create wider learning space for students to deepen what they have learnt in the classroom, and enable them to gain first-hand experience of the developments of our country in various aspects as well as understand the opportunities and challenges brought about by the country's developments to Hong Kong. Students will also reflect on their Mainland exchange experiences to consolidate what they have learnt.

Due to the COVID-19 epidemic, all Mainland exchange programmes organised or subsidised by the EDB have been suspended or postponed since end-January 2020. In the 2021/22 school year, the estimated number of quotas to be offered to secondary and primary students is 108 900 and the estimated expenditure is \$115 million. The expenditure on manpower resources for the provision of the Mainland exchange programmes is subsumed under the recurrent expenditure of the EDB. Students' health and safety is the EDB's primary concern in considering the resumption of Mainland exchange programmes. The EDB will keep in view closely the development of the epidemic and the arrangement for re-opening of borders, and resume Mainland exchange programmes at an appropriate time. In parallel, we will step up promotion and publicity to encourage schools to actively boost students' participation in exchange programmes.

- (2) The EDB has been attaching importance to the quality of Mainland exchange programmes for students. There is a regular mechanism to gauge participants' opinions 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 as well as arranging interviews and post-programme sharing sessions. Such efforts are conducive to continuous

enhancements and exploration of diverse themes for Mainland exchange programmes.

- End -



**CONTROLLING OFFICER'S REPLY**

**EDB233**

**(Question Serial No. 1477)**

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 (Ms Michelle LI)

Director of Bureau: Secretary for Education

Question:

Under Matters Requiring Special Attention in 2021-22, it is stated that the Education Bureau (EDB) will continue to provide recurrent grant and professional support to public sector primary, secondary and special schools that have formed sister schools with their counterparts in the Mainland to further support multi-faceted development of sister school activities. In this connection, please advise this Committee of the following:

- (1) Will the EDB put in place new policies and measures to further support multi-faceted development of sister school activities in public sector schools? If yes, what are the details? If no, what are the reasons?
- (2) As indicated in the document about 2021 key areas of work (《深圳市教育局2021年工作要點》) released earlier by the Education Bureau of Shenzhen Municipality, there are a number of initiatives that seek to strengthen Shenzhen-Hong Kong cooperation on education matters. These include the continuous organisation of branding activities such as the Shenzhen-Hong Kong Sister School Choral Speaking Competition, and the establishment of an arts and sports league for students in the Guangdong-Hong Kong-Macao Greater Bay Area (Greater Bay Area) with the participation of 9 major sub-leagues. In the coming year, will the EDB take forward more activities and programmes to further support pairing-up of sister schools in the Greater Bay Area, and promote regular exchange among principals, teachers and students in Shenzhen and Hong Kong? If yes, what are the details of each activity or programme (including content, number of participants and expected effectiveness)? If no, what are the reasons?

Asked by: Hon YUNG Hoi-yan (LegCo internal reference no.: 41)

Reply:

(1) and (2)

Since its launch in 2004, the Sister School Scheme has served as an important platform for the exchange among primary, secondary and special schools in Hong Kong and the Mainland. 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 counterpart(s) in the Mainland. The grant is set at \$156,035 for the 2020/21 school year and the amount of grant will be adjusted in accordance with the movement of the Composite Consumer Price Index each year. Schools may arrange exchange activities (such as school visits, student activities, seminars, teaching demonstrations, lesson evaluation, video conferencing and experience sharing) with their sister schools at the student, teacher and school management levels based on their development needs. The Education Bureau (EDB) will continue rendering professional support to foster exchange between sister schools in Hong Kong and the Mainland, including organising sharing sessions to disseminate good practices of exchange between sister schools, and commissioning service contractors to provide schools with advice and support in relation to the arrangements on exchange activities. In addition, the EDB will continue to encourage and assist more local schools to form sister schools with their counterparts in the Mainland and to promote multi-perspective and more in-depth professional exchange and multi-faceted collaboration between both sides 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.

To promote cultural exchange and strengthen the bonding among teachers and students of the sister schools in Hong Kong and Guangdong, starting from 2016, the EDB and the Department of Education of Guangdong Province have co-organised the Guangdong-Hong Kong Sister School Choral Speaking Competition every year. In parallel, the EDB will continue to collaborate with the Education Bureau of Shenzhen Municipality to promote mutual exchange through, among others, organising the annual Shenzhen-Hong Kong Principals' Forum for principals of kindergartens and primary and secondary schools in Shenzhen, Hong Kong and Macao. Every year the Forum is held on a specific theme, during which experts and scholars are invited to give keynote speeches, educators from the three places engage in group discussion and share experience, and a collection of thematic articles from principals is produced. Besides, professional study tours are regularly conducted for primary and secondary school teachers to undertake study visits and exchange activities in the Mainland, including municipalities in the Guangdong Province. These study tours, usually involving school visits, thematic seminars, visits to enterprises and cultural facilities, etc., could widen teachers' horizons and deepen their understanding of the educational, economic, social and cultural development in the Mainland.

- End -

**CONTROLLING OFFICER'S REPLY****EDB234****(Question Serial No. 3061)**

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 of the following:

1. the number of courses under the NLS;
2. the respective numbers of loan applications, numbers of applicants who were approved loans and amount of loans disbursed in the past 5 years;
3. the respective amount of loans repaid and interest paid in the past 5 years;
4. 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
5. 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.: 109)

Reply:

1. As at 31 January 2021, 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 (NLSPTS) and Extended Non-means-tested Loan Scheme (ENLS) are as follows –

	<b>Number of Courses</b>
A. NLSFT	752
B. NLSPTS	1 022
C. ENLS	2 487
<b>Total</b>	<b>4 261</b>

2. Information on loans disbursed to students under the NLSFT, NLSPS and ENLS in the 2016/17 to 2020/21 academic years is as follows –

	Academic Year				
	2016/17	2017/18	2018/19	2019/20	2020/21*
<b>A. NLSFT</b>					
Number of applications	15 337	15 684	16 026	16 324	15 752
Number of applications approved	14 132	14 158	14 524	14 927	14 277
Total amount of loans disbursed (\$M)	446.79	465.91	483.73	486.83	432.87
<b>B. NLSPS</b>					
Number of applications	20 996	17 125	15 624	15 640	14 683
Number of applications approved	20 520	15 369	14 539	14 339	13 201
Total amount of loans disbursed (\$M)	827.93	701.90	681.54	673.30	443.96
<b>C. ENLS</b>					
Number of applications	6 908	7 079	6 652	6 641	5 378
Number of applications approved	6 908	7 079	6 652	6 641	4 903
Total amount of loans disbursed (\$M)	366.39	388.98	385.95	414.64	285.68
<b>Total</b>					
Number of applications	<b>43 241</b>	<b>39 888</b>	<b>38 302</b>	<b>38 605</b>	<b>35 813</b>
Number of applications approved	<b>41 560</b>	<b>36 606</b>	<b>35 715</b>	<b>35 907</b>	<b>32 381</b>
Total amount of loans disbursed (\$M)	<b>1,641.11</b>	<b>1,556.79</b>	<b>1,551.22</b>	<b>1,574.77</b>	<b>1,162.51</b>

\* As at 31 January 2021

3. The total amount of loans repaid and interest paid under the NLSFT, NLSPS and ENLS in the 2016/17 to 2020/21 academic years is as follows –

	Academic Year				
	2016/17	2017/18	2018/19	2019/20*	2020/21*
	(\$M)				
<b>A. NLSFT</b>					
Total amount of loans repaid	254.81	274.66	293.04	226.98	32.24
Total amount of interest paid	27.08	27.90	30.30	23.24	2.68

	Academic Year				
	2016/17	2017/18	2018/19	2019/20*	2020/21*
	(\$M)				
<b>B. NLSPS</b>					
Total amount of loans repaid	448.29	491.31	539.78	445.16	66.28
Total amount of interest paid	54.32	56.79	62.40	50.70	6.65
<b>C. ENLS</b>					
Total amount of loans repaid	394.99	390.23	370.92	280.28	53.94
Total amount of interest paid	44.66	42.68	40.12	28.53	5.03
<b>Total</b>					
<b>Total amount of loans repaid</b>	<b>1,098.09</b>	<b>1,156.20</b>	<b>1,203.74</b>	<b>952.42</b>	<b>152.46</b>
<b>Total amount of interest paid</b>	<b>126.06</b>	<b>127.37</b>	<b>132.82</b>	<b>102.47</b>	<b>14.36</b>

\* To ease the cash flow burden of student loan repayments amidst the COVID-19 epidemic, the Government has introduced a one-off interest-free deferral of loan repayment from 1 April 2020 to 31 March 2022 (suspension period) for all student loan repayments (except those defaulters on whom legal recovery actions have been taken) and those new loan repayments who will commence their loan repayments during the suspension period. As a result, the total amount of loans repaid and interest paid in the 2019/20 and 2020/21 academic years (as at 31 January 2021) were less than those in previous years.

4. The numbers of default cases<sup>^</sup> and amount in default<sup>@</sup> under the NLSFT, NLSPS and ENLS as at 31 January 2021 are as follows –

<b>A. NLSFT</b>	
Number of default cases	638
Amount in default (\$M)	10.87
<b>B. NLSPS</b>	
Number of default cases	1 716
Amount in default (\$M)	37.00
<b>C. ENLS</b>	
Number of default cases	4 063
Amount in default (\$M)	57.62
<b>Total</b>	
<b>Number of default cases</b>	<b>6 417</b>
<b>Amount in default (\$M)</b>	<b>105.49</b>

<sup>^</sup> Cases with 2 or more consecutive overdue quarterly instalments/6 or more consecutive overdue monthly instalments are regarded as default cases.

<sup>@</sup> 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 2020/21 academic year (as at 31 January 2021).

As at 31 January 2021, the debt ages of all default cases under the non-means-tested loan schemes (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 one year on average. The largest amount in default was about \$200,000.

5. The numbers of write-off cases and the amount involved under the NLSFT, NLSPS and ENLS in the 2016/17 to 2020/21 academic years are as follows –

	Academic Year				
	2016/17	2017/18	2018/19	2019/20	2020/21*
<b>A. NLSFT</b>					
Number of write-off cases <sup>^</sup>	2	1	0	0	1
Amount involved (\$M)	0.19	0.03	0	0	0.03
<b>B. NLSPS</b>					
Number of write-off cases <sup>^</sup>	3	4	1	0	0
Amount involved (\$M)	0.42	0.59	0.05	0	0
<b>C. ENLS</b>					
Number of write-off cases <sup>^</sup>	27	4	2	11	2
Amount involved (\$M)	0.84	0.22	0.19	0.26	0.05
<b>Total</b>					
Number of write-off cases <sup>^</sup>	32	9	3	11	3
Amount involved (\$M)	1.45	0.84	0.24	0.26	0.08

\* As at 31 January 2021

<sup>^</sup> 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**

**EDB235**

**(Question Serial No. 2799)**

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

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 over the past 3 years:

1. 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), the respective numbers of applications, numbers of applications approved, numbers of loan borrowers and total amounts of loans disbursed;
2. the numbers of student loan borrowers by different study levels of the programmes covered under the TSFS, FASP, NLSFT and NLSPS; and
3. the lowest, average, median and highest amounts of loans disbursed under the TSFS, FASP, NLSFT, NLSPS and ENLS.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 164)

Reply:

1. The information on loans provided to students under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2018/19 to 2020/21 academic years is as follows –

	Academic Year		
	2018/19	2019/20	2020/21*
<b>(A) TSFS</b>			
Number of applications	23 741	22 319	21 849
Number of applications approved	19 519	17 994	15 063
Number of students accepting loans	4 381	3 827	2 221
Total amount of loans disbursed (\$M)	170.30	157.44	96.94
<b>(B) FASP</b>			
Number of applications	20 709	19 290	18 762
Number of applications approved	16 184	14 941	12 517
Number of students accepting loans	3 556	3 089	1 692
Total amount of loans disbursed (\$M)	144.32	130.09	78.22
<b>(C) NLSFT</b>			
Number of applications	16 026	16 324	15 752
Number of applications approved	14 524	14 927	14 277
Number of students accepting loans	12 329	12 333	10 839
Total amount of loans disbursed (\$M)	483.73	486.83	432.87
<b>(D) NLSPS</b>			
Number of applications	15 624	15 640	14 683
Number of applications approved	14 539	14 339	13 201
Number of students accepting loans	12 205	11 929	8 689
Total amount of loans disbursed (\$M)	681.54	673.30	443.96
<b>(E) ENLS</b>			
Number of applications	6 652	6 641	5 378
Number of applications approved	6 652	6 641	4 903
Number of students accepting loans	6 088	6 137	4 662
Total amount of loans disbursed (\$M)	385.95	414.64	285.68

\* As at 31 January 2021



2. The numbers of student loan borrowers by different study levels of the programmes covered under the TSFS, FASP, NLSFT and NLSPS in the 2018/19 to 2020/21 academic years are as follows –

**(A) TSFS**

Level of Study	Academic Year		
	2018/19	2019/20	2020/21*
Degree or above	3 645	3 236	1 884
Sub-degree	736	591	337
<b>Total</b>	<b>4 381</b>	<b>3 827</b>	<b>2 221</b>

**(B) FASP**

Level of Study	Academic Year		
	2018/19	2019/20	2020/21*
Degree / Top-up degree	1 930	1 617	897
Sub-degree	1 626	1 472	795
<b>Total</b>	<b>3 556</b>	<b>3 089</b>	<b>1 692</b>

**(C) NLSFT**

Level of Study	Academic Year		
	2018/19	2019/20	2020/21*
Degree or above	10 559	10 846	9 618
Sub-degree	1 770	1 487	1 221
<b>Total</b>	<b>12 329</b>	<b>12 333</b>	<b>10 839</b>

**(D) NLSPS**

Level of Study	Academic Year		
	2018/19	2019/20	2020/21*
Degree / Top-up degree	6 414	6 330	4 971
Sub-degree	5 791	5 599	3 718
<b>Total</b>	<b>12 205</b>	<b>11 929</b>	<b>8 689</b>

\* As at 31 January 2021

3. The lowest, average, median and highest amounts of loans disbursed under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2018/19 to 2020/21 academic years are as follows –

Amount of Loan Disbursed (\$)	Academic Year		
	2018/19	2019/20	2020/21*
<b>(A) TSFS (loans are to cover living expenses)</b>			
Lowest	3,001	1,544	2,653
Average	38,871	41,140	43,649
Median	50,000	51,470	53,070
Highest**	75,030	77,205	79,605
<b>(B) FASP (loans are to cover living expenses)</b>			
Lowest	3,500	3,860	6,368
Average	40,585	42,114	46,232
Median	50,020	51,470	53,070
Highest**	75,030	84,230	79,605

Amount of Loan Disbursed (\$)	Academic Year		
	2018/19	2019/20	2020/21*
<b>(C) NLSFT</b> (loans are to cover tuition fees)			
Lowest	3,610	4,260	2,850
Average	39,235	39,474	39,936
Median	42,100	42,100	42,100
Highest	58,070	58,620	58,620
<b>(D) NLSPS</b> (loans are to cover tuition fees)			
Lowest	1,940	1,440	1,304
Average	55,841	56,442	51,094
Median	55,000	56,230	57,000
Highest	283,883	291,206	139,650
<b>(E) ENLS</b> (loans are to cover tuition fees)			
Lowest	3,563	3,612	3,691
Average	63,395	67,564	61,278
Median	52,000	56,450	60,000
Highest	364,000	372,700	383,500

\* As at 31 January 2021

\*\* 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****EDB236****(Question Serial No. 2809)**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 the numbers of beneficiary families under the Subsidy Scheme for Internet Access Charges administered by the Student Finance Office and the Social Welfare Department as well as the amount of subsidies disbursed in the past 3 years.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 175)Reply:

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. The number of beneficiary families under the Subsidy Scheme for Internet Access Charges and the amount of assistance disbursed in the 2018/19 to 2020/21 school years are as follows:

	2018/19 School Year		2019/20 School Year		2020/21 School Year (as at 31 January 2021)	
	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)
No. of families receiving the subsidy disbursed by the SWD	37 094	55.5	34 652	51.9	34 478	55.1
No. of families receiving the subsidy disbursed by the SFO	131 779	158.9	136 705	164.5	140 362	180.7
<b>Total</b>	<b>168 873</b>	<b>214.4</b>	<b>171 357</b>	<b>216.4</b>	<b>174 840</b>	<b>235.8</b>

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB237**

**(Question Serial No. 2811)**

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 students in receipt of the Comprehensive Social Security Assistance, full grant and half grant, and their respective percentage shares in the total number of students by district in the past 3 years.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 177)

Reply:

In the 2018/19 to 2020/21 school years, the number of pre-primary (child care centres and kindergartens), primary and secondary students in receipt of Comprehensive Social Security Assistance, full grant and half grant and their respective percentage shares in the total number of students by district are at Annex 1 and Annex 2 respectively. We do not maintain information on the number of post-secondary students in receipt of financial assistance by district and their percentage share in the total number of students by district.

**Number of pre-primary students<sup>1</sup> in receipt of Comprehensive Social Security Assistance (CSSA), full grant and half grant and respective percentage shares in the 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 <sup>2</sup>
Central & Western	264	5.0%	231	4.4%	70	N.A.
Eastern	961	9.7%	729	7.4%	308	N.A.
Islands	519	16.6%	356	11.4%	188	N.A.
Southern	448	13.9%	345	10.7%	135	N.A.
Wan Chai	139	4.1%	119	3.5%	44	N.A.
Kowloon City	1 043	7.8%	799	6.0%	512	N.A.
Kwun Tong	2 715	20.5%	1 640	12.4%	1 027	N.A.
Sai Kung	872	10.8%	706	8.7%	160	N.A.
Sham Shui Po	1 516	16.0%	902	9.5%	798	N.A.
Wong Tai Sin	1 445	20.5%	966	13.7%	532	N.A.
Yau Tsim Mong	855	14.8%	452	7.8%	438	N.A.
North	1 735	18.5%	861	9.2%	525	N.A.
Sha Tin	1 552	11.8%	1 254	9.6%	499	N.A.
Tai Po	663	11.6%	604	10.5%	292	N.A.
Kwai Tsing	1 989	19.6%	1 246	12.3%	607	N.A.
Tsuen Wan	735	10.0%	476	6.5%	262	N.A.
Tuen Mun	1 818	14.8%	1 429	11.6%	568	N.A.
Yuen Long	2 215	13.8%	1 691	10.5%	1 037	N.A.
<b>Total</b>	<b>21 484</b>	<b>13.8%</b>	<b>14 806</b>	<b>9.5%</b>	<b>8 002</b>	<b>N.A.</b>

N.A. – Not applicable

1. There are full grant, 3/4 grant and half grant under the student financial assistance schemes for pre-primary students. As such, the above figures do not represent the total number of students receiving financial assistance in the school year.
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.

**Number of pre-primary students<sup>1</sup> in receipt of Comprehensive Social Security Assistance (CSSA), full grant and half grant and respective percentage shares in the total number of students by district in the 2019/20 school year**

District	Full grant		Half grant		CSSA (as at the end of December 2019)	
	Number of students	Percentage share	Number of students	Percentage share	Number of students	Percentage share <sup>2</sup>
Central & Western	263	5.2%	228	4.5%	52	N.A.
Eastern	900	9.6%	685	7.3%	280	N.A.
Islands	611	17.0%	448	12.4%	227	N.A.
Southern	438	13.9%	389	12.4%	147	N.A.
Wan Chai	138	4.1%	115	3.5%	43	N.A.
Kowloon City	1 072	8.2%	820	6.3%	479	N.A.
Kwun Tong	2 790	21.1%	1 757	13.3%	882	N.A.
Sai Kung	856	10.7%	708	8.9%	147	N.A.
Sham Shui Po	1 701	17.4%	1 032	10.5%	776	N.A.
Wong Tai Sin	1 468	21.3%	979	14.2%	490	N.A.
Yau Tsim Mong	829	15.0%	462	8.3%	413	N.A.
North	1 817	20.2%	978	10.8%	513	N.A.
Sha Tin	1 576	12.2%	1 335	10.3%	497	N.A.
Tai Po	736	12.8%	646	11.2%	272	N.A.
Kwai Tsing	1 946	19.6%	1 360	13.7%	585	N.A.
Tsuen Wan	758	10.8%	536	7.6%	270	N.A.
Tuen Mun	1 748	14.5%	1 468	12.2%	532	N.A.
Yuen Long	2 327	14.3%	1 877	11.5%	963	N.A.
<b>Total</b>	<b>21 974</b>	<b>14.3%</b>	<b>15 823</b>	<b>10.3%</b>	<b>7 568</b>	<b>N.A.</b>

N.A. – Not applicable

1. There are full grant, 3/4 grant and half grant under the student financial assistance schemes for pre-primary students. As such, the above figures do not represent the total number of students receiving financial assistance in the school year.
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.

**Number of pre-primary students<sup>1</sup> in receipt of Comprehensive Social Security Assistance (CSSA), full grant and half grant and respective percentage shares in the total number of students by district in the 2020/21 school year**

District	Full grant (as at 31 January 2021)		Half grant (as at 31 January 2021)		CSSA [as at the end of December 2020 (preliminary figures)]	
	Number of students	Percentage share	Number of students	Percentage share	Number of students	Percentage share <sup>2</sup>
Central & Western	255	5.2%	193	3.9%	64	N.A.
Eastern	856	9.8%	641	7.4%	272	N.A.
Islands	588	17.2%	427	12.5%	221	N.A.
Southern	397	13.9%	348	12.2%	123	N.A.
Wan Chai	139	4.6%	128	4.2%	46	N.A.
Kowloon City	1 022	8.0%	725	5.7%	480	N.A.
Kwun Tong	2 615	20.9%	1 614	12.9%	876	N.A.
Sai Kung	765	10.3%	665	8.9%	142	N.A.
Sham Shui Po	1 678	17.3%	968	10.0%	788	N.A.
Wong Tai Sin	1 429	22.4%	855	13.4%	482	N.A.
Yau Tsim Mong	751	15.4%	408	8.4%	463	N.A.
North	1 577	18.9%	864	10.4%	557	N.A.
Sha Tin	1 515	12.5%	1 225	10.1%	502	N.A.
Tai Po	743	13.3%	600	10.8%	280	N.A.
Kwai Tsing	1 813	19.5%	1 221	13.1%	611	N.A.
Tsuen Wan	702	10.8%	479	7.4%	267	N.A.
Tuen Mun	1 546	13.4%	1 357	11.8%	533	N.A.
Yuen Long	2 273	14.3%	1 732	10.9%	1 003	N.A.
<b>Total</b>	<b>20 664</b>	<b>14.2%</b>	<b>14 450</b>	<b>9.9%</b>	<b>7 710</b>	<b>N.A.</b>

N.A. – Not applicable

1. There are full grant, 3/4 grant and half grant under the student financial assistance schemes for pre-primary students. As such, the above figures do not represent the total number of students receiving financial assistance in the school year.
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.

**Number of primary and secondary students in receipt of Comprehensive Social Security Assistance (CSSA), full grant and half grant and respective percentage shares in the 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 <sup>1</sup>
Central & Western	1 261	6.7%	1 203	6.4%	344	N.A.
Eastern	5 991	15.9%	4 523	12.0%	2 005	N.A.
Islands	2 229	20.3%	1 729	15.8%	1 645	N.A.
Southern	2 492	15.6%	2 181	13.6%	992	N.A.
Wan Chai	1 420	6.2%	1 030	4.5%	166	N.A.
Kowloon City	6 617	11.7%	4 641	8.2%	2 768	N.A.
Kwun Tong	12 442	24.1%	8 895	17.2%	7 881	N.A.
Sai Kung	4 748	14.1%	4 578	13.6%	1 502	N.A.
Sham Shui Po	7 745	18.8%	4 821	11.7%	4 491	N.A.
Wong Tai Sin	7 494	22.4%	4 953	14.8%	3 746	N.A.
Yau Tsim Mong	4 041	14.6%	2 556	9.2%	1 379	N.A.
North	11 561	32.6%	4 055	11.4%	2 891	N.A.
Sha Tin	9 186	15.4%	6 929	11.6%	4 068	N.A.
Tai Po	6 449	23.0%	3 298	11.8%	1 650	N.A.
Kwai Tsing	9 939	24.7%	6 954	17.3%	4 765	N.A.
Tsuen Wan	4 138	17.9%	3 032	13.1%	1 399	N.A.
Tuen Mun	9 639	21.2%	6 559	14.4%	3 510	N.A.
Yuen Long	13 851	22.6%	8 271	13.5%	6 470	N.A.
<b>Total</b>	<b>121 243</b>	<b>18.8%</b>	<b>80 208</b>	<b>12.4%</b>	<b>51 672</b>	<b>N.A.</b>

N.A. – Not applicable

- As the CSSA data is as at end-December of each year while student population is based on each school year, the corresponding percentage share cannot be worked out.



**Number of primary and secondary students in receipt of Comprehensive Social Security Assistance (CSSA), full grant and half grant and respective percentage shares in the total number of students by district in the 2019/20 school year**

District	Full grant		Half grant		CSSA (as at the end of December 2019)	
	Number of students	Percentage share	Number of students	Percentage share	Number of students	Percentage share <sup>1</sup>
Central & Western	1 413	7.1%	1 332	6.7%	290	N.A.
Eastern	5 406	14.4%	4 287	11.4%	1 865	N.A.
Islands	2 674	22.2%	1 996	16.6%	1 786	N.A.
Southern	2 395	15.0%	2 224	13.9%	922	N.A.
Wan Chai	1 053	4.5%	905	3.9%	130	N.A.
Kowloon City	6 923	12.0%	5 099	8.8%	2 603	N.A.
Kwun Tong	12 490	24.3%	9 012	17.5%	7 368	N.A.
Sai Kung	4 643	13.8%	4 064	12.1%	1 310	N.A.
Sham Shui Po	7 854	19.4%	5 060	12.5%	4 625	N.A.
Wong Tai Sin	7 226	22.2%	4 946	15.2%	3 465	N.A.
Yau Tsim Mong	3 941	13.7%	2 771	9.6%	1 280	N.A.
North	11 645	32.8%	4 021	11.3%	2 851	N.A.
Sha Tin	9 365	15.5%	7 506	12.4%	4 026	N.A.
Tai Po	6 532	23.1%	3 392	12.0%	1 536	N.A.
Kwai Tsing	9 552	24.0%	6 760	17.0%	4 451	N.A.
Tsuen Wan	4 064	17.7%	3 066	13.3%	1 296	N.A.
Tuen Mun	9 935	21.8%	6 406	14.1%	3 247	N.A.
Yuen Long	13 661	22.3%	8 159	13.3%	6 030	N.A.
<b>Total</b>	<b>120 772</b>	<b>18.7%</b>	<b>81 006</b>	<b>12.5%</b>	<b>49 081</b>	<b>N.A.</b>

N.A. – Not applicable

- As the CSSA data is as at end-December of each year while student population is based on each school year, the corresponding percentage share cannot be worked out.

**Number of primary and secondary students in receipt of Comprehensive Social Security Assistance (CSSA), full grant and half grant and respective percentage shares in the total number of students by district in the 2020/21 school year**

District	Full grant (as at 31 January 2021)		Half grant (as at 31 January 2021)		CSSA [as at the end of December 2020 (preliminary figures)]	
	Number of students	Percentage share	Number of students	Percentage share	Number of students	Percentage share <sup>1</sup>
Central & Western	1 182	6.0%	1 073	5.5%	308	N.A.
Eastern	5 562	15.1%	4 357	11.8%	1 900	N.A.
Islands	2 814	23.4%	1 973	16.4%	1 844	N.A.
Southern	2 312	14.6%	1 974	12.4%	903	N.A.
Wan Chai	1 054	4.7%	887	3.9%	170	N.A.
Kowloon City	8 197	14.5%	5 702	10.1%	2 753	N.A.
Kwun Tong	12 904	25.5%	8 915	17.6%	7 419	N.A.
Sai Kung	4 779	14.2%	3 977	11.8%	1 285	N.A.
Sham Shui Po	7 969	19.8%	4 963	12.3%	4 919	N.A.
Wong Tai Sin	5 897	18.3%	3 948	12.3%	3 580	N.A.
Yau Tsim Mong	4 072	14.3%	2 533	8.9%	1 498	N.A.
North	11 439	32.7%	3 915	11.2%	3 004	N.A.
Sha Tin	9 858	16.2%	7 468	12.3%	4 372	N.A.
Tai Po	6 246	22.4%	3 352	12.0%	1 653	N.A.
Kwai Tsing	9 849	24.9%	6 827	17.3%	4 518	N.A.
Tsuen Wan	4 110	18.2%	2 834	12.5%	1 363	N.A.
Tuen Mun	9 773	21.7%	6 624	14.7%	3 368	N.A.
Yuen Long	13 334	22.2%	8 095	13.4%	6 120	N.A.
<b>Total</b>	<b>121 351</b>	<b>19.0%</b>	<b>79 417</b>	<b>12.4%</b>	<b>50 977</b>	<b>N.A.</b>

N.A. – Not applicable

1. As the CSSA data is as at end-December of each year while student population is based on each school year, the corresponding percentage share cannot be worked out.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB238**

**(Question Serial No. 2206)**

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:

- (a) 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.
- (b) 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.
- (c) Please provide the number of family beneficiaries under the Subsidy Scheme for Internet Access Charges and the expenditure involved in the past 3 years.

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

Reply:

The number of primary and secondary students receiving student travel subsidy and the amount of assistance disbursed by school district in the 2018/19 to 2020/21 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 2018/19 to 2020/21 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 (SWD) disburse internet access subsidies to eligible families. The number of beneficiary families under the Subsidy Scheme for Internet Access Charges and the amount of assistance disbursed in the 2018/19 to 2020/21 school years are as follows:

	2018/19 School Year		2019/20 School Year		2020/21 School Year (as at 31 January 2021)	
	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)
No. of families receiving the subsidy disbursed by the SWD	37 094	55.5	34 652	51.9	34 478	55.1
No. of families receiving the subsidy disbursed by the SFO	131 779	158.9	136 705	164.5	140 362	180.7
<b>Total</b>	<b>168 873</b>	<b>214.4</b>	<b>171 357</b>	<b>216.4</b>	<b>174 840</b>	<b>235.8</b>

**Number of Primary and Secondary Students Receiving Student Travel Subsidy and  
the Amount of Assistance Disbursed by School District  
in the 2018/19 to 2020/21 School Years**

School District	2018/19 School Year		2019/20 School Year		2020/21 School Year (as at 31 January 2021)	
	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	1 959	4.82	2 014	5.42	1 903	5.33
Eastern	8 171	17.52	8 095	18.41	7 818	18.47
Islands	2 112	6.69	2 663	7.67	2 695	6.94
Southern	3 374	7.04	3 268	7.28	3 117	6.99
Wan Chai	2 143	6.13	2 113	6.34	2 074	6.20
Kowloon City	7 769	18.67	8 049	19.73	7 979	20.31
Kwun Tong	15 759	31.55	16 149	32.98	16 112	33.55
Sai Kung	5 837	12.02	5 859	12.72	5 805	12.98
Sham Shui Po	9 009	18.70	9 356	19.67	8 901	18.83
Wong Tai Sin	8 835	18.55	8 682	18.75	8 599	18.64
Yau Tsim Mong	4 719	10.36	4 868	10.85	4 507	10.16
North	11 863	59.06	12 096	65.37	11 046	59.89
Sha Tin	11 472	26.84	12 175	29.06	12 176	28.80
Tai Po	7 314	30.90	7 533	33.81	6 881	29.44
Kwai Tsing	11 677	25.32	11 558	25.85	11 087	24.46
Tsuen Wan	4 225	9.37	4 322	9.85	4 175	9.92
Tuen Mun	10 768	19.08	11 125	20.50	10 594	18.78
Yuen Long	16 231	38.61	16 218	39.38	15 222	35.01
<b>Total</b>	<b>143 237</b>	<b>361.23</b>	<b>146 143</b>	<b>383.64</b>	<b>140 691</b>	<b>364.70</b>

**Number of Post-secondary Students Receiving Student Travel Subsidy and  
the Amount of Assistance Disbursed By School District  
in the 2018/19 to 2020/21 Academic Years**

District where the campus of a tertiary institution is located	2018/19 Academic Year		2019/20 Academic Year		2020/21 Academic Year (as at 31 January 2021)	
	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	1 580	7.89	1 549	8.14	1 278	1.83
Eastern	2 235	9.87	1 885	8.93	1 304	2.17
Islands	Not applicable*					
Southern	459	3.10	427	2.95	169	0.37
Wan Chai	560	2.74	571	2.99	402	0.70
Kowloon City	3 790	14.31	3 493	14.32	2 846	3.84
Kwun Tong	1 175	4.27	1 143	4.27	993	1.27
Sai Kung	2 785	10.41	2 685	10.49	1 965	2.97
Sham Shui Po	3 724	11.50	3 268	10.00	2 235	2.47
Wong Tai Sin	Not applicable*					
Yau Tsim Mong	6 392	19.80	5 857	18.29	4 820	5.90
North	Not applicable*					
Sha Tin	4 077	15.38	3 986	15.53	3 772	5.53
Tai Po	1 001	5.40	908	4.84	760	1.40
Kwai Tsing	1 523	5.37	1 453	5.48	890	1.21
Tsuen Wan	2	0.01	3	0.01	0	0.00
Tuen Mun	752	2.27	679	1.88	554	0.69
Yuen Long	Not applicable*					
<b>Total</b>	<b>30 055</b>	<b>112.32</b>	<b>27 907</b>	<b>108.12</b>	<b>21 988</b>	<b>30.35</b>

\* There is no tertiary institution in the relevant districts.

**Number of Primary and Secondary Students Receiving School Textbook Assistance  
and the Amount of Assistance Disbursed by School District  
in the 2018/19 to 2020/21 School Years**

School District	2018/19 School Year		2019/20 School Year		2020/21 School Year (as at 31 January 2021)	
	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	2 464	9.83	2 745	10.76	2 255	9.78
Eastern	10 514	41.97	9 693	42.37	9 919	42.14
Islands	3 958	15.80	4 670	19.35	4 787	20.73
Southern	4 673	18.65	4 619	19.00	4 286	18.91
Wan Chai	2 450	9.78	1 958	8.48	1 941	9.40
Kowloon City	11 258	52.87	12 022	53.48	13 899	59.13
Kwun Tong	21 337	87.56	21 502	90.23	21 819	94.59
Sai Kung	9 326	36.18	8 707	35.96	8 756	36.55
Sham Shui Po	12 566	52.25	12 914	53.85	12 932	55.77
Wong Tai Sin	12 447	43.32	12 172	43.53	9 845	39.94
Yau Tsim Mong	6 597	27.28	6 712	27.66	6 605	29.00
North	15 616	70.10	15 666	71.60	15 354	69.76
Sha Tin	16 115	65.81	16 871	69.03	17 326	74.16
Tai Po	9 747	41.74	9 924	43.40	9 598	43.44
Kwai Tsing	16 893	68.63	16 312	68.43	16 676	71.80
Tsuen Wan	7 170	29.05	7 130	29.17	6 944	30.07
Tuen Mun	16 198	65.59	16 341	67.80	16 397	69.73
Yuen Long	22 122	92.31	21 820	92.61	21 429	94.93
<b>Total</b>	<b>201 451</b>	<b>828.72</b>	<b>201 778</b>	<b>846.71</b>	<b>200 768</b>	<b>869.83</b>

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB239**

**(Question Serial No. 2948)**

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:

Please provide in the table below information on the following student subsidies in the past 3 years:

	Number of applications	Number of beneficiaries	Average amount of assistance disbursed	Median amount of assistance disbursed	Total amount of assistance disbursed
Kindergarten (KG) and Child Care Centre (CCC) Fee Remission Scheme					
Grant for School-related Expenses for Kindergarten Students					
Pre-primary Education Voucher Scheme					
School Textbook Assistance Scheme					
Student Travel Subsidy Scheme					
Subsidy Scheme for Internet Access Charges					
Examination Fee Remission Scheme					
Community Care					



Fund – Enhancement of the Flat-rate Grant under the School Textbook Assistance Scheme					
Community Care Fund – Extra 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					

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

Reply:

The requested information regarding the above student financial assistance schemes for the past 3 years (i.e. 2018/19 to 2020/21 school years) is set out in the Appendix. The Pre-primary Education Voucher Scheme (PEVS) has been replaced by the kindergarten education scheme starting from the 2017/18 school year. As such, the information regarding the PEVS is not shown in the tables in the Appendix. Meanwhile, 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.

Appendix

<b>2018/19 School Year</b>	<b>Number of applications</b>	<b>Number of beneficiaries</b>	<b>Average amount of assistance disbursed (\$)</b>	<b>Median amount of assistance disbursed (\$)</b>	<b>Total amount of assistance disbursed (\$M)</b>
Kindergarten (KG) and Child Care Centre (CCC) Fee Remission Scheme	44 226	24 964 <sup>&amp;</sup>	(i) CCC: 35,031 (ii) KG: 9,758	(i) CCC: 33,156 (ii) KG: 8,760	289.2
Grant for School-related Expenses for Kindergarten Students	45 794	37 859	3,131	3,940	118.5
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
Subsidy Scheme for Internet Access Charges <sup>+</sup>	135 632 <sup>+</sup>	131 779 <sup>+</sup>	1,206	1,500	158.9
Examination Fee Remission Scheme <sup>¥</sup>	Not Applicable (N.A.)				
Financial Assistance Scheme for Designated Evening Adult Education Courses	614	613 <sup>~</sup>	5,173	3,675	3.2
Tuition Fee Reimbursement under the Diploma Yi Jin	6 607	6 606 <sup>*</sup>	11,143	9,240	73.6
Student Travel Subsidy for Tertiary or Post-secondary Students	33 356	30 055	3,737	3,248	112.3
Continuing Education Fund <sup>@</sup>	16 594	15 746	7,892	9,168	124.3

<sup>&</sup> The number of beneficiaries does not include 13 007 students who passed the means test but needed not pay school fees under the kindergarten education scheme.

<sup>+</sup> Application is household-based.

<sup>¥</sup> 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.

<sup>~</sup> The figure does not include 1 student who did not collect the tuition fee reimbursement cheque.

<sup>\*</sup> The figure does not include 1 student who did not collect the tuition fee reimbursement cheque.

<sup>@</sup> 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	Number of applications	Number of beneficiaries	Average amount of assistance disbursed (\$)	Median amount of assistance disbursed (\$)	Total amount of assistance disbursed (\$M)
Kindergarten (KG) and Child Care Centre (CCC) Fee Remission Scheme	47 487	25 640 <sup>&amp;</sup>	(i) CCC: 30,327 (ii) KG: 10,016	(i) CCC: 29,040 (ii) KG: 9,108	289.9
Grant for School-related Expenses for Kindergarten Students	48 766	39 835	3,193	4,040	127.2
School Textbook Assistance Scheme	208 488	201 778	4,196	5,290	846.7
Student Travel Subsidy for Primary and Secondary Students	171 574	146 143	2,625	1,901	383.7
Subsidy Scheme for Internet Access Charges <sup>+</sup>	140 619 <sup>+</sup>	136 705 <sup>+</sup>	1,203	1,500	164.5
Examination Fee Remission Scheme <sup>¥</sup>	N.A.				
Financial Assistance Scheme for Designated Evening Adult Education Courses <sup>^</sup>	652	652	5,316	3,822	3.5
Tuition Fee Reimbursement under the Diploma Yi Jin <sup>^</sup>	5 466	5 466	11,393	9,966	62.3
Student Travel Subsidy for Tertiary or Post-secondary Students	30 614	27 907	3,874	3,346	108.1
Continuing Education Fund <sup>@</sup>	20 711	19 094	8,312	10,000	158.7

<sup>&</sup> The number of beneficiaries does not include 15 066 students who passed the means test but needed not pay school fees under the kindergarten education scheme.

<sup>+</sup> Application is household-based.

<sup>¥</sup> 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 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.

<sup>^</sup> As at 31 January 2021, a small number of applications for reimbursement of tuition fees of the 2019/20 school year were still being processed.

<sup>@</sup> 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.

2020/21 School Year (as at 31 January 2021)	Number of applications	Number of beneficiaries	Average amount of assistance disbursed (\$)	Median amount of assistance disbursed (\$)	Total amount of assistance disbursed (\$M)
Kindergarten (KG) and Child Care Centre (CCC) Fee Remission Scheme	46 000	24 442 <sup>&amp;</sup>	(i) CCC: 17,611 (ii) KG: 5,707	(i) CCC: 16,752 (ii) KG: 4,998	153.5
Grant for School-related Expenses for Kindergarten Students	47 488	37 317	3,299	4,170	123.1
School Textbook Assistance Scheme	207 312	200 768	4,333	5,490	869.8
Student Travel Subsidy for Primary and Secondary Students	168 799	140 691	2,592	1,908	364.7
Subsidy Scheme for Internet Access Charges <sup>+</sup>	144 352 <sup>+</sup>	140 362 <sup>+</sup>	1,287	1,600	180.7
Examination Fee Remission Scheme <sup>¥</sup>	N.A.				
Financial Assistance Scheme for Designated Evening Adult Education Courses <sup>^</sup>	N.A.				
Tuition Fee Reimbursement under the Diploma Yi Jin <sup>^</sup>					
Student Travel Subsidy for Tertiary or Post-secondary Students	24 504	21 988	1,380	1,232	30.3
Continuing Education Fund <sup>@</sup>	29 131	23 013	8,593	9,450	197.7

<sup>&</sup> The number of beneficiaries does not include 12 932 students who passed the means test but needed not pay school fees under the kindergarten education scheme.

<sup>+</sup> Application is household-based.

<sup>¥</sup> With the approval of the 2020-21 Budget by the Legislative Council at the meeting on 14 May 2020, the Government paid the examination fees for school candidates sitting for the 2021 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 2020/21 school year. Hence, there is no need for needy students to apply for examination fee remission in the 2020/21 school year.

<sup>^</sup> Applications for reimbursement of tuition fees of the 2020/21 school year will be processed in the 2021-22 financial year.

<sup>@</sup> 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****EDB240****(Question Serial No. 1352)**

Head: (173) Working Family and Student Financial Assistance Agency  
(254) Loans to Students

Subhead (No. & title): (202) Non-means-tested loan scheme

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency  
(Mr Donald NG)

Director of Bureau: Secretary for Education

Question:

- (A) Please provide the details of the outstanding loan amount under repayment for various student loan schemes.

Loan scheme	Number of cases	Total amount of outstanding loan under repayment (\$)	Number of default cases
Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT)			
Non-means-tested Loan Scheme for Post-secondary Students (NLSPS)			
Extended Non-means-tested Loan Scheme (ENLS)			

- (B) Based on the amount of outstanding loan under repayment, please provide the numbers of loan borrowers with outstanding loan and the average outstanding amount.

Amount of outstanding loan under repayment (\$)	NLSFT	NLSPS	ENLS
Over 500,000			
300,000-500,000			
200,000-299,999			
100,000-199,999			
50,000-99,999			
20,000-49,999			
Below 20,000			

- (C) Please provide the respective numbers of loan borrowers who had repaid the outstanding loans in one lump sum before they left Hong Kong permanently in the past 3 years. If the loan borrowers have already emigrated overseas, are they required to repay the loans in one lump sum?

Asked by: Hon LAM Kin-fung, Jeffrey (LegCo internal reference no.: 47)

Reply:

- (A) As at 31 January 2021, the respective numbers of loan accounts with outstanding loan principal under repayment, total amount of outstanding loan principal involved and numbers of default cases under the NLSFT, NLSPS and ENLS are as follows –

<b>Scheme</b>	<b>Number of loan accounts*</b>	<b>Total amount of outstanding loan principal under repayment (\$M)</b>	<b>Number of default cases<sup>#</sup></b>
NLSFT	36 544	2,257.46	638
NLSPS	57 084	4,617.99	1 716
ENLS	59 656	2,592.91	4 063

\* Excluding accounts that are not yet required to commence repayments of student loans.

# Cases with 2 or more consecutive overdue quarterly instalments/6 or more consecutive overdue monthly instalments are regarded as default cases.

- (B) As at mid-March 2021, based on the amount of outstanding loan principal under repayment, the numbers of loan borrowers with outstanding loan principal and the average outstanding amount under the NLSFT, NLSPS and ENLS are as follows –

<b>Amount of outstanding loan principal under repayment</b>	<b>Number of loan borrowers*</b>		
	<b>NLSFT</b>	<b>NLSPS</b>	<b>ENLS</b>
Over \$500,000	0	6	3
\$300,000 - \$500,000	0	561	470
\$200,000 - \$299,999	326	3 271	853
\$100,000 - \$199,999	7 188	13 343	4 506
\$50,000 - \$99,999	10 196	17 018	10 790
\$20,000 - \$49,999	11 696	13 810	17 057
Below \$20,000	6 584	7 693	20 101
<b>Average amount of outstanding loan principal under repayment (\$)</b>	63,089	83,128	48,052

\* Excluding loan borrowers who are not yet required to commence repayments of student loans.

- (C) In accordance with the terms and conditions of the student loan schemes, loan borrowers are required to notify the Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency in writing immediately if they intend to leave Hong Kong for a period longer than 3 months or emigrate overseas. The SFO normally allows the loan borrowers concerned to continue repaying the loans according to their original repayment schedules.

All student loan repayers may request early repayment of their loans in one lump sum. As they are not required to provide reasons when making such requests, we do not maintain figures of the lump sum repayment of loans made by loan repayers who left Hong Kong permanently.

- End -

**CONTROLLING OFFICER'S REPLY****EDB241****(Question Serial No. 2620)**

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, 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, 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.: 89)

Reply:

The numbers of loan repayment accounts with overdue repayments and the amount of overdue repayments involved under the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT) and the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) in the 2018/19 to 2020/21 academic years are as follows –

Scheme	Academic Year		
	2018/19	2019/20	2020/21*
<b>NLSFT</b>			
Number of loan repayment accounts	15 364	15 414	4 261
Amount of overdue repayments (\$M) <sup>#</sup>	51.75	41.15	0.80
<b>NLSPS</b>			
Number of loan repayment accounts	24 274	24 780	6 432
Amount of overdue repayments (\$M) <sup>#</sup>	119.04	95.01	1.89



- \* To ease the cash flow burden of student loan repayers amidst the COVID-19 epidemic, the Government has introduced a one-off interest-free deferral of loan repayment from 1 April 2020 to 31 March 2022 (suspension period) for all student loan repayers who have commenced their loan repayments (except those defaulters on whom legal recovery actions have been taken) and those new loan repayers who will commence their loan repayments during the suspension period. As a result, the number of loan repayment accounts with overdue repayments and the amount of overdue repayments involved in the 2020/21 academic year (as at 31 January 2021) decrease significantly as compared with those in previous years.
- # 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 2018/19 to 2020/21 academic years are as follows –

<b>Scheme</b>	<b>Academic Year *</b>		
	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>
NLSFT	976	860	638
NLSPS	2 281	2 217	1 716
<b>Total</b>	<b>3 257</b>	<b>3 077</b>	<b>2 354</b>

- \* The numbers of default cases in the 2018/19 to 2020/21 academic years reflect the positions as at 31 July 2019, 31 July 2020 and 31 January 2021 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****EDB242****(Question Serial No. 1106)****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 set out the respective numbers of kindergarten, primary and secondary students in receipt of grants under various student financial assistance schemes, as well as the respective numbers of families involved in each of the past 3 school years by education level, category of financial assistance schemes and grant rate.

**Asked by:** Hon WONG Kwok-kin (LegCo internal reference no.: 24)**Reply:**

The respective numbers of students and 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 2018/19 to 2020/21 school years (as at 31 January 2021) are as follows:

		Number of students in receipt of financial assistance			Number of families in receipt of financial assistance*		
Education level	Financial assistance scheme	Full grant	3/4 grant	Half grant	Full grant	3/4 grant	Half grant
<b>2018/19 school year</b>							
Pre-primary level	Kindergarten and Child Care Centre Fee Remission Scheme	13 549	2 217	9 198	19 721	3 180	13 606
	Grant for School-related Expenses for Kindergarten Students	20 616	3 398	13 845			

		Number of students in receipt of financial assistance			Number of families in receipt of financial assistance*		
Education level	Financial assistance scheme	Full grant	3/4 grant	Half grant	Full grant	3/4 grant	Half grant
Primary and secondary level	Subsidy Scheme for Internet Access Charges <sup>+</sup>	80 133 <sup>+</sup>	Not applicable (N.A.)	51 646 <sup>+</sup>	94 117	N.A.	60 536
	School Textbook Assistance Scheme	121 243		80 208			
	Student Travel Subsidy Scheme	87 326		55 911			
	Financial Assistance Scheme for Designated Evening Adult Education Courses	133		52			
	Tuition Fee Reimbursement under the Diploma Yi Jin	1 152		625			
<b>2019/20 school year</b>							
Pre-primary level	Kindergarten and Child Care Centre Fee Remission Scheme	13 745	2 289	9 606	20 141	3 321	14 577
	Grant for School-related Expenses for Kindergarten Students	21 275	3 570	14 990			
Primary and secondary level	Subsidy Scheme for Internet Access Charges <sup>+</sup>	82 493 <sup>+</sup>	N.A.	54 212 <sup>+</sup>	93 456	N.A.	60 944
	School Textbook Assistance Scheme	120 772		81 006			
	Student Travel Subsidy Scheme	88 880		57 263			
	Financial Assistance Scheme for Designated Evening Adult Education Courses <sup>@</sup>	122		63			
	Tuition Fee Reimbursement under the Diploma Yi Jin <sup>@</sup>	1 036		515			

		Number of students in receipt of financial assistance			Number of families in receipt of financial assistance*		
Education level	Financial assistance scheme	Full grant	3/4 grant	Half grant	Full grant	3/4 grant	Half grant
<b>2020/21 school year (as at 31 January 2021)</b>							
Pre-primary level	Kindergarten and Child Care Centre Fee Remission Scheme	13 426	2 211	8 805	18 980	3 101	13 279
	Grant for School-related Expenses for Kindergarten Students	20 043	3 328	13 946			
Primary and secondary level	Subsidy Scheme for Internet Access Charges <sup>+</sup>	85 341 <sup>+</sup>	N.A.	55 021 <sup>+</sup>	94 856	N.A.	60 400
	School Textbook Assistance Scheme	121 351		79 417			
	Student Travel Subsidy Scheme	85 952		54 739			
	Financial Assistance Scheme for Designated Evening Adult Education Courses <sup>^</sup>	N.A.		N.A.			
	Tuition Fee Reimbursement under the Diploma Yi Jin <sup>^</sup>						

\* Families with more than one child receiving financial assistance under various schemes at different education levels are counted in the respective schemes concurrently.

+ The subsidy is disbursed on a household basis.

@ The figures are as at 31 January 2021. A small number of reimbursement applications for the 2019/20 school year are still under processing.

^ Relevant information is not available yet as reimbursement applications for the 2020/21 school year will be processed from April 2021.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB243**

**(Question Serial No. 1108)**

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:

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 WONG Kwok-kin (LegCo internal reference no.: 27)

Reply:

Information on the above student financial assistance schemes in the 2019/20 to 2020/21 school years is set out in the table below:

<b>2019/20 school year</b>	<b>Number of applications</b>	<b>Number of applications approved</b>	<b>Student population in the year</b>	<b>Percentage of beneficiaries out of student population</b>
Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS)	47 487	25 640 <sup>@</sup>	181 603	14.12% <sup>@</sup>
School Textbook Assistance Scheme (STAS)	208 488	201 778	648 100	31.13%
Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS)	22 319	17 994	99 955	18.00%
Financial Assistance Scheme for Post-secondary Students (FASP)	19 290	14 941	72 902	20.49%
Continuing Education Fund (CEF) <sup>#</sup>	20 711	19 634	Relevant information not available	
Diploma Yi Jin (DYJ) <sup>^</sup>	5 466	5 466	7 023	77.83%
Financial Assistance Scheme for Designated Evening Adult Education Courses (FAEAEC) <sup>^</sup>	652	652	1 154	56.50%

<sup>@</sup> The number of approved cases under the KCFRS does not include the 15 066 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 22.41%.

<sup>#</sup> The CEF is open for application throughout the year. The figures above relate to the financial year rather than the school year. The Office of the CEF does not maintain any information on the student population of CEF courses.

<sup>^</sup> The figures are as at 31 January 2021. A small number of reimbursement applications for the 2019/20 school year are still under processing.

<b>2020/21 school year (as at 31 January 2021)</b>	<b>Number of applications</b>	<b>Number of applications approved</b>	<b>Student population in the year</b>	<b>Percentage of beneficiaries out of student population</b>
KCFRS	46 000	24 442 <sup>@</sup>	175 683	13.91% <sup>@</sup>
STAS	207 312	200 768	651 900	30.80%
TSFS	21 849	15 063	98 370	15.31%
FASP	18 762	12 517	70 000	17.88%
CEF <sup>#</sup>	29 131	23 624	Relevant information not available	
DYJ	Relevant information is not available as reimbursement applications for the 2020/21 school year will be processed from April 2021.			
FAEAEC				

<sup>@</sup> The number of approved cases under the KCFRS does not include the 12 932 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 21.27%.

<sup>#</sup> The CEF is open for application throughout the year. The figures above relate to the financial year rather than the school year. The Office of the CEF does not maintain any information on the student population of CEF courses.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB244**

**(Question Serial No. 3069)**

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 repayment of student loans, would the Government inform this Committee of:

- (1) the number of loan accounts under various student financial assistance schemes to date, number of accounts which have commenced loan repayment, 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;
- (2) the number of default cases, average debt age, average amount in default as well as the highest and lowest amount in default under various student financial assistance schemes in the past 5 academic years; and the work and expenditure involved in recovering student loans in arrears and following up on cases of inability to repay loans; and
- (3) whether the Government will re-examine the repayment arrangements of various financial assistance schemes, establish a flexible repayment system (e.g. offering fresh graduates the option of repaying a lower amount initially and then increasing the repayment amount as their salaries rise), apply a reduced interest rate as an incentive for timely repayment, etc. If yes, what are the details? If no, what are the reasons?

Asked by: Hon WONG Kwok-kin (LegCo internal reference no.: 23)

Reply:

1. As at 31 January 2021, the respective numbers of loan accounts, numbers of accounts which have commenced loan repayment, total amount of outstanding loan principal under repayment, average annual amount of loan principal repaid, average annual amount of interest paid as well as average repayment period under 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) are as follows –

<b>Scheme</b>	<b>Number of loan accounts</b>	<b>Number of loan accounts which have commenced loan repayment</b>	<b>Total amount of outstanding loan principal under repayment <sup>^</sup> (\$M)</b>	<b>Average annual amount of loan principal repaid <sup>@</sup> (\$)</b>	<b>Average annual amount of interest paid <sup>@</sup> (\$)</b>	<b>Average repayment period <sup>#</sup></b>
TSFS	31 366	26 922	1,380.31	5,204.11	124.71	6.6
FASP	32 462	28 706	1,318.97	4,862.46	135.93	6.4
NLSFT	50 471	36 544	2,257.46	8,997.61	814.41	6.7
NLSPS	70 641	57 084	4,617.99	9,075.67	1,012.47	7.3
ENLS	65 940	59 656	2,592.91	4,245.00	436.91	8.4

<sup>^</sup> Excluding accounts that are not yet required to commence repayments of student loans.

<sup>@</sup> To ease the cash flow burden of student loan repayers amidst the COVID-19 epidemic, the Government has introduced a one-off interest-free deferral of loan repayment from 1 April 2020 to 31 March 2022 (suspension period) for all student loan repayers who have commenced their loan repayments (except those defaulters on whom legal recovery actions have been taken) and those new loan repayers who will commence their loan repayments during the suspension period. The above average annual amount of loan principal repaid and interest paid is calculated based on the loan repayment accounts in the 2020/21 academic year (as at 31 January 2021).

<sup>#</sup> Calculated based on the loan repayment accounts which have been fully settled in the 2020/21 academic year (as at 31 January 2021).

2. Cases with 2 or more consecutive overdue quarterly instalments/6 or more consecutive overdue monthly instalments are regarded as default cases. The details of default cases under various student financial assistance schemes in the 2016/17 to 2020/21 academic years are as follows –

	<b>Academic Year*</b>				
	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>
<b>TSFS</b>					
Number of default cases	1 106	1 051	971	996	816
Average amount in default (\$)	22,000	20,000	20,000	19,000	21,000
Highest amount in default (\$)	137,869	137,869	137,869	137,869	137,869
Lowest amount in default (\$)	111	247	192	116	116
<b>FASP</b>					
Number of default cases	1 318	1 267	1 175	1 174	958
Average amount in default (\$)	12,000	11,000	11,000	11,000	12,000
Highest amount in default (\$)	130,162	160,789	191,415	222,041	237,355
Lowest amount in default (\$)	113	120	82	120	120
<b>NLSFT</b>					
Number of default cases	991	965	976	860	638
Average amount in default (\$)	16,000	14,000	13,000	15,000	17,000
Highest amount in default (\$)	136,703	136,883	137,063	137,243	137,243
Lowest amount in default (\$)	324	431	405	654	654
<b>NLSPS</b>					
Number of default cases	2 355	2 287	2 281	2 217	1 716
Average amount in default (\$)	21,000	19,000	19,000	19,000	22,000
Highest amount in default (\$)	217,595	217,775	211,041	206,097	199,691
Lowest amount in default (\$)	257	225	263	388	532
<b>ENLS</b>					
Number of default cases	5 559	5 143	4 879	4 670	4 063
Average amount in default (\$)	13,000	13,000	13,000	13,000	14,000
Highest amount in default (\$)	182,060	122,645	122,645	122,825	122,825
Lowest amount in default (\$)	187	187	140	187	187

\* Relevant figures of the default cases in the 2016/17 to 2020/21 academic years reflect the positions as at 31 July 2017, 31 July 2018, 31 July 2019, 31 July 2020 and 31 January 2021 respectively, including cases where loan borrowers started repayment in the previous academic years and the academic years concerned but are still in default as at those dates.

We do not maintain information on the average debt age of default cases. Information on the number of default cases by debt age in the 2016/17 to 2020/21 academic years is set out as follows –

	Academic Year*				
	2016/17	2017/18	2018/19	2019/20	2020/21
Number of default cases by debt age +					
(i) Within 1 year	2 489	2 599	2 875	3 226	1 965
(ii) 1 year or above	0	0	0	0	0
Total	2 489	2 599	2 875	3 226	1 965

\* The numbers of default cases in the 2016/17 to 2020/21 academic years reflect the positions as at 31 July 2017, 31 July 2018, 31 July 2019, 31 July 2020 and 31 January 2021 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 exclude default cases in which legal recovery action had been initiated, i.e. cases referred to the Department of Justice (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/write-off applications being processed by the Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency.

As for the work in recovering defaulted student loans and following up on cases of inability to repay loans, the SFO will generally 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 find out if they need assistance. 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 DoJ or filing claims directly to the SCT. 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.

The expenditure involved in the above work is as follows –

	Academic Year				
	2016/17	2017/18	2018/19	2019/20	2020/21 (as at 31 January 2021)
Overall operating expenses# (\$M)	32.2	35.7	35.7	39.0	14.8

# The expenditure involved in recovering defaulted student loans is mainly for salaries provision for staff members (including civil servants and non-civil service contract staff of both the SFO and the DoJ) involved in the work. Since the implementation of the 2-year interest-free deferral of loan repayment arrangement in April 2020, the number of default cases has reduced correspondingly. The SFO has therefore arranged temporary re-deployment of manpower resources, resulting in lower operating expenses involved in the 2020/21 academic year (as at 31 January 2021).

3. To ease the financial burden of student loan borrowers right upon their graduation and allow them more time to secure a stable job, they are given the option of commencing loan repayment one year after completion of their studies. 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 means-tested loan schemes from 2.5% to 1% per annum, 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. Loan borrowers who have difficulties 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, hence extending the repayment period to 17 years in total. Furthermore, the Government implemented the 2-year interest-free deferral of loan repayment arrangement in April 2020. Eligible student loan repayers do not need to repay their loan principal and interest during the suspension period, and the loan repayment period will also be extended correspondingly (i.e. the entire loan repayment period can be up to 19 years).

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB245**

**(Question Serial No. 0913)**

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 Hong Kong Polytechnic University and The Chinese University of Hong Kong were seriously damaged during the riots in 2019. What is the total cost of restoration works? While the expenditure on restoration works is borne by the universities, is the Government required to allocate additional resources for subsidising the relevant expenditure as the universities are after all government subvented organisations? If yes, how will the expenditure be utilised and what is the total amount involved?

Asked by: Hon CHAN Han-pan (LegCo internal reference no.: 37)

Reply:

During the social incidents in 2019, the campuses of a number of University Grants Committee (UGC)-funded universities suffered damages of varying degrees. The universities had promptly assessed the extent of damage and commenced restoration works so as to ensure that the campuses would be safe and suitable for teaching and research activities. Under the prevailing arrangements, universities may carry out their routine repair and maintenance works on campus facilities when need arises, and meet the relevant expenses with their existing resources under the principle of institutional autonomy. The UGC did not provide additional resources to the universities for the aforesaid restoration works, and we do not maintain any information on the estimated expenditure incurred.

- End -

**EDB246**

**CONTROLLING OFFICER'S REPLY**

**(Question Serial No. 0529)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

1. Please provide the overall surpluses / deficits, donations received, total amount of funds and liabilities of the University Grants Committee (UGC)-funded universities for the past 3 years.
2. Please provide the tuition fees incomes and the surpluses / deficits of self-financing programmes of the UGC-funded universities for the past 3 years.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 155)

Reply:

1. 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 past 3 years (2017/18 to 2019/20 academic years) are at **Annex A**, while the relevant reports are also available on their websites.
2. Based on information provided by the universities, the tuition fees incomes and the surpluses / deficits of self-financing programmes for the past 3 years (2017/18 to 2019/20 academic years) are at **Annexes B and C**.

**Surplus / Deficit, donations received, total funds and liabilities of UGC-funded universities** <sup>Note 1</sup>  
**2017/18 to 2019/20 academic years**

Universities	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
<b>Surplus / (Deficit) for the year (\$ million)</b>								
2017/18	454	201	(3)	1,620	65	248	560	1,425
2018/19	231	94	4	1,094	2	376	327	427
2019/20	639	446	260	2,034	287	929	1,382	1,410
<b>Donations received for the year (\$ million)</b>								
2017/18	148	81	34	731	67	319	60	640
2018/19	48	81	26	764	52	235	62	439
2019/20	378	307	204	1,308	129	393	741	1,231
<b>Total funds</b> <sup>Note 2</sup> (\$ 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
2019/20	9,670	6,972	2,622	26,732	3,249	10,583	14,368	29,250
<b>Total liabilities</b> <sup>Note 3</sup> (\$ million)								
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
2019/20	5,443	3,053	452	5,217	716	7,088	3,504	6,696

*Source: Financial Reports of UGC-funded universities.*

**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 incomes, etc.



**Tuition Fees Incomes, Surplus / Deficit from Self-financing Programmes Offered by UGC-funded Universities**<sup>Note</sup>  
2017/18 to 2019/20 academic years

University (\$ million)	City University of Hong Kong			Hong Kong Baptist University			Lingnan University			The Chinese University of Hong Kong		
	17/18	18/19	19/20	17/18	18/19	19/20	17/18	18/19	19/20	17/18	18/19	19/20
Academic year	17/18	18/19	19/20	17/18	18/19	19/20	17/18	18/19	19/20	17/18	18/19	19/20
Sub-degree (SD)	2	3	4	202	207	211	66	74	75	152	164	164
Undergraduate (Ug)	217	218	189	182	178	179	3	1	3	4	3	0
Taught Postgraduate (TPg)	614	727	785	296	349	440	68	108	109	873	993	1,055
Research Postgraduate (RPg)	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>833</b>	<b>948</b>	<b>978</b>	<b>680</b>	<b>734</b>	<b>830</b>	<b>137</b>	<b>183</b>	<b>187</b>	<b>1,029</b>	<b>1,160</b>	<b>1,219</b>
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		
	17/18	18/19	19/20	17/18	18/19	19/20	17/18	18/19	19/20	17/18	18/19	19/20
Academic year	17/18	18/19	19/20	17/18	18/19	19/20	17/18	18/19	19/20	17/18	18/19	19/20
SD	0	0	0	512	533	516	0	0	0	456	512	582
Ug	107	101	83	356	298	255	12	14	15	153	164	161
TPg	111	152	189	578	622	659	591	691	742	951	1,135	1,279
RPg	0	0	0	16	17	16	2	2	3	0	0	0
<b>Total</b>	<b>218</b>	<b>253</b>	<b>272</b>	<b>1,462</b>	<b>1,470</b>	<b>1,446</b>	<b>605</b>	<b>707</b>	<b>760</b>	<b>1,560</b>	<b>1,811</b>	<b>2,022</b>

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 fees incomes 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.

**Surplus / Deficit from self-financing programmes offered by UGC-funded universities<sup>Note</sup>  
2017/18 to 2019/20 academic years**

<b>Universities</b>	<b>City University of Hong Kong</b>	<b>Hong Kong Baptist University</b>	<b>Lingnan University</b>	<b>The Chinese University of Hong Kong</b>	<b>The Education University of Hong Kong</b>	<b>The Hong Kong Polytechnic University</b>	<b>The Hong Kong University of Science and Technology</b>	<b>The University of Hong Kong</b>
<b>Surplus / (Deficit) (\$ million)</b>								
2017/18	172	64	14	194	42	84	160	205
2018/19	250	79	36	456	17	142	217	579
2019/20	251	89	32	469	26	167	245	312

*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.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB247**

**(Question Serial No. 2790)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please provide an update on the respective numbers of publicly-funded hostel places of the University Grants Committee-funded universities.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 153)

Reply:

The total number of publicly-funded student hostel places available for allocation to students in the 8 University Grants Committee (UGC)-funded universities was 28 621 at the beginning of the 2020/21 academic year. In addition, there were 6 450 privately-funded hostel places and 1 512 temporary hostel places provided by the universities. Detailed information on the number of student hostel places of each university is set out at Annex.

**Number of hostel places available for allocation to students  
in UGC-funded universities**

University	2020/21 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	239	140	2 009
Lingnan University	1 300	1 185	130	2 615
The Chinese University of Hong Kong	6 210	2 593	325	9 128
The Education University of Hong Kong	2 000	0	186	2 186
The Hong Kong Polytechnic University	4 654	0	94	4 748
The Hong Kong University of Science and Technology	3 814	1 612	637	6 063
The University of Hong Kong	5 573	613	0	6 186
<b>Total</b>	<b>28 621</b>	<b>6 450</b>	<b>1 512</b>	<b>36 583</b>

\* 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.

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB248**

**(Question Serial No. 2791)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please provide the numbers of local and non-local students of the University Grants Committee-funded programmes by university, place of origin and level of study.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 154)

Reply:

The numbers of local and non-local students of University Grants Committee (UGC)-funded programmes by university, place of origin and level of study from the 2018/19 to 2020/21 academic years are set out at the Annex.

**Number of Local and Non-local Students of UGC-funded Programmes by University, Place of Origin and Level of Study  
from the 2018/19 to 2020/21 Academic Years**

**2018/19 academic year**

(Headcount)

University	Place of Origin		Sub-degree Programmes	Undergraduate Programmes	Taught Postgraduate Programmes	Research Postgraduate Programmes	
						MPhil Programmes	PhD Programmes
CityU	Local students		674	11 215	53	2	79
	Non-local students	Mainland China	-	893	-	-	826
		Others	-	656	-	-	239
Total			674	12 764	53	2	1 144
HKBU	Local students		-	6 189	254	17	37
	Non-local students	Mainland China	-	700	-	20	137
		Others	-	97	-	2	25
Total			-	6 986	254	39	199
LU	Local students		-	2 349	-	19	3
	Non-local students	Mainland China	-	162	-	13	16
		Others	-	24	-	4	29
Total			-	2 535	-	36	48
CUHK	Local students		-	14 924	830	208	270
	Non-local students	Mainland China	-	1 466	1	124	1 296
		Others	-	891	1	13	98
Total			-	17 281	832	345	1 664

**2018/19 academic year**

(Headcount)

University	Place of Origin		Sub-degree Programmes	Undergraduate Programmes	Taught Postgraduate Programmes	Research Postgraduate Programmes	
						MPhil Programmes	PhD Programmes
EdUHK	Local students		2 252	4 817	950	5	23
	Non-local students	Mainland China	-	387	5	2	42
		Others	-	35	-	1	21
Total			2 252	5 239	955	8	86
PolyU	Local students		1 060	12 966	15	48	119
	Non-local students	Mainland China	-	1 078	-	46	490
		Others	-	719	-	4	141
Total			1 060	14 763	15	98	750
HKUST	Local students		-	8 136	-	138	106
	Non-local students	Mainland China	-	726	-	149	741
		Others	-	941	-	80	188
Total			-	9 803	-	367	1 035
HKU	Local students		-	13 840	728	156	324
	Non-local students	Mainland China	-	1 521	84	142	1 254
		Others	-	1 305	11	32	182
Total			-	16 666	823	330	1 760



**2019/20 academic year**

(Headcount)

University	Place of Origin		Sub-degree Programmes	Undergraduate Programmes	Taught Postgraduate Programmes	Research Postgraduate Programmes	
						MPhil Programmes	PhD Programmes
CityU	Local students		496	11 133	53	-	76
	Non-local students	Mainland China	-	927	-	-	1 011
		Others	-	810	-	-	240
Total			496	12 870	53	-	1 326
HKBU	Local students		-	6 141	243	18	35
	Non-local students	Mainland China	-	662	-	24	152
		Others	-	146	-	2	34
Total			-	6 949	243	44	221
LU	Local students		-	2 325	-	16	2
	Non-local students	Mainland China	-	229	-	15	18
		Others	-	29	-	6	29
Total			-	2 583	-	37	49
CUHK	Local students		-	15 048	871	193	283
	Non-local students	Mainland China	-	1 467	-	117	1 408
		Others	-	949	-	10	118
Total			-	17 464	871	320	1 809

**2019/20 academic year**

(Headcount)

University	Place of Origin		Sub-degree Programmes	Undergraduate Programmes	Taught Postgraduate Programmes	Research Postgraduate Programmes	
						MPhil Programmes	PhD Programmes
EdUHK	Local students		1 951	4 855	763	3	16
	Non-local students	Mainland China	-	407	19	-	49
		Others	-	42	3	-	31
Total			1 951	5 304	785	3	96
PolyU	Local students		915	13 082	20	46	112
	Non-local students	Mainland China	-	1 065	-	45	540
		Others	-	794	-	5	152
Total			915	14 941	20	96	804
HKUST	Local students		-	8 206	-	116	124
	Non-local students	Mainland China	-	766	-	134	696
		Others	-	961	-	72	204
Total			-	9 933	-	322	1 024
HKU	Local students		-	13 828	823	147	328
	Non-local students	Mainland China	-	1 573	62	128	1 399
		Others	-	1 422	16	22	204
Total			-	16 823	901	296	1 931

**2020/21 academic year (provisional)**

(Headcount)

University	Place of Origin		Sub-degree Programmes	Undergraduate Programmes	Taught Postgraduate Programmes	Research Postgraduate Programmes	
						MPhil Programmes	PhD Programmes
CityU	Local students		342	10 590	53	-	58
	Non-local students	Mainland China	-	1 057	-	-	819
		Others	-	755	-	-	155
Total			342	12 402	53	-	1 033
HKBU	Local students		-	6 401	218	24	32
	Non-local students	Mainland China	-	679	-	20	163
		Others	-	161	-	2	37
Total			-	7 241	218	46	232
LU	Local students		-	2 307	-	9	2
	Non-local students	Mainland China	-	276	-	10	23
		Others	-	54	-	2	27
Total			-	2 637	-	22	52
CUHK	Local students		-	15 115	906	176	299
	Non-local students	Mainland China	-	1 395	-	107	1 542
		Others	-	828	-	18	150
Total			-	17 338	906	301	1 991

**2020/21 academic year (provisional)**

(Headcount)

University	Place of Origin		Sub-degree Programmes	Undergraduate Programmes	Taught Postgraduate Programmes	Research Postgraduate Programmes	
						MPhil Programmes	PhD Programmes
EdUHK	Local students		1 951	4 857	617	3	16
	Non-local students	Mainland China	-	385	31	-	40
		Others	-	45	3	1	38
Total			1 951	5 287	651	4	94
PolyU	Local students		984	13 164	18	52	120
	Non-local students	Mainland China	-	1 311	-	52	614
		Others	-	676	-	3	119
Total			984	15 151	18	107	853
HKUST	Local students		-	8 294	-	100	133
	Non-local students	Mainland China	-	834	-	113	712
		Others	-	972	-	45	203
Total			-	10 100	-	257	1 047
HKU	Local students		-	14 089	932	128	339
	Non-local students	Mainland China	-	1 708	50	124	1 541
		Others	-	1 341	17	18	213
Total			-	17 138	999	269	2 092

Notes:

1. UGC-funded taught postgraduate programmes cover only MPhil programmes but not PhD Programmes.
2. Figures of UGC-funded research postgraduate students refer to students funded by the 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 research postgraduate 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 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

- End -

**CONTROLLING OFFICER'S REPLY****EDB249****(Question Serial No. 2792)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please set out the approved intakes, approved student number targets, student numbers, unit cost and tuition fees of the University Grants Committee-funded undergraduate programmes over the past 3 years with a breakdown by university and broad academic programme category.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 156)

Reply:

The approved intake places, approved student number targets and student enrolment of the University Grants Committee (UGC)-funded undergraduate (Ug) programmes by university and broad academic programme category (APC) in the 2019/20 to 2020/21 academic years are set out in the **Annex 1**.

The same details of the 2018/19 academic year were set out in our reply (Reply Serial No. EDB247) to the relevant question (Question Serial No. 0011) raised at the Special Meetings of the Finance Committee to examine the Estimates of Expenditure 2020-21 in 2020 (at **Annex 2**). They are not repeated herein.

The average student unit costs of UGC-funded places are derived based on the actual costs incurred on UGC-funded expenditure items as reported by the universities. The average student unit costs of the 2020/21 academic year are yet to be available as the academic year has not ended yet. The average student unit costs of UGC-funded Ug programmes by APC in the 2018/19 to 2019/20 academic years are set out below:

Level of study	Average student unit cost <sup>Note 2</sup>	
	2018/19	2019/20 <sup>Note 1</sup>
Ug programmes	\$265,000	\$274,000
<i>Medicine, Dentistry and Health</i>	<i>\$378,000</i>	<i>\$393,000</i>

Level of study	Average student unit cost <sup>Note 2</sup>	
	2018/19	2019/20 <sup>Note1</sup>
<i>Sciences</i>	\$282,000	\$292,000
<i>Engineering and Technology</i>	\$302,000	\$308,000
<i>Business and Management</i>	\$220,000	\$229,000
<i>Social Sciences</i>	\$227,000	\$236,000
<i>Arts and Humanities</i>	\$218,000	\$228,000
<i>Education</i>	\$217,000	\$214,000

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 programmes).

**Approved intake places, approved student number targets and student enrolment of UGC-funded undergraduate programmes by university and broad academic programme category in the 2019/20 to 2020/21 academic years**

(Full-time equivalent)

Academic year	University	Broad academic programme category	Approved intake place			Approved student number target	Student enrolment
			First-year-first-degree place	Senior year degree place	Other degree place		
2019/20	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
		Social Sciences	300	392	-	2 025	2 288
		Arts and Humanities	190	290	-	1 366	1 562
		<b>Sub-total</b>	<b>2 095</b>	<b>1 395</b>	<b>-</b>	<b>11 170</b>	<b>12 870</b>
	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
		<b>Sub-total</b>	<b>1 148</b>	<b>646</b>	<b>40</b>	<b>6 100</b>	<b>6 781</b>
	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
		<b>Sub-total</b>	<b>521</b>	<b>130</b>	<b>-</b>	<b>2 374</b>	<b>2 583</b>



Academic year	University	Broad academic programme category	Approved intake place			Approved student number target	Student enrolment
			First-year-first-degree place	Senior year degree place	Other degree place		
	CUHK	Medicine, Dentistry and Health	622	118	-	3 310	3 270
		Sciences	599	70	-	2 631	3 346
		Engineering and Technology	465	14	-	1 926	2 172
		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
		<b>Sub-total</b>	<b>3 257</b>	<b>404</b>	<b>-</b>	<b>14 794</b>	<b>17 464</b>
	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
		<b>Sub-total</b>	<b>609</b>	<b>184</b>	<b>334</b>	<b>4 313</b>	<b>4 791</b>
	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
		Social Sciences	50	72	-	362	374
		Arts and Humanities	182	286	-	1 352	1 444
		<b>Sub-total</b>	<b>2 322</b>	<b>1 750</b>	<b>-</b>	<b>13 165</b>	<b>14 941</b>
	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
		<b>Sub-total</b>	<b>2 034</b>	<b>151</b>	<b>-</b>	<b>8 189</b>	<b>9 933</b>

Academic year	University	Broad academic programme category	Approved intake place			Approved student number target	Student enrolment
			First-year-first-degree place	Senior year degree place	Other degree place		
	HKU	Medicine, Dentistry and Health	707	25	-	3 494	3 506
		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
		<b>Sub-total</b>	<b>3 014</b>	<b>340</b>	<b>-</b>	<b>13 735</b>	<b>16 823</b>
<b>Total</b>		<b>15 000</b>	<b>5 000</b>	<b>374</b>	<b>73 840</b>	<b>86 185</b>	
2020/21 (Provisional)	CityU	Medicine, Dentistry and Health	68	1	-	210	202
		Sciences	473	128	-	2 121	2 532
		Engineering and Technology	420	190	-	2 074	2 084
		Business and Management	644	394	-	3 398	4 015
		Social Sciences	300	392	-	2 011	2 130
		Arts and Humanities	190	290	-	1 358	1 439
		<b>Sub-total</b>	<b>2 095</b>	<b>1 395</b>	<b>-</b>	<b>11 170</b>	<b>12 402</b>
	HKBU	Medicine, Dentistry and Health	45	-	-	240	258
		Sciences	214	100	-	1 029	1 218
		Business and Management	226	140	-	1 188	1 449
		Social Sciences	313	199	-	1 695	1 943
		Arts and Humanities	266	186	-	1 454	1 671
		Education	84	21	40	485	514
		<b>Sub-total</b>	<b>1 148</b>	<b>646</b>	<b>40</b>	<b>6 091</b>	<b>7 052</b>
	LU	Sciences	8	-	-	16	42
		Business and Management	173	46	-	781	837
		Social Sciences	105	29	-	515	677
		Arts and Humanities	236	55	-	1 051	1 082
		<b>Sub-total</b>	<b>521</b>	<b>130</b>	<b>-</b>	<b>2 364</b>	<b>2 637</b>

Academic year	University	Broad academic programme category	Approved intake place			Approved student number target	Student enrolment
			First-year-first-degree place	Senior year degree place	Other degree place		
	CUHK	Medicine, Dentistry and Health	622	120	-	3 384	3 322
		Sciences	599	72	-	2 600	3 356
		Engineering and Technology	465	14	-	1 909	2 205
		Business and Management	558	16	-	2 314	2 977
		Social Sciences	554	53	-	2 360	2 967
		Arts and Humanities	396	88	-	1 823	2 132
		Education	63	41	-	371	379
		<b>Sub-total</b>	<b>3 257</b>	<b>404</b>	<b>-</b>	<b>14 761</b>	<b>17 338</b>
	EdUHK	Sciences	75	10	6	419	470
		Business and Management	8	1	0	59	61
		Social Sciences	54	56	8	383	458
		Arts and Humanities	258	85	39	1 494	1 485
		Education	214	31	280	1 946	2 296
		<b>Sub-total</b>	<b>609</b>	<b>184</b>	<b>334</b>	<b>4 301</b>	<b>4 770</b>
	PolyU	Medicine, Dentistry and Health	722	55	-	3 231	3 225
		Sciences	233	236	-	1 400	1 795
		Engineering and Technology	708	697	-	4 262	4 881
		Business and Management	427	405	-	2 568	3 414
		Social Sciences	50	72	-	356	381
		Arts and Humanities	182	286	-	1 335	1 455
		<b>Sub-total</b>	<b>2 322</b>	<b>1 750</b>	<b>-</b>	<b>13 151</b>	<b>15 151</b>
	HKUST	Sciences	653	43	-	2 454	2 862
		Engineering and Technology	598	72	-	2 599	3 346
		Business and Management	604	33	-	2 548	3 128
		Social Sciences	148	2	-	551	647
		Arts and Humanities	32	-	-	120	117
		<b>Sub-total</b>	<b>2 034</b>	<b>151</b>	<b>-</b>	<b>8 272</b>	<b>10 100</b>

Academic year	University	Broad academic programme category	Approved intake place			Approved student number target	Student enrolment
			First-year-first-degree place	Senior year degree place	Other degree place		
	HKU	Medicine, Dentistry and Health	707	25	-	3 623	3 677
		Sciences	432	88	-	1 981	2 981
		Engineering and Technology	581	45	-	2 464	2 970
		Business and Management	271	5	-	1 091	1 756
		Social Sciences	581	55	-	2 474	3 287
		Arts and Humanities	386	51	-	1 678	1 965
		Education	57	70	-	458	499
		<b>Sub-total</b>	<b>3 014</b>	<b>340</b>	<b>-</b>	<b>13 769</b>	<b>17 134</b>
	<b>Total</b>		<b>15 000</b>	<b>5 000</b>	<b>374</b>	<b>73 879</b>	<b>86 585</b>

Notes:

1. Since some UGC-funded programmes are related to more than one academic programme category, students of these programmes are counted across the relevant academic programme categories on pro-rata basis. Thus, the number of students of some academic programme categories are decimal figures which are rounded to the nearest whole number. As such, some breakdown figures may not add up to the actual totals. The figure zero represents a value less than 0.5.
2. “-” denotes “nil”.
3. Abbreviations  
CityU City University of Hong Kong  
HKBU Hong Kong Baptist University  
LU Lingnan University  
CUHK The Chinese University of Hong Kong  
EdUHK The Education University of Hong Kong  
PolyU The Hong Kong Polytechnic University  
HKUST The Hong Kong University of Science and Technology  
HKU The University of Hong Kong

**Annex 2**

(Extracted from last year reply (EDB 247)  
to the question (question serial no. 0011)  
raised at Special Meetings of the Finance Committee  
to examine the Estimates of Expenditure 2020-21)

**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
		<b>Sub-total</b>	<b>2 095</b>	<b>1 395</b>	<b>-</b>	<b>11 170</b>	<b>12 764</b>
	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
		<b>Sub-total</b>	<b>1 171</b>	<b>646</b>	<b>40</b>	<b>6 114</b>	<b>6 823</b>
	LU	Business and Management	172	46	-	785	844
		Social Sciences	124	29	-	558	573
		Arts and Humanities	235	55	-	1 063	1 118
		<b>Sub-total</b>	<b>531</b>	<b>130</b>	<b>-</b>	<b>2 406</b>	<b>2 535</b>

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		
	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
		<b>Sub-total</b>	<b>3 297</b>	<b>404</b>	<b>-</b>	<b>14 784</b>	<b>17 281</b>
	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
		<b>Sub-total</b>	<b>582</b>	<b>184</b>	<b>334</b>	<b>4 219</b>	<b>4 735</b>
	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
		<b>Sub-total</b>	<b>2 342</b>	<b>1 750</b>	<b>-</b>	<b>13 064</b>	<b>14 763</b>
	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
<b>Sub-total</b>		<b>1 951</b>	<b>151</b>	<b>-</b>	<b>8 055</b>	<b>9 803</b>	

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		
	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
		<b>Sub-total</b>	<b>3 031</b>	<b>340</b>	<b>-</b>	<b>13 742</b>	<b>16 665</b>
<b>Total</b>		<b>15 000</b>	<b>5 000</b>	<b>374</b>	<b>73 554</b>	<b>85 368</b>	
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
		Social Sciences	300	392	-	2 025	2 288
		Arts and Humanities	190	290	-	1 366	1 562
		<b>Sub-total</b>	<b>2 095</b>	<b>1 395</b>	<b>-</b>	<b>11 170</b>	<b>12 870</b>
	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
		<b>Sub-total</b>	<b>1 148</b>	<b>646</b>	<b>40</b>	<b>6 100</b>	<b>6 781</b>
	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
		<b>Sub-total</b>	<b>521</b>	<b>130</b>	<b>-</b>	<b>2 374</b>	<b>2 583</b>

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		
	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
		<b>Sub-total</b>	<b>3 257</b>	<b>404</b>	<b>-</b>	<b>14 794</b>	<b>17 464</b>
	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
		<b>Sub-total</b>	<b>609</b>	<b>184</b>	<b>334</b>	<b>4 313</b>	<b>4 791</b>
	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
		Social Sciences	50	72	-	362	374
		Arts and Humanities	182	286	-	1 352	1 444
		<b>Sub-total</b>	<b>2 322</b>	<b>1 750</b>	<b>-</b>	<b>13 165</b>	<b>14 941</b>
	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
		<b>Sub-total</b>	<b>2 034</b>	<b>151</b>	<b>-</b>	<b>8 189</b>	<b>9 933</b>



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		
	HKU	Medicine, Dentistry and Health	707	25	-	3 494	3 506
		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
		<b>Sub-total</b>	<b>3 014</b>	<b>340</b>	<b>-</b>	<b>13 735</b>	<b>16 823</b>
<b>Total</b>		<b>15 000</b>	<b>5 000</b>	<b>374</b>	<b>73 840</b>	<b>86 185</b>	

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  
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**

**EDB250**

**(Question Serial No. 2798)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please set out the funding awarded under the Competitive Research Funding Schemes for the Local Self-financing Degree Sector in the past 3 years with a breakdown by institution.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 163)

Reply:

The amount of funding received by each institution under the competitive research funding schemes for the local self-financing degree sector from the 2018/19 to 2020/21 academic years is listed at **Annex**.

**Funding Awarded Under the Competitive Research Funding Schemes  
for the Local Self-financing Degree Sector  
(2018/19 to 2020/21)**

**Amount of funding received by each institution** <sup>(Note 1)</sup>

<b>Institution</b>	<b>2018/19 (\$ million)</b>	<b>2019/20 (\$ million)</b>	<b>2020/21 (\$ million)</b>
Caritas Institute of Higher Education	2.9	5.2	13.7
Centennial College	0.7	-	-
Chu Hai College of Higher Education	2.7	1.0	2.1
The Hang Seng University of Hong Kong	8.5	16.3	14.8
Hong Kong Shue Yan University	2.7	10.0	10.3
The Open University of Hong Kong	13.0	21.1	15.2
Tung Wah College	0.7	2.8	2.4
HKCT Institute of Higher Education	-	-	-
Hong Kong Nang Yan College of Higher Education	-	-	-
School of Continuing Education, Hong Kong Baptist University	-	0.9	3.3
School of Professional Education and Executive Development, The Hong Kong Polytechnic University	3.2	3.6	9.4
Technological and Higher Education Institute of Hong Kong	3.2	11.2	13.7
Gratia Christian College	-	-	-
Yew Chung College of Early Childhood Education <sup>(Note 2)</sup>	-	2.0	-
UOW College Hong Kong <sup>(Note 3)</sup>	-	-	1.6
<b>Total</b> <sup>(Note 4)</sup>	<b>37.7</b>	<b>74.1</b>	<b>86.5</b>

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 Institution is eligible for the research funding schemes starting from the 2019/20 academic year.

Note 3 Institution is eligible for the research funding schemes starting from the 2020/21 academic year.

Note 4 Figures of individual items may not add up to the total due to rounding.

- End -

**EDB251**

**CONTROLLING OFFICER'S REPLY**

**(Question Serial No. 2840)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Please set out the amount of government funding used for research purposes by the University Grants Committee (UGC)-funded universities, the amount of funding secured through the UGC/Research Grants Council's competitive research funding schemes and the total amount of funding with a breakdown by broad subject category in the past 3 years.

Asked by: Hon CHENG Chung-tai (LegCo internal reference no.: 159)

Reply:

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 2018/19 and 2019/20 academic years is listed at **Annex A**. Information in respect of the 2020/21 academic year is not yet available.

The amount of funding secured by universities through the UGC/Research Grants Council (RGC) competitive research funding schemes in the past 3 academic years (2018/19 to 2020/21), with a breakdown by university and broad subject category, is listed at **Annex B**.

**Funding Received by UGC-funded Universities from the Government  
Utilised for Research Purposes  
(2018/19 to 2019/20)**

**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
The Education University of Hong Kong	283.0	9.1	292.1
The Hong Kong Polytechnic University	1,446.2	164.7	1611.0
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
<b>Total</b>	<b>8,503.1</b>	<b>964.5</b>	<b>9,467.6</b>

**2019/20**

University	From UGC/RGC (\$ million)	From Other Government Sources (\$ million)	Total (\$ million)
City University of Hong Kong	1,234.4	151.6	1,386.0
Hong Kong Baptist University	541.9	51.6	593.5
Lingnan University	178.2	8.2	186.4
The Chinese University of Hong Kong	1,631.5	325.8	1,957.2
The Education University of Hong Kong	291.4	10.1	301.5
The Hong Kong Polytechnic University	1,381.6	226.6	1,608.2
The Hong Kong University of Science and Technology	1,057.4	161.5	1,219.0
The University of Hong Kong	2,751.9	331.8	3,083.7
<b>Total</b>	<b>9,068.2</b>	<b>1,267.3</b>	<b>10,335.5</b>

## 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  
(2018/19 to 2020/21)**

**Breakdown by University** <sup>(Note 1)</sup>

University	2018/19 (\$ million)	2019/20 (\$ million)	2020/21 (\$ million) <small>(Note 2)</small>
City University of Hong Kong	135.5	125.1	206.5
Hong Kong Baptist University	56.0	52.2	99.8
Lingnan University	5.2	7.6	12.9
The Chinese University of Hong Kong	325.6	271.5	354.4
The Education University of Hong Kong	21.5	26.9	28.4
The Hong Kong Polytechnic University	234.5	189.9	211.4
The Hong Kong University of Science and Technology	301.4	187.1	288.0
The University of Hong Kong	375.5	330.5	614.4
<b>Total</b> <sup>(Note 3)</sup>	<b>1,455.2</b>	<b>1,190.7</b>	<b>1,815.8</b>

**Breakdown by Broad Subject Category** <sup>(Note 1)</sup>

Broad Subject Category	2018/19 (\$ million)	2019/20 (\$ million)	2020/21 (\$ million) <small>(Note 2)</small>
Biology and Medicine	451.7	393.7	567.1
Business Studies	77.3	73.6	100.2
Engineering	462.6	335.6	456.5
Humanities and Social Sciences	184.3	165.8	236.6
Physical Sciences	279.4	222.0	455.3
<b>Total</b> <sup>(Note 3)</sup>	<b>1,455.2</b>	<b>1,190.7</b>	<b>1,815.8</b>

Note 1 The funding secured in an academic year does not need to be fully spent within the same academic year. Moreover, the UGC/RGC competitive research funding schemes held every year are different. For instance, the Areas of Excellence Scheme runs every two years. Since it was not held in 2019/20, the funding for that year was relatively less. Besides, the UGC/RGC organised a one-off COVID-19 and Novel Infectious Disease Exercise in 2020/21. The funding for that year was thus increased.

Note 2 Position up to 28 February 2021.

Note 3 Figures may not add up to the total due to rounding.

- End -

**CONTROLLING OFFICER'S REPLY**

**(Question Serial No. 2224)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

1. What are the respective number of students admitted to the 8 local funded universities through the non-Joint University Programmes Admissions System (non-JUPAS) route in each of the past 3 years? Please tabulate the name of the universities, the departments admitting these students, the non-Hong Kong Diploma of Secondary Education Examination results required for admission (e.g. International Baccalaureate, General Certificate of Education (Advanced Level)), and the proportion of these students in the total intake of the department concerned for the respective year.
2. At present, what are the overseas examinations and non-local academic qualifications that will be accepted and considered with regard to enrolment in the 8 local funded universities through the non-JUPAS route? Please list out the relevant information.

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

Reply:

1. The number of students admitted to University Grants Committee (UGC)-funded first-year-first-degree programmes through the non-Joint University Programmes Admissions System (non-JUPAS) route by university and broad academic programme category from the 2018/19 to 2020/21 academic years are set out in the Annex.
2. Student admission is within the autonomy of the 8 UGC-funded universities and each university administers its own admission criteria for different programmes. Where appropriate, universities will also consider other non-local academic qualifications or public examination results of non-JUPAS applicants.

**Annex**

**Number of students admitted to UGC-funded first-year-first-degree programmes  
through the non-JUPAS route by university and broad academic programme category  
from the 2018/19 to 2020/21 academic years**

2018/19 academic year

(Headcount)

University	Broad academic programme category (1)	Non-JUPAS				Total number of students admitted	Proportion of students admitted through the non-JUPAS route
		Major non-local qualifications (2)(3)	Sub-degree qualifications (2)(4)	Others (5)	Total		
CityU	Medicine, Dentistry and Health	11	1	-	12	44	26.3%
	Sciences	165	65	2	232	602	38.6%
	Engineering and Technology	96	50	4	150	515	29.2%
	Business and Management	184	125	31	341	839	40.6%
	Social Sciences	74	73	9	156	390	39.9%
	Arts and Humanities	32	28	7	67	225	29.7%
	<b>Total</b>		<b>562</b>	<b>342</b>	<b>53</b>	<b>957</b>	<b>2 615</b>
HKBU	Medicine, Dentistry and Health	8	3	1	12	50	24.0%
	Sciences	59	19	5	83	232	35.8%
	Business and Management	65	12	49	126	291	43.2%
	Social Sciences	68	23	22	113	407	27.7%
	Arts and Humanities	30	21	24	75	319	23.5%
	Education	3	6	19	28	96	29.2%
	<b>Total</b>		<b>234</b>	<b>83</b>	<b>120</b>	<b>437</b>	<b>1 396</b>
LU	Business and Management	21	4	2	27	193	14.0%
	Social Sciences	17	3	1	21	140	15.0%
	Arts and Humanities	27	12	2	41	271	15.1%
	<b>Total</b>	<b>65</b>	<b>19</b>	<b>5</b>	<b>89</b>	<b>604</b>	<b>14.7%</b>



University	Broad academic programme category (1)	Non-JUPAS				Total number of students admitted	Proportion of students admitted through the non-JUPAS route
		Major non-local qualifications (2)(3)	Sub-degree qualifications (2)(4)	Others (5)	Total		
CUHK	Medicine, Dentistry and Health	129	39	9	177	587	30.1%
	Sciences	146	12	3	162	743	21.8%
	Engineering and Technology	174	80	-	254	647	39.2%
	Business and Management	271	13	-	284	729	39.0%
	Social Sciences	193	16	-	209	701	29.8%
	Arts and Humanities	52	6	4	62	469	13.2%
	Education	3	2	-	5	59	7.6%
	<b>Total</b>	<b>968</b>	<b>168</b>	<b>16</b>	<b>1 152</b>	<b>3 935</b>	<b>29.3%</b>
EdUHK	Sciences	11	34	2	47	98	48.0%
	Business and Management	1	6	0	7	16	44.9%
	Social Sciences	21	14	2	38	79	47.9%
	Arts and Humanities	52	70	8	130	292	44.6%
	Education	32	62	6	101	235	42.9%
	<b>Total</b>	<b>118</b>	<b>187</b>	<b>18</b>	<b>323</b>	<b>720</b>	<b>44.9%</b>
PolyU	Medicine, Dentistry and Health	28	53	-	81	699	11.6%
	Sciences	103	44	1	148	337	43.9%
	Engineering and Technology	173	83	1	257	883	29.1%
	Business and Management	253	53	1	307	679	45.2%
	Social Sciences	-	1	-	1	55	1.8%
	Arts and Humanities	44	35	2	81	230	35.3%
	<b>Total</b>	<b>601</b>	<b>269</b>	<b>5</b>	<b>875</b>	<b>2 883</b>	<b>30.4%</b>
HKUST	Sciences	220	24	2	246	821	30.0%
	Engineering and Technology	221	79	5	305	739	41.3%
	Business and Management	223	3	-	226	696	32.5%
	Social Sciences	59	1	-	60	176	33.8%
	Arts and Humanities	8	-	-	8	27	27.6%
	<b>Total</b>	<b>731</b>	<b>107</b>	<b>7</b>	<b>845</b>	<b>2 459</b>	<b>34.4%</b>

University	Broad academic programme category (1)	Non-JUPAS				Total number of students admitted	Proportion of students admitted through the non-JUPAS route
		Major non-local qualifications (2)(3)	Sub-degree qualifications (2)(4)	Others (5)	Total		
HKU	Medicine, Dentistry and Health	179	67	38	284	646	44.0%
	Sciences	172	29	0	201	535	37.5%
	Engineering and Technology	237	99	2	337	831	40.6%
	Business and Management	214	5	-	218	439	49.7%
	Social Sciences	306	18	3	326	799	40.8%
	Arts and Humanities	75	22	-	96	431	22.3%
	Education	6	2	-	9	73	12.1%
	<b>Total</b>	<b>1 188</b>	<b>241</b>	<b>43</b>	<b>1 472</b>	<b>3 755</b>	<b>39.2%</b>
All universities	Medicine, Dentistry and Health	355	163	48	566	2 026	27.9%
	Sciences	877	227	15	1 119	3 367	33.2%
	Engineering and Technology	901	391	12	1 304	3 616	36.1%
	Business and Management	1 232	221	83	1 537	3 883	39.6%
	Social Sciences	738	148	37	923	2 748	33.6%
	Arts and Humanities	319	193	47	560	2 264	24.7%
	Education	45	73	25	142	463	30.7%
	<b>Total</b>	<b>4 467</b>	<b>1 416</b>	<b>267</b>	<b>6 150</b>	<b>18 367</b>	<b>33.5%</b>

University	Broad academic programme category (1)	Non-JUPAS				Total number of students admitted	Proportion of students admitted through the non-JUPAS route
		Major non-local qualifications (2)(3)	Sub-degree qualifications (2)(4)	Others (5)	Total		
CityU	Medicine, Dentistry and Health	15	4	3	22	65	33.7%
	Sciences	176	64	2	243	624	38.9%
	Engineering and Technology	133	44	4	181	532	34.0%
	Business and Management	138	106	29	274	792	34.6%
	Social Sciences	88	40	8	136	383	35.6%
	Arts and Humanities	27	28	6	61	212	28.8%
	<b>Total</b>	<b>577</b>	<b>287</b>	<b>53</b>	<b>917</b>	<b>2 609</b>	<b>35.1%</b>
HKBU	Medicine, Dentistry and Health	9	1	2	12	49	24.5%
	Sciences	66	13	7	86	263	32.7%
	Business and Management	76	13	48	138	282	48.8%
	Social Sciences	70	11	41	122	387	31.5%
	Arts and Humanities	29	13	34	76	291	26.2%
	Education	5	2	16	23	90	25.6%
	<b>Total</b>	<b>255</b>	<b>53</b>	<b>149</b>	<b>457</b>	<b>1 362</b>	<b>33.6%</b>
LU	Sciences	6	-	1	7	21	34.6%
	Business and Management	33	8	1	42	204	20.7%
	Social Sciences	23	0	-	23	122	19.1%
	Arts and Humanities	41	26	3	70	274	25.6%
	<b>Total</b>	<b>103</b>	<b>35</b>	<b>5</b>	<b>143</b>	<b>621</b>	<b>23.0%</b>

University	Broad academic programme category (1)	Non-JUPAS				Total number of students admitted	Proportion of students admitted through the non-JUPAS route
		Major non-local qualifications (2)(3)	Sub-degree qualifications (2)(4)	Others (5)	Total		
CUHK	Medicine, Dentistry and Health	104	41	8	153	659	23.2%
	Sciences	160	13	1	175	745	23.5%
	Engineering and Technology	149	91	3	244	563	43.2%
	Business and Management	253	8	-	261	714	36.6%
	Social Sciences	224	22	-	246	693	35.5%
	Arts and Humanities	41	6	1	48	432	11.2%
	Education	4	1	1	5	66	7.3%
	<b>Total</b>	<b>935</b>	<b>183</b>	<b>14</b>	<b>1 132</b>	<b>3 873</b>	<b>29.2%</b>
EdUHK	Sciences	13	27	1	41	98	41.9%
	Business and Management	1	2	0	3	11	29.6%
	Social Sciences	18	14	2	34	82	40.8%
	Arts and Humanities	44	73	8	125	309	40.6%
	Education	33	68	7	108	271	39.8%
	<b>Total</b>	<b>109</b>	<b>184</b>	<b>18</b>	<b>311</b>	<b>771</b>	<b>40.3%</b>
PolyU	Medicine, Dentistry and Health	25	52	-	77	733	10.5%
	Sciences	114	47	1	162	352	46.1%
	Engineering and Technology	183	126	0	309	899	34.4%
	Business and Management	218	56	-	274	616	44.5%
	Social Sciences	3	1	-	4	57	7.0%
	Arts and Humanities	49	28	-	77	220	34.7%
	<b>Total</b>	<b>592</b>	<b>310</b>	<b>1</b>	<b>903</b>	<b>2 877</b>	<b>31.4%</b>
HKUST	Sciences	189	19	8	216	790	27.4%
	Engineering and Technology	201	98	8	308	765	40.2%
	Business and Management	194	7	-	201	712	28.2%
	Social Sciences	59	1	2	62	179	34.7%
	Arts and Humanities	9	-	-	9	34	25.9%
	<b>Total</b>	<b>653</b>	<b>125</b>	<b>18</b>	<b>796</b>	<b>2 480</b>	<b>32.1%</b>

University	Broad academic programme category (1)	Non-JUPAS				Total number of students admitted	Proportion of students admitted through the non-JUPAS route
		Major non-local qualifications (2)(3)	Sub-degree qualifications (2)(4)	Others (5)	Total		
HKU	Medicine, Dentistry and Health	211	35	37	283	750	37.7%
	Sciences	191	33	-	224	569	39.4%
	Engineering and Technology	208	78	2	288	812	35.5%
	Business and Management	203	5	-	208	410	50.6%
	Social Sciences	283	23	1	307	756	40.6%
	Arts and Humanities	74	20	-	94	409	23.0%
	Education	7	2	-	9	63	14.8%
	<b>Total</b>	<b>1 177</b>	<b>197</b>	<b>40</b>	<b>1 414</b>	<b>3 769</b>	<b>37.5%</b>
All universities	Medicine, Dentistry and Health	363	133	50	547	2 256	24.2%
	Sciences	915	218	21	1 154	3 462	33.3%
	Engineering and Technology	875	438	18	1 330	3 570	37.2%
	Business and Management	1 116	206	79	1 401	3 742	37.5%
	Social Sciences	768	113	54	935	2 660	35.1%
	Arts and Humanities	315	194	52	561	2 181	25.7%
	Education	49	72	24	145	491	29.6%
	<b>Total</b>	<b>4 401</b>	<b>1 374</b>	<b>298</b>	<b>6 073</b>	<b>18 362</b>	<b>33.1%</b>

## 2020/21 academic year (provisional figures)

(Headcount)

University	Broad academic programme category (1)	Non-JUPAS				Total number of students admitted	Proportion of students admitted through the non-JUPAS route
		Major non-local qualifications (2)(3)	Sub-degree qualifications (2)(4)	Others (5)	Total		
CityU	Medicine, Dentistry and Health	19	9	3	31	74	41.7%
	Sciences	180	110	7	297	592	50.2%
	Engineering and Technology	105	71	10	186	443	41.9%
	Business and Management	136	159	48	342	822	41.6%
	Social Sciences	59	64	8	131	346	37.9%
	Arts and Humanities	23	42	4	69	213	32.3%
	<b>Total</b>	<b>521</b>	<b>454</b>	<b>80</b>	<b>1 055</b>	<b>2 489</b>	<b>42.4%</b>
HKBU	Medicine, Dentistry and Health	1	4	2	7	48	14.6%
	Sciences	71	19	5	95	276	34.4%
	Business and Management	76	12	31	119	269	44.1%
	Social Sciences	65	16	27	108	384	28.2%
	Arts and Humanities	22	23	36	81	291	27.8%
	Education	2	6	13	21	84	25.0%
	<b>Total</b>	<b>237</b>	<b>80</b>	<b>114</b>	<b>431</b>	<b>1 352</b>	<b>31.9%</b>
LU	Sciences	4	4	-	8	22	35.7%
	Business and Management	27	5	7	39	202	19.3%
	Social Sciences	25	3	-	28	125	22.3%
	Arts and Humanities	33	33	8	74	264	28.0%
	<b>Total</b>	<b>89</b>	<b>45</b>	<b>15</b>	<b>149</b>	<b>614</b>	<b>24.3%</b>

University	Broad academic programme category (1)	Non-JUPAS				Total number of students admitted	Proportion of students admitted through the non-JUPAS route
		Major non-local qualifications (2)(3)	Sub-degree qualifications (2)(4)	Others (5)	Total		
CUHK	Medicine, Dentistry and Health	112	31	11	154	641	24.1%
	Sciences	124	17	3	145	708	20.4%
	Engineering and Technology	118	100	2	220	553	39.8%
	Business and Management	169	11	2	182	662	27.5%
	Social Sciences	151	28	1	180	643	27.9%
	Arts and Humanities	42	21	3	67	425	15.7%
	Education	4	4	1	9	65	13.5%
	<b>Total</b>	<b>721</b>	<b>212</b>	<b>23</b>	<b>956</b>	<b>3 698</b>	<b>25.9%</b>
EdUHK	Sciences	8	23	2	32	87	36.8%
	Business and Management	1	1	0	2	9	26.2%
	Social Sciences	10	11	1	22	62	35.7%
	Arts and Humanities	29	59	9	97	269	36.1%
	Education	23	63	5	91	263	34.7%
	<b>Total</b>	<b>70</b>	<b>157</b>	<b>18</b>	<b>245</b>	<b>690</b>	<b>35.5%</b>
PolyU	Medicine, Dentistry and Health	34	68	1	103	734	14.0%
	Sciences	168	47	-	215	400	53.8%
	Engineering and Technology	211	143	1	354	913	38.8%
	Business and Management	255	99	-	354	701	50.5%
	Social Sciences	8	4	1	13	62	21.0%
	Arts and Humanities	36	50	2	88	218	40.5%
	<b>Total</b>	<b>711</b>	<b>411</b>	<b>5</b>	<b>1 127</b>	<b>3 027</b>	<b>37.2%</b>
HKUST	Sciences	168	20	4	192	681	28.2%
	Engineering and Technology	249	127	6	382	859	44.5%
	Business and Management	246	18	1	265	749	35.4%
	Social Sciences	61	4	0	65	191	34.0%
	Arts and Humanities	6	1	-	7	27	23.8%
	<b>Total</b>	<b>729</b>	<b>170</b>	<b>12</b>	<b>911</b>	<b>2 507</b>	<b>36.3%</b>

University	Broad academic programme category (1)	Non-JUPAS				Total number of students admitted	Proportion of students admitted through the non-JUPAS route
		Major non-local qualifications (2)(3)	Sub-degree qualifications (2)(4)	Others (5)	Total		
HKU	Medicine, Dentistry and Health	210	37	36	283	771	36.7%
	Sciences	194	39	1	234	633	36.9%
	Engineering and Technology	206	63	5	274	787	34.9%
	Business and Management	207	8	1	216	445	48.6%
	Social Sciences	279	64	3	345	800	43.2%
	Arts and Humanities	84	75	1	160	462	34.7%
	Education	3	6	1	10	65	14.7%
	<b>Total</b>	<b>1 183</b>	<b>291</b>	<b>48</b>	<b>1 522</b>	<b>3 963</b>	<b>38.4%</b>
All universities	Medicine, Dentistry and Health	376	149	53	578	2 268	25.5%
	Sciences	916	280	23	1 218	3 399	35.8%
	Engineering and Technology	888	504	24	1 416	3 555	39.8%
	Business and Management	1 117	312	90	1 519	3 858	39.4%
	Social Sciences	657	193	42	893	2 614	34.1%
	Arts and Humanities	275	304	63	642	2 170	29.6%
	Education	32	79	20	131	477	27.4%
	<b>Total</b>	<b>4 261</b>	<b>1 820</b>	<b>315</b>	<b>6 396</b>	<b>18 340</b>	<b>34.9%</b>

Notes:

1. Since some UGC-funded programmes are related 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 number of students of some academic programme categories are decimal figures which are rounded to the nearest whole number. As such, some breakdown figures may not add up to the actual totals. The figure zero represents less than 0.5.
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. Including non-local qualifications, such as the national Joint Entrance Examination for Universities, the International Baccalaureate, the General Certificate of Education of the United Kingdom, and the SAT of the United States of America.
4. Including sub-degree qualifications such as associate degree and higher diploma.
5. Including 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. "-" denotes "nil".



7. 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

- End -

**CONTROLLING OFFICER'S REPLY**

**(Question Serial No. 1761)**

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 has launched the Targeted Taught Postgraduate Programmes Fellowships Scheme starting from the 2020/21 academic year to provide fellowships for local students pursuing designated taught postgraduate programmes. A total of 43 and 102 programmes with 500 and 1 000 fellowship places have been approved for the first and second cohorts respectively. In this connection, will the Government inform this Committee of the following:

- the respective numbers of applicants of individual programmes, and the proportion of successful applicants in the total number of applicants of individual programmes for the first and second cohorts;
- whether the Government will consider approving more programmes? If yes, what is the estimated number of programmes to be approved for the third cohort? If no, what are the reasons? and
- whether performance indicators have been developed to review if the Scheme could meet 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.: 35)

Reply:

The list of approved taught postgraduate (TPg) programmes under the first cohort of the Targeted Taught Postgraduate Programmes Fellowships Scheme (TPgFS) (2020/21 intake) and the number of fellowship places, actual number of fellowship applicants and awardees as well as their respective proportion of each programme are set out at **Annex 1**.

The number of approved TPg programmes in the second cohort of the TPgFS (2021/22 intake) has increased by 59 to 102. The list of programmes is at **Annex 2**. Since

admission of students for this cohort is still in progress, the figures on the number of fellowship applicants are not yet available. The University Grants Committee (UGC) encourages the universities to nominate more TPg programmes for the scheme, and we have invited them to submit nominations for the third to fifth cohorts of the TPgFS. The Working Group on Fellowship Scheme for Students of Taught Postgraduate Programmes, comprising local and overseas academics and experts, will assess the proposals from the universities. We aim to announce the results in around September 2021.

The TPgFS, to be implemented over five cohorts, is at an initial stage with the first cohort of fellowship students still pursuing their studies of relevant TPg programmes. The interim reports submitted by the universities were all very positive, and they generally agreed that the TPgFS has been successful in attracting more meritorious local students to pursue the targeted TPg programmes. The UGC will invite the universities to evaluate the scheme and provide detailed feedback. Upon the conclusion of the pilot scheme, the UGC will conduct a comprehensive evaluation of the effectiveness of the scheme and advise the Government on the way forward.

**List of approved programmes with respective number of fellowship places,  
actual number of fellowship applicants and awardees under the first cohort of  
the Targeted Taught Postgraduate Programmes Fellowships Scheme  
(2020/21 intake)**

University	Approved programme	Number of approved fellowship places <small>Note1</small>	Actual number of fellowship applicants <small>Note2</small>	Actual number of awardees <small>Note1</small>	Proportion of the number of awardees to the number of fellowship applicants
City University of Hong Kong	Master of Arts in Public Policy and Management	3	4	2	50.0%
	Master of Fine Arts in Creative Media	8	10	8	80.0%
	Master of Laws in Arbitration and Dispute Resolution	9	25	11	44.0%
	Master of Science in Chemistry	9	8	6	75.0%
	Master of Science in Computer Science	9	11	11	100.0%
	Master of Science in Data Science	9	10	9	90.0%
	Master of Science in Electronic Information Engineering	9	9	9	100.0%
	Master of Science in Energy and Environment	9	12	9	75.0%
Hong Kong Baptist University	MA in Music	12	19	16	84.2%
	MA in Visual Arts	5	13	6	46.2%
	MFA in Film, Television and Digital Media	5	5	4	80.0%
	MSc in Analytical Chemistry	10	19	9	47.4%
	MSc in Finance (Fintech and Financial Analytics)	10	20	7	35.0%
	MSc in Personal Health Management (Chinese Medicine)	10	13	10	76.9%

University	Approved programme	Number of approved fellowship places Note1	Actual number of fellowship applicants Note2	Actual number of awardees Note1	Proportion of the number of awardees to the number of fellowship applicants
Lingnan University	Master of Social Sciences in Comparative Social Policy (International)	12	11	11	100.0%
	Master of Social Sciences in Health and Social Services Management	10	11	11	100.0%
The Chinese University of Hong Kong	Master of Science in Biochemical and Biomedical Sciences	11	9	9	100.0%
	Master of Science in Biomedical Engineering	10	10	10	100.0%
	Master of Science in Computer Science	20	28	20	71.4%
	Master of Science in Financial Technology	10	14	11	78.6%
	Master of Science in Mathematics	15	16	16	100.0%
	Master of Science in Mathematics Education	12	12	12	100.0%
	Master of Science in Nutrition, Food Science and Technology	10	10	10	100.0%
The Education University of Hong Kong	Master of Arts in Mathematics and Pedagogy	12	16	12	75.0%
	Master of Arts in STEM Education	15	27	15	55.6%
The Hong Kong Polytechnic University	Master of Design	15	38	15	39.5%
	MSc in Electronic & Information Engineering	10	23	10	43.5%
	MSc in Health Informatics	10	10	10	100.0%
	MSc in Information Technology	20	22	20	90.9%

University	Approved programme	Number of approved fellowship places Note1	Actual number of fellowship applicants Note2	Actual number of awardees Note1	Proportion of the number of awardees to the number of fellowship applicants
	MSc in International Shipping and Transport Logistics	5	5	5	100.0%
	MSc in Mechanical Engineering	10	11	10	90.9%
The Hong Kong University of Science and Technology	MSc in Big Data Technology	16	25	16	64.0%
	MSc in Environmental Engineering and Management	15	25	16	64.0%
	MSc in Environmental Science and Management	20	20	20	100.0%
	MSc in Financial Mathematics	10	10	10	100.0%
	MSc in Financial Technology	15	26	15	57.7%
	MSc in Global China Studies	5	16	4	25.0%
The University of Hong Kong	Master of Data Science	20	32	20	62.5%
	Master of Economics	10	17	10	58.8%
	Master of Laws in Compliance and Regulation	10	45	10	22.2%
	Master of Public Health	20	46	20	43.5%
	Master of Social Work	20	84	20	23.8%
	Master of Science in Business Analytics	15	19	15	78.9%

Note:

1. The UGC allows the universities to transfer a small number of fellowship places among the approved programmes based on the actual enrolment, so as to ensure that the most meritorious students will be granted the fellowship. Therefore, there may be a slight discrepancy between the number of approved fellowship places and the actual number of awardees.
2. Information provided by UGC-funded universities.

**List of approved programmes with respective numbers of fellowship places  
under the second cohort of the Targeted Taught Postgraduate Programmes  
Fellowships Scheme (2021/22 intake)**

University	Approved programme	Number of approved fellowship places
City University of Hong Kong	Master of Arts in Communication and New Media	6
	Master of Arts in Creative Media	6
	Master of Arts in Language Studies	8
	Master of Arts in Public Policy and Management	5
	Master of Fine Arts in Creative Media	4
	Master of Laws in Arbitration and Dispute Resolution	13
	Master of Laws in Corporate and Commercial Law	3
	Master of Science in Biomedical Engineering	3
	Master of Science in Computer Science	7
	Master of Science in Data Science	9
	Master of Science in Electronic Information Engineering	7
	Master of Science in Energy and Environment	6
	Master of Science in Engineering Management	5
	Master of Science in Finance	9
	Master of Science in Health Sciences and Management	3
	Master of Science in Materials Engineering and Nanotechnology	3
Master of Science in Professional Accounting and Corporate Governance	10	
Hong Kong Baptist University	MA in Music	12
	MA in Translation and Bilingual Communication	5
	MA in Visual Arts	4
	MFA in Film, Television and Digital Media	3
	MSc in Advanced Information System	14
	MSc in AI and Digital Media	6
	MSc in Analytical Chemistry	13
	MSc in Environmental and Public Health Management	20
	MSc in Finance (Fintech and Financial Analytics)	8
	MSc in Green Technology (Energy)	4

University	Approved programme	Number of approved fellowship places
	MSc in Personal Health Management (Chinese Medicine)	11
	MSocSc in Counselling	17
Lingnan University	Master of Arts in Chinese	6
	Master of Arts in Curating and Art History	3
	Master of Cities and Governance	3
	Master of Science in Work and Organisational Psychology	4
	Master of Social Sciences in Comparative Social Policy (International)	5
	Master of Social Sciences in Health and Social Services Management	3
The Chinese University of Hong Kong	Master of Arts in Intercultural Studies	3
	Master of Arts in Music	12
	Master of Laws in International Economic Law	5
	Master of Public Health	21
	Master of Science in Biomedical Engineering	6
	Master of Science in Computer Science	11
	Master of Science in Finance	7
	Master of Science in Genomics and Bioinformatics	10
	Master of Science in Information and Technology Management	15
	Master of Science in Mathematics	8
	Master of Science in Mathematics Education	12
	Master of Science in Musculoskeletal Medicine, Rehabilitation and Geriatric Orthopaedics	9
	Master of Science in New Media	10
	Master of Science in Nutrition, Food Science and Technology	4
	Master of Science in Stroke and Clinical Neurosciences	22
Master of Social Science in Social Work	30	
The Education University of Hong Kong	Master of Arts in Mathematics and Pedagogy	10
	Master of Arts in Music Education	4
	Master of Arts in STEM Education	12
	Master of Arts in Visual Arts Education and Creative Practice	3
	Master of Education	20
	Master of Science in Educational Speech Language Pathology and Learning Disabilities	11
	Master of Social Sciences in Sports Coaching and Management	5
	Master of Design	22



University	Approved programme	Number of approved fellowship places
The Hong Kong Polytechnic University	Master of Social Work	22
	Master of Speech Therapy	10
	MSc in Building Services Engineering	25
	MSc in Business Analytics	8
	MSc in Electrical Engineering	9
	MSc in Global Food Safety Management and Risk Analysis	6
	MSc in Health Informatics	10
	MSc in Information Technology	12
	MSc in International Hospitality Management	3
	MSc in International Shipping and Transport Logistics (Mixed -mode)	8
	MSc in Mechanical Engineering	24
	MSc in Medical Imaging & Radiation Science	11
	MSc in Medical Physics	3
The Hong Kong University of Science and Technology	Master of Public Policy	3
	MSc in Analytical Chemistry	3
	MSc in Big Data Technology	19
	MSc in Biotechnology	6
	MSc in Civil Infrastructural Engineering and Management	18
	MSc in Data-Driven Modeling	8
	MSc in Environmental Engineering and Management	10
	MSc in Environmental Health and Safety	3
	MSc in Environmental Science and Management	11
	MSc in Finance	6
	MSc in Financial Mathematics	10
	MSc in Financial Technology	8
	MSc in Global China Studies	4
	MSc in Information Systems Management	13
	MSc in Technology Leadership and Entrepreneurship	3
The University of Hong Kong	Master of Arts in the field of Literary and Cultural Studies	3
	Master of Data Science	9
	Master of Economics	12
	Master of Finance	12
	Master of Laws in Compliance and Regulation	9
	Master of Laws in Corporate and Financial Law	6
	Master of Nursing	30
	Master of Public Health	29
	Master of Science in Business Analytics	16
Master of Science in Computer Science	9	

University	Approved programme	Number of approved fellowship places
	Master of Science in Engineering in Building Services Engineering	25
	Master of Science in Information Technology in Education	3
	Master of Science in Urban Analytics	6
	Master of Social Work	25
	Master of Statistics	10

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**CONTROLLING OFFICER'S REPLY**

**EDB254**

**(Question Serial No. 0246)**

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 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				Total undergraduate programme participation rate (%)
	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 (%)	No. of student enrollment in FYFD programmes under UGC	No. of student enrollment in top-up degree programmes under UGC	Total	Participation rate (%)	
2016/17										
2017/18										
2018/19										
2019/20										
2020/21										

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				Total SD programme participation rate (%)	Total tertiary education participation rate (%)
	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 (%)	No. of student enrollment in AD programmes	No. of student enrollment in HD programmes	Total	Participation rate (%)		
2016/17												
2017/18												
2018/19												
2019/20												
2020/21												

AD – Associate degree

HD – Higher diploma

SD – Sub-degree

UGC – University Grants Committee

VTC – Vocational Training Council

Asked by: Hon KWOK Wai-keung (LegCo internal reference no.: 25)

Reply:

The numbers of intake places and participation rates of relevant age cohorts of publicly-funded programmes (including those by 8 University Grants Committee-funded universities, Vocational Training Council and Hong Kong Academy for Performing Arts) as well as self-financing sub-degree and undergraduate programmes from the 2019/20 to 2020/21 academic years are at **Annex 1**.

The same details covering the 2016/17 to 2018/19 academic years were set out in our reply (Reply Serial No. EDB243) to the relevant question (Question Serial No. 1815) raised at the Special Meetings of the Finance Committee to examine the Estimates of Expenditure 2020-21 in 2020 (at **Annex 2**). They are not repeated herein.

**Number of intake places and participation rates of relevant age cohorts<sup>1</sup> of publicly-funded and self-financing undergraduate and sub-degree (SD) programmes from the 2019/20 to 2020/21 academic years**

Academic year	Publicly-funded undergraduate programmes					Self-financing undergraduate programmes				Undergraduate programme participation rate of relevant age cohort <sup>3</sup> (%)
	No. of student intake in FYFD programmes funded by UGC	No. of student intake in senior year degree programmes funded by UGC	No. of student intake in FYFD programmes under HKAPA	Total	Participation rate of relevant age cohort (%)	No. of student intake in FYFD programmes <sup>2</sup>	No. of student intake in top-up degree programmes <sup>2</sup>	Total	Participation rate of relevant age cohort (%)	
2019/20	15 061	4 898	174	20 133	32.9%	5 347	7 334	12 681	20.2%	53.1%
2020/21	15 015	4 597	196	19 808	33.3%	4 443	8 217	12 660	20.8%	54.2%

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 <sup>4</sup> (%)
	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 (%)		
2019/20	1 087	8 718	9 805	16.3%	17 469	17 469	29.1%	45.4%	79.7%
2020/21	989	8 359	9 348	15.9%	15 857	15 857	27.0%	43.0%	76.5%

HD – Higher diploma

UGC – University Grants Committee

VTC – Vocational Training Council

Note:

1. Relevant age cohort of first-year-first-degree (FYFD) programmes refers to the average mid-year population between the ages of 18 to 20, while relevant age cohort of senior year degree programmes and top-up degree programmes refers to the average mid-year population between the ages of 18 to 22.
2. Including actual student intakes in full-time locally-accredited self-financing FYFD programmes/top-up degree programmes (including students enrolled in self-financing programmes who are also beneficiaries of various government subsidy schemes).
3. Including actual student intakes in publicly-funded undergraduate programmes and self-financing undergraduate degree programmes.
4. Including actual student intakes in publicly-funded FYFD programmes, self-financing FYFD programmes, as well as publicly-funded and self-financing SD programmes.

(Extracted from last year reply (EDB 243) to the question (question serial no. 1815) raised at Special Meetings of the Finance Committee to examine the Estimates of Expenditure 2020-21)

**Number of intake places and participation rates of relevant age cohorts<sup>1</sup>  
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 <sup>3</sup> (%)
	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 <sup>2</sup>	No. of student intake in top-up degree programmes <sup>2</sup>	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 <sup>5</sup>	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 <sup>4</sup> (%)
	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 <sup>5</sup>	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.

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**CONTROLLING OFFICER'S REPLY**

**(Question Serial No. 2493)**

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. In the past 3 years, what recommendations of the Review Report on Research Policy and Funding (Review Report) were adopted and implemented by the Education Bureau and the University Grants Committee (UGC)? What were the manpower and expenditure involved?
2. What measures has the UGC taken to achieve the aim of "allocating research funding in a more streamlined and transparent manner" as recommended in the Review Report, and to respond to the higher education sector's criticisms that the UGC has been placing more emphasis on research rather than teaching, giving preference to sciences over arts and neglecting local research?
3. When was the last review of the Competitive Allocation mechanism and the Research Assessment Exercise (RAE) conducted by the UGC? What were the details of the review? How did the UGC address the criticisms that the mechanism was unfair to small and medium-sized universities as well as the universities that focus on offering Humanities programmes?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 149)

Reply:

1. Since the release of the 2018 Policy Address in October 2018, the Education Bureau (EDB) and the University Grants Committee (UGC) have dedicated to the follow up work on fully implementing the recommendations of the Review Report on Research Policy and Funding (Review Report). As the UGC Secretariat is responsible for the follow-up actions, the relevant expenditure has been subsumed under the overall expenditure of the UGC. The specific work regarding the implementation of the recommendations is tabulated below:

<b>Recommendations</b>	<b>Follow-up actions and implementation</b>
<p><b>To double the competitive research funding (including substantial injection into the Research Endowment Fund (REF) and introduction of Research Matching Grant Scheme (RMGS)</b></p>	<p>The Finance Committee (FC) of the Legislative Council (LegCo) approved an injection of \$20 billion into the REF in June 2019 to substantially increase and provide sustainable research funding to the higher education sector with a view to fostering the scientific research ecosystem in Hong Kong. The injection was formally arranged for investment by the Hong Kong Monetary Authority in September 2019 to generate more investment income and increase the estimated provisions for the REF, which are used for the following purposes: (i) sustaining the level of research funding; (ii) providing funding for the Research Impact Fund (RIF) launched by the Research Grants Council (RGC) to render continued funding support for impactful research; and (iii) providing additional funding for the RGC’s collaborative research funding schemes to encourage cross-institutional/ cross-disciplinary collaborations. In December 2019, the RGC approved increase in funding for the General Research Fund, Early Career Scheme and Equipment Grant from 2020-21.</p> <p>In addition, the FC of the LegCo approved an allocation of \$3 billion in June 2019 to set up the RMGS to boost private research and development (R&amp;D) funding and donations in the research community. The UGC has launched the RMGS since August 2019. Over the three-year operation period, R&amp;D funding and donations (which may be specifically allocated to any individual institution/ project of any discipline) from the private sector and philanthropists secured by local degree-awarding institutions (including self-financing institutions) will be matched by the Government for research-related purposes. As of March 2021, a total of \$1.36 billion of research matching grants have been awarded to local degree-awarding institutions under the RMGS.</p>

<b>Recommendations</b>	<b>Follow-up actions and implementation</b>
<p><b>To introduce three new fellowship schemes under the RGC</b></p>	<p>Upon LegCo's approval of the annual recurrent expenditure of about \$190 million required for the implementation of this recommendation, in the 2019/20 academic year the RGC has introduced three new fellowship schemes, namely RGC Senior Research Fellow Scheme (SRFS), RGC Research Fellow Scheme (RFS) and RGC Postdoctoral Fellowship Scheme (PDFS). The SRFS and RFS each has an annual quota of 10 awards, with a view to providing sustained support in teaching and administrative duties for exceptionally outstanding academics at Associate Professor and full Professor ranks to facilitate their full dedication to R&amp;D. Besides, the PDFS has an annual quota of 50 awards to encourage doctoral graduates in pursuing career in research in Hong Kong. All three schemes have been regularised to nurture, retain and expand our pool of research talent, so as to support the advancement of R&amp;D and the sustained development of the research ecosystem in Hong Kong. All the awardees in the debut exercise (2020-21) of the schemes have commenced their award-winning research projects, while the assessment of the applications in the second exercise (2021-22) of the schemes is still in progress.</p>
<p><b>To enhance the efficiency and effectiveness in the use of competitive research funding</b></p>	<p>In June 2019, the FC of the LegCo approved the rationalisation of use of investment income from different pots of endowment of the REF, so that the RGC may, after having fully fulfilled the original designated purposes of certain pots of endowment (including providing sufficient research funds for self-financing institutions, the Theme-based Research Scheme (TRS) and fully covering the tuition fees of all local students of UGC-funded research postgraduate programmes), flexibly redeploy any remaining investment incomes for other pots' designated purposes. This facilitates the RGC to achieve greater efficiency and enhanced effectiveness in channeling resources to support competitive research funding in a flexible manner.</p>

<b>Recommendations</b>	<b>Follow-up actions and implementation</b>
	<p>The RGC Review (Phase II) was also completed in October 2019. In late 2019, the RGC formulated an implementation plan to take forward the review recommendations. Good progress has been made with most of the measures implemented progressively. For example, a new RGC website was officially launched in August 2020 to establish an information platform with enhanced transparency and effectiveness. The review on the RGC documents and external reviewer database was completed in late 2020, and relevant enhancement measures will be implemented in phases starting from this year. Upon consultation by the RGC, universities will set up an approval mechanism in the fourth quarter of this year to ensure the ethical standards of research activities involving artefacts. The RGC has completed the review on the open access policy and formulated a new plan to work with the universities for rolling out a series of initiatives by phases. The RGC is proactively working on the remaining recommendations, which include continuing to enhance communication with the research community and launch more engagement activities, as well as developing a new electronic submission and processing system to enhance the efficiency of the Secretariat in handling applications and relevant documents in respect of various RGC funding schemes.</p> <p>Furthermore, the RGC has consulted the universities and local self-financing degree-awarding institutions on the recommendation that requires Principal Investigators to declare their time/commitment on research, with a view to drawing up relevant measures. Such measures were scrutinised and modified at the RGC meeting in December 2020. At the meeting in January 2021, the UGC was briefed by the RGC on the revised measures and further recommendation was made. The RGC is consulting the universities and local self-financing degree-awarding institutions on the revised measures, and the outcome will be submitted to the UGC and RGC in May and June 2021 respectively for reference and follow-up actions.</p>
<p><b>To strengthen the effectiveness of the Research-portion (R-portion)</b></p>	<p>The UGC is conducting an in-depth examination of the R-portion. The review on the R-portion was completed in September 2020. The UGC will take forward some recommendations proposed in the review in the 2021/22 academic year, and further examine other recommendations of the review subject to the results of the Research Assessment Exercise (RAE) 2020.</p>

<b>Recommendations</b>	<b>Follow-up actions and implementation</b>
<b>To incentivise cross-institutional/ cross-disciplinary collaborations</b>	The UGC and the RGC have completed the review on the existing three cross-institutional/cross-disciplinary collaborative research funding schemes to encourage UGC-funded universities to conduct more cross-institutional and/or cross-disciplinary collaborative research. The recommendations proposed in the review include: rationalising the application procedures of the three collaborative research funding schemes, namely the Collaborative Research Fund (CRF), the TRS and the Areas of Excellence Scheme, to facilitate further in-depth research on the completed projects; setting up the Collaborative Projects Steering Committee to co-ordinate and oversee the three collaborative research funding schemes and providing additional funding to the committee for strategic allocation; and providing additional funding to the Collaborative Research Project Grant under the CRF. The recommendations will be implemented gradually starting from 2021.
<b>To enhance the co-ordination among different funding bodies</b>	An inter-departmental liaison group chaired by the EDB was set up in May 2019 to enhance the communication and co-ordination among different funding bodies under the Government. The liaison group holds regular meetings and closely follows up on the relevant co-ordination initiatives.
<b>To adopt a common researcher identity and set up a central database on research in the long run</b>	The RGC has adopted Open Research Contributor ID (ORCID) in its funding schemes. ORCID has also been used in the RAE 2020.

- Regarding “allocating research funding in a more streamlined and transparent manner” as recommended in the Review Report, the UGC established in early 2019 the Working Group on the Review of Research Portion which was assisted by an independent consultant. The working group examined the current R-portion methodology and conducted a series of consultation exercises in 2019 to thoroughly consider the stakeholders’ views. The independent consultant also simulated the impact on the allocation of the R-portion under different scenarios based on the data model analysis, and reviewed overseas experiences to prepare the final report, setting out the reasons for the proposed changes to the calculation methodology and their implications. In July 2020, the UGC conducted another round of consultation with the universities to explicate the proposed changes to the calculation methodology, with a view to allocating research funding in a more streamlined and transparent manner. The UGC has briefed the eight funded universities on the final recommendations of the review and the implementation timetable. On the other hand, the UGC has maintained communication with

stakeholders to enhance transparency, including holding a sharing session in December 2019. At the session, the Chairmen of RGC Subject Panels explained the assessment criteria of research funding schemes to the research offices of UGC-funded universities and researchers, and answered questions about enhancing the transparency of the assessment mechanism.

The Government has all along attached great importance to the quality of teaching and learning in universities. Over 75% of the block grant disbursed to UGC-funded universities is dedicated to teaching. In addition, the UGC has been encouraging and enhancing universities' teaching and learning through a series of teaching and learning initiatives, namely the annual UGC Teaching Award to honour those who excel in teaching in the UGC sector, as well as the Funding Schemes for Teaching and Learning Related Proposals to incentivise universities to explore and promote development in sector-wide strategic areas of teaching and learning, language enhancement and internationalisation. The Government considers teaching and research as the two closely linked principal missions of the higher education sector. Teaching should be informed by research. All academics should be at the forefront of knowledge in their fields through research and in turn enhance their teaching.

When the Government implements various recommendations to support research projects, including injecting funding to the REF to substantially increase research funding and launching the RMGS, no restriction on the disciplines of study have been set. The EDB and the UGC will support the work of the entire higher education sector as always without preference on any particular discipline. The UGC has taken various measures to strengthen research in Humanities and Social Sciences (HSS) disciplines, including ring-fencing 18% of the competitive element in the R-portion of the Block Grant for HSS research. The UGC is also aware of the uniqueness of HSS research projects and has therefore launched the HSS Prestigious Fellowship Scheme (HSSPFS) for academics under HSS disciplines. The HSSPFS will provide outstanding HSS academics with extended teaching relief and supporting funds so as to allow them more time for conducting research and writing.

The RGC has been encouraging academics to conduct research on the needs of Hong Kong society. Its TRS provides local academics with funding to conduct research on themes of strategic importance to the long-term development of Hong Kong. In 2018, the RGC launched a competitive research funding scheme called the Research Impact Fund (RIF) for encouraging local universities to conduct more impactful research and fostering more collaborative efforts with stakeholders beyond the academia. After injecting funding to the REF, the RGC has also provided recurrent funding to the RIF to facilitate more high-quality research projects which are impactful to the Hong Kong society.

3. On the Competitive Allocation Mechanism (CAM), the UGC normally conducts the Planning Exercise with its eight funded universities on a triennial basis for the allocation of recurrent grants to each university. A small number of first-year-first-degree (FYFD) places<sup>1</sup> may be redistributed under the CAM, so as to encourage universities to review periodically their academic development

strategies and priorities, and advance universities' international competitiveness in accordance with the roles of individual universities and the development of the higher education sector. Prior to commencing the triennial Planning Exercise and inviting universities to submit Planning Exercise Proposals, the UGC will review the direction of the Planning Exercise and determine the relevant implementation details (such as assessment criteria) to ensure that the Planning Exercise and the CAM can meet the present needs and actual situation. In December 2019, the UGC set up the Sub-group on Planning Exercise (SGPE) to take forward the Planning Exercise for the 2022/23 to 2024/25 triennium (the 2022-25 triennium). The SGPE is led by Sir Howard Newby, the immediate past Vice-Chancellor of the University of Liverpool, United Kingdom. Other members are all well-experienced local and overseas academics and experts without conflict of interest. The SGPE has worked out detailed arrangements on the Planning Exercise last year, and adopted the following new measures:

- (i) To encourage universities to take a forward-looking perspective and carry out longer-term internal planning, the "3+3" planning horizon is adopted in the Planning Exercise. Apart from competing for the student places in the 2022-25 triennium, universities shall also provide their preliminary planning for the student number targets in the 2025/26 to 2027/28 triennium;
- (ii) The performance measures and key performance indicators submitted by universities as part of their University Accountability Agreement annual progress reports will be adopted directly in the assessment process of the Planning Exercise (including the CAM), thereby rendering it more data-driven; and
- (iii) To enhance the engagement of universities in the planning process, the UGC has invited them to make short- to medium-term forecasts of the future manpower requirements of various industries in Hong Kong for the relevant policy bureaux's and departments' reference, with a view to formulating the manpower planning for the 2022-25 triennium.

The UGC has all along been conducting the Planning Exercise in a fair, objective and impartial manner, and the FYFD places are re-distributed under the CAM after careful assessment of the development strategies put forward by universities in their Planning Exercise Proposals and various aspects of their performance. The eight universities in Hong Kong have their distinct positioning and strengths, and the previous results have shown that none of the universities would have exceptional advantages under the CAM due to their size or areas of focus. It should be noted that in the Planning Exercise for the 2022-25 triennium, 6% of the FYFD places of each university will be re-distributed under the CAM. However, given the relatively small size of Lingnan University and the Education University of Hong Kong, only 4% of their FYFD places will be subject to re-distribution in light of their actual circumstances.

The RAE is part of the UGC's commitment to assessing the performance of UGC-funded universities, and is intended to encourage world-class research and drive excellence. Using international benchmarks, the RAE assesses the research

quality and delineates areas of relative strengths of the universities, and makes recommendations to them on possible improvements. The RAE is a criterion-referenced exercise of which the assessment of universities' submissions is conducted by 13 assessment panels of different disciplines in a professional and objective manner. The UGC conducted a total of five rounds of RAE in 1993, 1996, 1999, 2006 and 2014 respectively, and commenced the preparatory work for the RAE 2020 in 2016.

Before launching RAE 2020, the UGC reviewed relevant assessment mechanisms and conducted extensive consultations. All the UGC-funded universities and relevant stakeholders have been engaged in developing the implementation details, and participated in an open forum in July 2018 where they exchanged views with the Convenors and Deputy Convenors of the panels on the RAE assessment criteria. Around 460 academics and stakeholders from the eight UGC-funded universities attended the forum, fully expressing their views on the assessment criteria for each of the academic disciplines. Taking into consideration the views of the academics and stakeholders, the UGC finalised and promulgated four canonical documents for the RAE from 2017 to late 2018, namely, Framework, Guidance Notes, General Panel Guidelines and Panel-specific Guidelines on Assessment Criteria and Working Methods. The RAE assessment guidelines and criteria have therefore been finalised and promulgated after extensive consultations, with due regard to the latest development and circumstances of different academic disciplines.

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<sup>1</sup> Except those places under manpower planning disciplines (i.e. medicine, nursing, allied health and education).

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**CONTROLLING OFFICER'S REPLY**

**EDB256**

**(Question Serial No. 2542)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

What are the numbers of local and non-local students attending University Grants Committee -funded programmes in the 2018/19, 2019/20 and 2020/21 academic year by university, place of origin and level of study?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 54)

Reply:

The numbers of local and non-local students of University Grants Committee (UGC)-funded programmes by university, place of origin and level of study from the 2018/19 to 2020/21 academic years are set out at the **Annex**.

**Number of Local and Non-local Students of UGC-funded Programmes by University, Place of Origin and Level of Study  
from the 2018/19 to 2020/21 Academic Years**

**2018/19 academic year**

(Headcount)

University	Place of Origin		Sub-degree Programmes	Undergraduate Programmes	Taught Postgraduate Programmes	Research Postgraduate Programmes	
						MPhil Programmes	PhD Programmes
CityU	Local students		674	11 215	53	2	79
	Non-local students	Mainland China	-	893	-	-	826
		Others	-	656	-	-	239
Total			674	12 764	53	2	1 144
HKBU	Local students		-	6 189	254	17	37
	Non-local students	Mainland China	-	700	-	20	137
		Others	-	97	-	2	25
Total			-	6 986	254	39	199
LU	Local students		-	2 349	-	19	3
	Non-local students	Mainland China	-	162	-	13	16
		Others	-	24	-	4	29
Total			-	2 535	-	36	48
CUHK	Local students		-	14 924	830	208	270
	Non-local students	Mainland China	-	1 466	1	124	1 296
		Others	-	891	1	13	98
Total			-	17 281	832	345	1 664

**2018/19 academic year**

(Headcount)

University	Place of Origin		Sub-degree Programmes	Undergraduate Programmes	Taught Postgraduate Programmes	Research Postgraduate Programmes	
						MPhil Programmes	PhD Programmes
EdUHK	Local students		2 252	4 817	950	5	23
	Non-local students	Mainland China	-	387	5	2	42
		Others	-	35	-	1	21
Total			2 252	5 239	955	8	86
PolyU	Local students		1 060	12 966	15	48	119
	Non-local students	Mainland China	-	1 078	-	46	490
		Others	-	719	-	4	141
Total			1 060	14 763	15	98	750
HKUST	Local students		-	8 136	-	138	106
	Non-local students	Mainland China	-	726	-	149	741
		Others	-	941	-	80	188
Total			-	9 803	-	367	1 035
HKU	Local students		-	13 840	728	156	324
	Non-local students	Mainland China	-	1 521	84	142	1 254
		Others	-	1 305	11	32	182
Total			-	16 666	823	330	1 760

**2019/20 academic year**

(Headcount)

University	Place of Origin		Sub-degree Programmes	Undergraduate Programmes	Taught Postgraduate Programmes	Research Postgraduate Programmes	
						MPhil Programmes	PhD Programmes
CityU	Local students		496	11 133	53	-	76
	Non-local students	Mainland China	-	927	-	-	1 011
		Others	-	810	-	-	240
Total			496	12 870	53	-	1 326
HKBU	Local students		-	6 141	243	18	35
	Non-local students	Mainland China	-	662	-	24	152
		Others	-	146	-	2	34
Total			-	6 949	243	44	221
LU	Local students		-	2 325	-	16	2
	Non-local students	Mainland China	-	229	-	15	18
		Others	-	29	-	6	29
Total			-	2 583	-	37	49
CUHK	Local students		-	15 048	871	193	283
	Non-local students	Mainland China	-	1 467	-	117	1 408
		Others	-	949	-	10	118
Total			-	17 464	871	320	1 809

**2019/20 academic year**

(Headcount)

University	Place of Origin		Sub-degree Programmes	Undergraduate Programmes	Taught Postgraduate Programmes	Research Postgraduate Programmes	
						MPhil Programmes	PhD Programmes
EdUHK	Local students		1 951	4 855	763	3	16
	Non-local students	Mainland China	-	407	19	-	49
		Others	-	42	3	-	31
Total			1 951	5 304	785	3	96
PolyU	Local students		915	13 082	20	46	112
	Non-local students	Mainland China	-	1 065	-	45	540
		Others	-	794	-	5	152
Total			915	14 941	20	96	804
HKUST	Local students		-	8 206	-	116	124
	Non-local students	Mainland China	-	766	-	134	696
		Others	-	961	-	72	204
Total			-	9 933	-	322	1 024
HKU	Local students		-	13 828	823	147	328
	Non-local students	Mainland China	-	1 573	62	128	1 399
		Others	-	1 422	16	22	204
Total			-	16 823	901	296	1 931

**2020/21 academic year (provisional)**

(Headcount)

University	Place of Origin		Sub-degree Programmes	Undergraduate Programmes	Taught Postgraduate Programmes	Research Postgraduate Programmes	
						MPhil Programmes	PhD Programmes
CityU	Local students		342	10 590	53	-	58
	Non-local students	Mainland China	-	1 057	-	-	819
		Others	-	755	-	-	155
Total			342	12 402	53	-	1 033
HKBU	Local students		-	6 401	218	24	32
	Non-local students	Mainland China	-	679	-	20	163
		Others	-	161	-	2	37
Total			-	7 241	218	46	232
LU	Local students		-	2 307	-	9	2
	Non-local students	Mainland China	-	276	-	10	23
		Others	-	54	-	2	27
Total			-	2 637	-	22	52
CUHK	Local students		-	15 115	906	176	299
	Non-local students	Mainland China	-	1 395	-	107	1 542
		Others	-	828	-	18	150
Total			-	17 338	906	301	1 991

**2020/21 academic year (provisional)**

(Headcount)

University	Place of Origin		Sub-degree Programmes	Undergraduate Programmes	Taught Postgraduate Programmes	Research Postgraduate Programmes	
						MPhil Programmes	PhD Programmes
EdUHK	Local students		1 951	4 857	617	3	16
	Non-local students	Mainland China	-	385	31	-	40
		Others	-	45	3	1	38
Total			1 951	5 287	651	4	94
PolyU	Local students		984	13 164	18	52	120
	Non-local students	Mainland China	-	1 311	-	52	614
		Others	-	676	-	3	119
Total			984	15 151	18	107	853
HKUST	Local students		-	8 294	-	100	133
	Non-local students	Mainland China	-	834	-	113	712
		Others	-	972	-	45	203
Total			-	10 100	-	257	1 047
HKU	Local students		-	14 089	932	128	339
	Non-local students	Mainland China	-	1 708	50	124	1 541
		Others	-	1 341	17	18	213
Total			-	17 138	999	269	2 092

Notes:

1. UGC-funded taught postgraduate programmes cover only MPhil programmes but not PhD Programmes.
2. Figures of UGC-funded research postgraduate students refer to students funded by the 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 research postgraduate 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 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

- End -



**CONTROLLING OFFICER'S REPLY**

**(Question Serial No. 2546)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

1. What are the attendances of each member of the University Grants Committee and its sub-committees at meetings and their attendance rates in the past 3 years?
2. What are the attendances of each member of the Research Grants Council and its sub-committees at meetings and their attendance rates in the past 3 years?
3. What are the attendances of the Quality Assurance Council and its audit panels at meetings and their attendance rates in the past 3 years?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 58)

Reply:

From 1 January 2018 to 31 December 2020:

1. 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**.
2. 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**.
3. 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 2018 to 31 December 2020)

Name	Total number of meetings of the UGC, sub-committees and groups to which he/she is a member <sup>^</sup>	Number of meetings attended	Attendance rate
<b><u>Chairman</u></b>			
Mr Carlson Tong	49 <sup>+</sup>	49	100%
<b><u>Members</u></b>			
Professor Chris Brink*	43	43	100%
Ms Diana Cesar	8	7	88%
Sir Professor David Eastwood*	45	41	91%
Professor Ian Holliday	2	2	100%
Professor Horace Ip	20	18	90%
Professor Nancy Ip Yuk-yu	14	13	93%
Professor Mark Kamlet*	9	6	67%
Dr Kim Mak Kin-wah	30	29	97%
Professor Joshua Mok Ka-ho	30	29	97%
Sir Professor Howard Newby*	39	39	100%
Mr Joseph Luc Ngai	8	6	75%
Professor Richard Saller*	27	26	96%
Dr Michael Spence*	21	20	95%
Mr Philip Tsai Wing-chung	4	4	100%
Professor Alexander Wai Ping-kong	2	2	100%
Professor Xu Ningsheng*	5	3	60%
Ms Yang Ching, Carol	11	11	100%
Ms Helen Zee	8	7	88%
Professor Zhang Jie*	8	6	75%
<b><u>Ex-officio Members</u></b>			
Professor Anthony Cheung Bing-leung (Chairman of Committee on Self-financing Post-secondary Education)	8	7	88%
Professor Jan Thomas* (Chairman of Quality Assurance Council) #	8	8	100%
Professor Joseph Lee Hun-wei (Chairman of Research Grants Council)	3	3	100%

\* Non-local Members

<sup>^</sup> This figure 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

# Professor Jan Thomas was first appointed as a UGC Member in her personal capacity on 1 July 2019. She subsequently became an ex officio Member of the UGC upon her appointment as the Chairman of QAC on 1 April 2020. These figures include the number of meetings Professor Jan Thomas attended in both capacities during the aforesaid two periods.

**RGC Members' attendance at the meetings  
of the RGC, its committees and panels  
(from 1 January 2018 to 31 December 2020)**

Name	Total number of meetings of the RGC, sub-committees and panels to which he/she is a member <sup>^</sup>	Number of meetings attended	Attendance rate
<b><u>Chairman</u></b>			
Professor Joseph Lee Hun-wei	6	6	100%
<b><u>Members</u></b>			
Professor Chen Jiun-shyan*	33	33	100%
Ms Cordelia Chung	6	6	100%
Professor Chung Yip-wah*	25	25	100%
Professor Paul Clark*	20	20	100%
Professor Michael P Doyle*	14	14	100%
Professor Cindy Fan*	31	25	81%
Professor James Fawcett*	18	18	100%
Professor Raymond Kan Man-pao*	31	31	100%
Mr Henry Leung Kwong-han	8	7	88%
Professor Liu Wing-kam *	7	7	100%
Professor Lu Jian	7	7	100%
Professor Lui Tai-lok	5	5	100%
Professor Helen Meng Mei-ling	22	22	100%
Professor William Ireland Milne*	36	21	58%
Professor Joshua Mok Ka-ho	18	16	89%
Professor Irene Ng Oi-lin	6	6	100%
Professor Geoffrey L Smith*	10	8	80%
Professor Billy So Kee-long *	6	6	100%
Professor Richard Strugnell*	14	12	86%
Professor Kellee S Tsai	3	3	100%
Professor Tsui Lap-chee	12	11	92%
Professor Rosalie L Tung*	14	11	79%
Professor Alexander Wai Ping-kong	11	10	91%
Professor Rick Wong Wai-kwok	6	6	100%
Professor Edward Yeung Sze-shing*	33	33	100%
Professor Paul Yu Kit-lai*	48	45	94%
Professor Zhang Jie*	1	1	100%
<b><u>Ex-officio Member</u></b>			
Professor Charles Surya	2	2	100%

\* Non-local Members

<sup>^</sup> This figure may vary for each member depending on the respective date of appointment to RGC and the committees/panels concerned

**QAC Members' attendance at the meetings of the QAC**  
**(from 1 January 2018 to 31 December 2020)**

Name	Total number of meetings of the QAC <sup>^</sup>	Number of meetings attended	Attendance rate
<b><u>Chairman</u></b>			
Professor Jan Thomas* <sup>#</sup> (from 1 April 2020)	8	7	88%
<b><u>Members</u></b>			
Professor Chetwyn Chan Che-hin	8	7	88%
Mrs Belinda Greer	8	8	100%
Sir Professor Chris Husbands*	3	3	100%
Professor Marilee Ludvik*	3	3	100%
Dr Kim Mak Kin-wah	8	8	100%
Professor Pong Ting-chuen	8	8	100%
Dr Carrie Willis	4	3	75%
<b><u>Ex-officio Member</u></b>			
Professor James Tang Tuck-hong (Secretary-General, UGC)	7	7	100%

\* Non-local Members

<sup>^</sup> This figure may vary for each member depending on the respective date of appointment to QAC

<sup>#</sup> Professor Jan Thomas was appointed as the Chairman of QAC on 1 April 2020. Prior to that, she was a QAC Member in her personal capacity. These figures include the number of meetings Professor Jan Thomas attended in both capacities during the aforesaid two periods.

Note: There are no sub-committees/groups under QAC. QAC members are not members of the QAC quality audit panels.

- End -

**CONTROLLING OFFICER'S REPLY**

**(Question Serial No. 2547)**

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. Among the students of the University Grants Committee-funded research postgraduate programmes in the 2018/19, 2019/20 and 2020/21 academic years, what are the respective numbers of local students, Mainland China students and other non-local students? Please provide a breakdown by (a) university, (b) academic discipline and (c) Master of Philosophy (MPhil), 3-year Doctor of Philosophy (PhD) and 4-year PhD programmes;
2. What are the number of benefited students under the Tuition Waiver Scheme for Local Research Postgraduate Students and the total amount of tuition waived in the 2018/19, 2019/20 and 2020/21 academic years? Please provide a breakdown by (a) university, (b) academic discipline and (c) MPhil, 3-year PhD and 4-year PhD programmes.

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 59)

Reply:

1. The number of students enrolled in University Grants Committee (UGC)-funded research postgraduate programmes (Master of Philosophy (MPhil)) and research postgraduate programmes (Doctor of Philosophy (PhD)) by university, broad academic programme category and place of origin in the 2018/19 to 2020/21 academic years are set out in **Annexes A1 to A2**.
2. The number of students benefitting from the Tuition Waiver Scheme for local research postgraduate students by university, broad academic programme category and level of study in the 2018/19 to 2020/21 academic years are set out in **Annex B1**.

The total amount of tuition fees waived under the Tuition Waiver Scheme for local research postgraduate students by university in the 2018/19 to 2020/21 academic years are set out in **Annex B2**.

**The number of students enrolled in UGC-funded  
research postgraduate programmes (MPhil) by university, broad academic  
programme category and place of origin in the 2018/19 to 2020/21 academic years**

(Headcount)

Academic year	University	Broad academic programme category	Local students	Non-local students		Total
				Mainland China	Other non-local students	
2018/19	CityU	Medicine, Dentistry and Health	1	-	-	1
		Sciences	1	-	-	1
		Engineering and Technology	1	-	-	1
		<b>Sub-total</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>2</b>
	HKBU	Medicine, Dentistry and Health	-	4	-	4
		Sciences	4	6	2	13
		Engineering and Technology	0	0	-	0
		Social Sciences	2	6	-	9
		Arts and Humanities	10	2	-	12
		Education	-	1	-	1
		<b>Sub-total</b>	<b>17</b>	<b>20</b>	<b>2</b>	<b>39</b>
	LU	Business and Management	5	5	-	10
		Social Sciences	5	3	2	10
		Arts and Humanities	9	5	2	16
		<b>Sub-total</b>	<b>19</b>	<b>13</b>	<b>4</b>	<b>36</b>
	CUHK	Medicine, Dentistry and Health	24	13	3	40
		Sciences	67	32	1	100
		Engineering and Technology	16	5	-	21
		Business and Management	1	4	-	5
		Social Sciences	36	40	3	79
		Arts and Humanities	64	28	6	98
		Education	-	2	-	2
		<b>Sub-total</b>	<b>208</b>	<b>124</b>	<b>13</b>	<b>345</b>
	EdUHK	Education	5	2	1	8
		<b>Sub-total</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>8</b>
	PolyU	Medicine, Dentistry and Health	3	1	0	3
		Sciences	31	24	2	57

Academic year	University	Broad academic programme category	Local students	Non-local students		Total	
				Mainland China	Other non-local students		
		Engineering and Technology	13	14	-	27	
		Business and Management	2	7	1	10	
		Social Sciences	-	1	0	1	
		Arts and Humanities	0	-	-	0	
		<b>Sub-total</b>	<b>48</b>	<b>46</b>	<b>4</b>	<b>98</b>	
	HKUST	Sciences	61	50	18	128	
		Engineering and Technology	68	49	52	169	
		Business and Management	5	22	6	33	
		Social Sciences	3	24	2	30	
		Arts and Humanities	-	5	1	6	
		<b>Sub-total</b>	<b>138</b>	<b>149</b>	<b>80</b>	<b>367</b>	
	HKU	Medicine, Dentistry and Health	80	49	18	147	
		Sciences	34	38	5	77	
		Engineering and Technology	9	17	3	29	
		Social Sciences	9	16	3	27	
		Arts and Humanities	23	18	5	45	
		Education	1	5	-	6	
		<b>Sub-total</b>	<b>156</b>	<b>142</b>	<b>32</b>	<b>330</b>	
	<b>Total</b>			<b>593</b>	<b>497</b>	<b>136</b>	<b>1 225</b>
	2019/20	HKBU	Medicine, Dentistry and Health	3	5	-	8
Sciences			5	11	2	18	
Engineering and Technology			0	0	-	0	
Social Sciences			2	5	-	6	
Arts and Humanities			8	3	-	11	
Education			-	1	-	1	
<b>Sub-total</b>			<b>18</b>	<b>24</b>	<b>2</b>	<b>44</b>	
LU		Business and Management	4	6	1	11	
		Social Sciences	3	4	3	10	
		Arts and Humanities	9	5	2	16	
		<b>Sub-total</b>	<b>16</b>	<b>15</b>	<b>6</b>	<b>37</b>	
CUHK		Medicine, Dentistry and Health	25	13	1	39	
		Sciences	62	30	2	94	



Academic year	University	Broad academic programme category	Local students	Non-local students		Total	
				Mainland China	Other non-local students		
		Engineering and Technology	11	4	-	15	
		Business and Management	1	3	-	4	
		Social Sciences	36	38	2	76	
		Arts and Humanities	55	28	5	88	
		Education	3	1	-	4	
		<b>Sub-total</b>	<b>193</b>	<b>117</b>	<b>10</b>	<b>320</b>	
	EdUHK	Education	3	-	-	3	
		<b>Sub-total</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>	
	PolyU	Medicine, Dentistry and Health	1	-	-	1	
		Sciences	27	14	1	43	
		Engineering and Technology	14	11	2	28	
		Business and Management	2	19	2	23	
		Social Sciences	0	-	-	0	
		Arts and Humanities	1	0	-	1	
		<b>Sub-total</b>	<b>46</b>	<b>45</b>	<b>5</b>	<b>96</b>	
	HKUST	Sciences	55	43	17	115	
		Engineering and Technology	50	48	47	144	
		Business and Management	7	25	5	37	
		Social Sciences	2	13	2	17	
		Arts and Humanities	2	5	2	9	
		<b>Sub-total</b>	<b>116</b>	<b>134</b>	<b>72</b>	<b>322</b>	
	HKU	Medicine, Dentistry and Health	64	43	12	119	
		Sciences	31	35	6	73	
		Engineering and Technology	13	19	1	33	
		Social Sciences	14	11	1	27	
		Arts and Humanities	22	16	2	39	
		Education	2	4	-	6	
		<b>Sub-total</b>	<b>147</b>	<b>128</b>	<b>22</b>	<b>296</b>	
		<b>Total</b>	<b>539</b>	<b>463</b>	<b>117</b>	<b>1 118</b>	
	2020/21 (Provisional figures)	HKBU	Medicine, Dentistry and Health	6	2	-	7
			Sciences	13	11	1	25

Academic year	University	Broad academic programme category	Local students	Non-local students		Total
				Mainland China	Other non-local students	
		Engineering and Technology	0	-	-	0
		Social Sciences	0	3	-	4
		Arts and Humanities	5	3	1	9
		Education	-	1	-	1
		<b>Sub-total</b>	<b>24</b>	<b>20</b>	<b>2</b>	<b>46</b>
	LU	Business and Management	1	6	1	8
		Social Sciences	5	1	1	7
		Arts and Humanities	4	3	-	7
		<b>Sub-total</b>	<b>9</b>	<b>10</b>	<b>2</b>	<b>22</b>
	CUHK	Medicine, Dentistry and Health	24	18	4	46
		Sciences	53	23	3	79
		Engineering and Technology	12	2	-	14
		Business and Management	-	1	1	2
		Social Sciences	33	37	4	74
		Arts and Humanities	51	25	6	82
		Education	3	1	-	4
		<b>Sub-total</b>	<b>176</b>	<b>107</b>	<b>18</b>	<b>301</b>
	EdUHK	Education	3	-	1	4
		<b>Sub-total</b>	<b>3</b>	<b>-</b>	<b>1</b>	<b>4</b>
	PolyU	Medicine, Dentistry and Health	3	1	0	4
		Sciences	29	15	0	44
		Engineering and Technology	16	8	2	26
		Business and Management	2	28	1	32
		Social Sciences	1	-	-	1
		Arts and Humanities	0	0	-	1
		<b>Sub-total</b>	<b>52</b>	<b>52</b>	<b>3</b>	<b>107</b>
	HKUST	Sciences	48	33	12	93
		Engineering and Technology	40	48	27	115
		Business and Management	4	17	2	22
		Social Sciences	2	9	2	14
Arts and Humanities		5	6	2	13	
<b>Sub-total</b>		<b>100</b>	<b>113</b>	<b>45</b>	<b>257</b>	

Academic year	University	Broad academic programme category	Local students	Non-local students		Total
				Mainland China	Other non-local students	
	HKU	Medicine, Dentistry and Health	41	37	5	83
		Sciences	29	29	6	64
		Engineering and Technology	9	20	2	31
		Social Sciences	18	10	2	30
		Arts and Humanities	28	20	4	51
		Education	3	7	-	10
		<b>Sub-total</b>	<b>128</b>	<b>124</b>	<b>18</b>	<b>269</b>
<b>Total</b>	<b>492</b>	<b>426</b>	<b>88</b>	<b>1 007</b>		

Notes:

1. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. The student numbers which are decimal figures are rounded to the nearest whole number. Hence, figures may not add up to the corresponding totals owing to rounding. "0" denotes value of less than 0.5. "-" denotes "nil".
2. The place of origin of non-local students is determined having regard to their nationality or place of residence.
3. UGC-funded research postgraduate figures include only students funded by UGC within normal study periods.
4. Abbreviations:

CityU	City University of Hong Kong	EdUHK	The Education University of Hong Kong
HKBU	Hong Kong Baptist University	PolyU	The Hong Kong Polytechnic University
LU	Lingnan University	HKUST	The Hong Kong University of Science and Technology
CUHK	The Chinese University of Hong Kong	HKU	The University of Hong Kong

**The number of students enrolled in UGC-funded  
research postgraduate programmes (PhD) by university, broad academic  
programme category and place of origin in the 2018/19 to 2020/21 academic years**

(Headcount)

Academic year	University	Broad academic programme category	Local students	Non-local students		Total
				Mainland China	Other non-local students	
2018/19	CityU	Medicine, Dentistry and Health	3	27	21	50
		Sciences	24	259	68	351
		Engineering and Technology	22	353	85	460
		Business and Management	4	100	14	118
		Social Sciences	9	41	33	83
		Arts and Humanities	18	46	18	82
		<b>Sub-total</b>	<b>79</b>	<b>826</b>	<b>239</b>	<b>1 144</b>
	HKBU	Medicine, Dentistry and Health	3	6	1	10
		Sciences	18	72	2	93
		Engineering and Technology	0	1	0	2
		Business and Management	1	11	2	14
		Social Sciences	5	20	10	35
		Arts and Humanities	8	17	10	35
		Education	1	9	-	10
		<b>Sub-total</b>	<b>37</b>	<b>137</b>	<b>25</b>	<b>199</b>
	LU	Business and Management	1	2	3	6
		Social Sciences	2	2	16	20
		Arts and Humanities	-	12	10	22
		<b>Sub-total</b>	<b>3</b>	<b>16</b>	<b>29</b>	<b>48</b>
	CUHK	Medicine, Dentistry and Health	75	272	19	366
		Sciences	94	392	19	505
		Engineering and Technology	27	317	11	355
		Business and Management	8	45	2	55
		Social Sciences	24	154	28	206
		Arts and Humanities	38	79	17	134
		Education	4	36	2	42
		<b>Sub-total</b>	<b>270</b>	<b>1 296</b>	<b>98</b>	<b>1 664</b>

Academic year	University	Broad academic programme category	Local students	Non-local students		Total	
				Mainland China	Other non-local students		
	EdUHK	Education	23	42	21	86	
		<b>Sub-total</b>	<b>23</b>	<b>42</b>	<b>21</b>	<b>86</b>	
	PolyU	Medicine, Dentistry and Health	16	19	20	55	
		Sciences	37	130	13	180	
		Engineering and Technology	40	251	69	360	
		Business and Management	9	52	16	76	
		Social Sciences	7	18	8	33	
		Arts and Humanities	10	21	14	45	
		<b>Sub-total</b>	<b>119</b>	<b>490</b>	<b>141</b>	<b>750</b>	
	HKUST	Sciences	55	323	51	429	
		Engineering and Technology	36	367	117	520	
		Business and Management	5	29	13	47	
		Social Sciences	8	15	4	27	
		Arts and Humanities	2	7	3	12	
		<b>Sub-total</b>	<b>106</b>	<b>741</b>	<b>188</b>	<b>1 035</b>	
	HKU	Medicine, Dentistry and Health	99	302	43	443	
		Sciences	81	295	39	415	
		Engineering and Technology	30	372	26	428	
		Business and Management	7	56	1	64	
		Social Sciences	41	117	29	187	
		Arts and Humanities	41	32	30	103	
		Education	26	80	15	121	
		<b>Sub-total</b>	<b>324</b>	<b>1 254</b>	<b>182</b>	<b>1 760</b>	
	<b>Total</b>			<b>961</b>	<b>4 802</b>	<b>923</b>	<b>6 686</b>
	2019/20	CityU	Medicine, Dentistry and Health	4	46	18	67
			Sciences	24	364	60	447
			Engineering and Technology	24	413	92	528
Business and Management			4	99	13	116	
Social Sciences			10	45	33	88	
Arts and Humanities			10	45	23	79	
<b>Sub-total</b>			<b>76</b>	<b>1 011</b>	<b>240</b>	<b>1 326</b>	

Academic year	University	Broad academic programme category	Local students	Non-local students		Total
				Mainland China	Other non-local students	
	HKBU	Medicine, Dentistry and Health	1	10	2	13
		Sciences	13	79	6	98
		Engineering and Technology	-	1	0	1
		Business and Management	2	13	3	18
		Social Sciences	5	19	10	33
		Arts and Humanities	13	22	12	47
		Education	1	8	1	10
		<b>Sub-total</b>	<b>35</b>	<b>152</b>	<b>34</b>	<b>221</b>
	LU	Business and Management	-	3	3	6
		Social Sciences	2	4	13	19
		Arts and Humanities	-	11	13	24
		<b>Sub-total</b>	<b>2</b>	<b>18</b>	<b>29</b>	<b>49</b>
	CUHK	Medicine, Dentistry and Health	76	319	35	430
		Sciences	94	401	20	515
		Engineering and Technology	34	327	12	372
		Business and Management	6	62	2	70
		Social Sciences	24	162	26	212
		Arts and Humanities	45	93	22	160
		Education	4	44	1	49
		<b>Sub-total</b>	<b>283</b>	<b>1 408</b>	<b>118</b>	<b>1 809</b>
	EdUHK	Education	16	49	31	96
		<b>Sub-total</b>	<b>16</b>	<b>49</b>	<b>31</b>	<b>96</b>
	PolyU	Medicine, Dentistry and Health	15	20	18	53
		Sciences	38	148	15	201
		Engineering and Technology	36	299	79	413
		Business and Management	5	36	16	56
		Social Sciences	9	13	7	30
		Arts and Humanities	9	25	18	51
		<b>Sub-total</b>	<b>112</b>	<b>540</b>	<b>152</b>	<b>804</b>

Academic year	University	Broad academic programme category	Local students	Non-local students		Total
				Mainland China	Other non-local students	
	HKUST	Sciences	65	324	62	450
		Engineering and Technology	44	322	120	487
		Business and Management	3	28	13	45
		Social Sciences	8	17	6	31
		Arts and Humanities	4	4	3	11
		<b>Sub-total</b>	<b>124</b>	<b>696</b>	<b>204</b>	<b>1 024</b>
	HKU	Medicine, Dentistry and Health	112	320	57	489
		Sciences	66	360	43	469
		Engineering and Technology	35	397	29	461
		Business and Management	9	71	3	83
		Social Sciences	44	121	27	192
		Arts and Humanities	40	38	31	109
		Education	23	92	15	130
		<b>Sub-total</b>	<b>328</b>	<b>1 399</b>	<b>204</b>	<b>1 931</b>
	<b>Total</b>			<b>975</b>	<b>5 272</b>	<b>1 012</b>
2020/21 (Provisional figures)	CityU	Medicine, Dentistry and Health	4	34	10	48
		Sciences	19	311	40	371
		Engineering and Technology	18	330	52	400
		Business and Management	3	72	11	86
		Social Sciences	6	35	22	64
		Arts and Humanities	8	37	19	64
		<b>Sub-total</b>	<b>58</b>	<b>819</b>	<b>155</b>	<b>1 033</b>
	HKBU	Medicine, Dentistry and Health	2	13	2	17
		Sciences	11	82	10	102
		Engineering and Technology	-	3	0	3
		Business and Management	1	17	4	22
		Social Sciences	4	25	13	42
		Arts and Humanities	13	20	7	41
		Education	1	4	2	6
<b>Sub-total</b>		<b>32</b>	<b>163</b>	<b>37</b>	<b>232</b>	

Academic year	University	Broad academic programme category	Local students	Non-local students		Total
				Mainland China	Other non-local students	
	LU	Business and Management	-	6	4	10
		Social Sciences	2	6	16	24
		Arts and Humanities	-	11	7	18
		<b>Sub-total</b>	<b>2</b>	<b>23</b>	<b>27</b>	<b>52</b>
	CUHK	Medicine, Dentistry and Health	79	342	43	463
		Sciences	95	435	28	558
		Engineering and Technology	33	342	18	393
		Business and Management	5	74	2	81
		Social Sciences	28	191	31	250
		Arts and Humanities	52	104	26	182
		Education	7	55	2	64
		<b>Sub-total</b>	<b>299</b>	<b>1 542</b>	<b>150</b>	<b>1 991</b>
	EdUHK	Education	16	40	38	94
		<b>Sub-total</b>	<b>16</b>	<b>40</b>	<b>38</b>	<b>94</b>
	PolyU	Medicine, Dentistry and Health	20	28	16	64
		Sciences	37	159	13	208
		Engineering and Technology	37	340	58	435
		Business and Management	6	39	13	58
		Social Sciences	9	17	6	32
		Arts and Humanities	10	32	15	56
		<b>Sub-total</b>	<b>120</b>	<b>614</b>	<b>119</b>	<b>853</b>
	HKUST	Sciences	73	316	68	457
		Engineering and Technology	43	349	110	502
		Business and Management	3	23	14	40
		Social Sciences	10	17	8	35
		Arts and Humanities	4	6	3	13
		<b>Sub-total</b>	<b>133</b>	<b>712</b>	<b>203</b>	<b>1 047</b>
HKU	Medicine, Dentistry and Health	121	346	65	531	
	Sciences	69	404	46	519	
	Engineering and Technology	39	421	29	488	



Academic year	University	Broad academic programme category	Local students	Non-local students		Total
				Mainland China	Other non-local students	
		Business and Management	8	89	3	100
		Social Sciences	44	135	22	201
		Arts and Humanities	33	43	35	111
		Education	25	104	13	142
		<b>Sub-total</b>	<b>339</b>	<b>1 541</b>	<b>213</b>	<b>2 092</b>
	<b>Total</b>		<b>999</b>	<b>5 453</b>	<b>942</b>	<b>7 394</b>

Notes:

1. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. The student numbers which are decimal figures are rounded to the nearest whole number. Hence, figures may not add up to the corresponding totals owing to rounding. "0" denotes value of less than 0.5. "-" denotes "nil".
2. The place of origin of non-local students is determined having regard to their nationality or place of residence.
3. UGC-funded research postgraduate figures include only students funded by UGC within normal study periods.
4. The UGC does not have a breakdown of the number of students enrolled in research postgraduate programmes (PhD) by 3-year and 4-year PhD programme.
5. Abbreviations:

CityU	City University of Hong Kong	EdUHK	The Education University of Hong Kong
HKBU	Hong Kong Baptist University	PolyU	The Hong Kong Polytechnic University
LU	Lingnan University	HKUST	The Hong Kong University of Science and Technology
CUHK	The Chinese University of Hong Kong	HKU	The University of Hong Kong

**Annex B1**

**The number of students benefitting from the Tuition Waiver Scheme for local research postgraduate students in the 2018/19 to 2020/21 academic years**

(Headcount)

Academic year	University	Broad academic programme category	MPhil programme	3-year PhD programme	4-year PhD programme	Total
2018/19	CityU	Medicine, Dentistry and Health	2	1	5	8
		Sciences	-	6	18	24
		Engineering and Technology	-	6	21	27
		Business and Management	-	-	4	4
		Social Sciences	-	10	5	15
		Arts and Humanities	-	17	3	20
		<b>Sub-total</b>	<b>2</b>	<b>40</b>	<b>56</b>	<b>98</b>
	HKBU	Medicine, Dentistry and Health	2	11	-	13
		Sciences	8	20	2	30
		Business and Management	-	1	2	3
		Social Sciences	4	6	-	10
		Arts and Humanities	11	10	-	21
		Education	-	3	-	3
		<b>Sub-total</b>	<b>25</b>	<b>51</b>	<b>4</b>	<b>80</b>
	LU	Business and Management	6	1	-	7
		Social Sciences	7	2	-	9
		Arts and Humanities	15	1	1	17
		<b>Sub-total</b>	<b>28</b>	<b>4</b>	<b>1</b>	<b>33</b>
	CUHK	Medicine, Dentistry and Health	36	18	74	128
		Sciences	116	21	98	235
		Engineering and Technology	24	4	33	61
		Business and Management	2	4	7	13
		Social Sciences	61	20	19	100
		Arts and Humanities	88	48	23	159
		Education	1	1	5	7
		<b>Sub-total</b>	<b>328</b>	<b>116</b>	<b>259</b>	<b>703</b>
	EdUHK	Education	5	2	14	21

Academic year	University	Broad academic programme category	MPhil programme	3-year PhD programme	4-year PhD programme	Total	
		<b>Sub-total</b>	<b>5</b>	<b>2</b>	<b>14</b>	<b>21</b>	
	PolyU	Medicine, Dentistry and Health	3	8	11	22	
		Sciences	39	13	32	84	
		Engineering and Technology	15	7	40	62	
		Business and Management	2	4	8	14	
		Social Sciences	-	7	1	8	
		Arts and Humanities	-	8	4	12	
		<b>Sub-total</b>	<b>59</b>	<b>47</b>	<b>96</b>	<b>202</b>	
	HKUST	Sciences	82	26	34	142	
		Engineering and Technology	122	26	27	175	
		Business and Management	1	3	2	6	
		Social Sciences	4	8	1	13	
		Arts and Humanities	-	1	2	3	
		Education	4	1	-	5	
		<b>Sub-total</b>	<b>213</b>	<b>65</b>	<b>66</b>	<b>344</b>	
	HKU	Medicine, Dentistry and Health	106	34	96	236	
		Sciences	54	6	78	138	
		Engineering and Technology	7	1	15	23	
		Business and Management	-	-	3	3	
		Social Sciences	15	11	33	59	
		Arts and Humanities	34	24	27	85	
		Education	4	2	25	31	
		<b>Sub-total</b>	<b>220</b>	<b>78</b>	<b>277</b>	<b>575</b>	
	<b>Total</b>			<b>880</b>	<b>403</b>	<b>773</b>	<b>2 056</b>
	2019/20	CityU	Medicine, Dentistry and Health	-	-	11	11
			Sciences	-	5	21	26
			Engineering and Technology	-	6	18	24
Business and Management			-	-	5	5	
		Social Sciences	-	5	5	10	

Academic year	University	Broad academic programme category	MPhil programme	3-year PhD programme	4-year PhD programme	Total
		Arts and Humanities	-	8	4	12
		<b>Sub-total</b>	<b>-</b>	<b>24</b>	<b>64</b>	<b>88</b>
	HKBU	Medicine, Dentistry and Health	5	2	1	8
		Sciences	6	13	2	21
		Business and Management	-	2	1	3
		Social Sciences	3	4	-	7
		Arts and Humanities	10	9	3	22
		Education	-	1	-	1
		<b>Sub-total</b>	<b>24</b>	<b>31</b>	<b>7</b>	<b>62</b>
		LU	Business and Management	4	-	-
	Social Sciences		3	2	-	5
	Arts and Humanities		9	-	-	9
	<b>Sub-total</b>		<b>16</b>	<b>2</b>	<b>0</b>	<b>18</b>
	CUHK	Medicine, Dentistry and Health	26	19	67	112
		Sciences	62	18	80	160
		Engineering and Technology	11	5	34	50
		Business and Management	1	2	5	8
		Social Sciences	37	12	17	66
		Arts and Humanities	56	40	17	113
		Education	3	1	5	9
		<b>Sub-total</b>	<b>196</b>	<b>97</b>	<b>225</b>	<b>518</b>
	EdUHK	Education	2	1	18	21
		<b>Sub-total</b>	<b>2</b>	<b>1</b>	<b>18</b>	<b>21</b>
	PolyU	Medicine, Dentistry and Health	1	8	10	19
		Sciences	27	12	27	66
		Engineering and Technology	18	7	29	54
		Business and Management	2	1	5	8
		Social Sciences	-	3	4	7
		Arts and Humanities	-	6	4	10
		<b>Sub-total</b>	<b>48</b>	<b>37</b>	<b>79</b>	<b>164</b>
HKUST	Sciences	55	14	44	113	

Academic year	University	Broad academic programme category	MPhil programme	3-year PhD programme	4-year PhD programme	Total
		Engineering and Technology	83	29	39	151
		Business and Management	2	3	-	5
		Social Sciences	3	6	2	11
		Arts and Humanities	3	2	2	7
		<b>Sub-total</b>	<b>146</b>	<b>54</b>	<b>87</b>	<b>287</b>
	HKU	Medicine, Dentistry and Health	82	29	101	212
		Sciences	36	3	65	104
		Engineering and Technology	14	-	24	38
		Business and Management	-	-	8	8
		Social Sciences	18	10	30	58
		Arts and Humanities	29	22	27	78
		Education	3	2	23	28
		<b>Sub-total</b>	<b>182</b>	<b>66</b>	<b>278</b>	<b>526</b>
	<b>Total</b>			<b>614</b>	<b>312</b>	<b>758</b>
2020/21  (As at November 2020)	CityU	Medicine, Dentistry and Health	-	-	13	13
		Sciences	5	-	21	26
		Engineering and Technology	1	1	20	22
		Business and Management	-	-	5	5
		Social Sciences	1	-	10	11
		Arts and Humanities	3	-	8	11
		<b>Sub-total</b>	<b>10</b>	<b>1</b>	<b>77</b>	<b>88</b>
	HKBU	Medicine, Dentistry and Health	7	-	3	10
		Sciences	11	7	5	23
		Business and Management	-	2	-	2
		Arts and Humanities	7	12	6	25
		Education		1	-	1
		<b>Sub-total</b>	<b>25</b>	<b>22</b>	<b>14</b>	<b>61</b>
	LU	Sciences	2	-	-	2

Academic year	University	Broad academic programme category	MPhil programme	3-year PhD programme	4-year PhD programme	Total
		Business and Management	1	-	-	1
		Social Sciences	5	2	-	7
		Arts and Humanities	5	-	-	5
		<b>Sub-total</b>	<b>13</b>	<b>2</b>	<b>0</b>	<b>15</b>
	CUHK	Medicine, Dentistry and Health	25	15	66	106
		Sciences	55	16	83	154
		Engineering and Technology	10	5	30	45
		Business and Management	-	-	5	5
		Social Sciences	33	15	15	63
		Arts and Humanities	52	45	18	115
		Education	3	2	6	11
		<b>Sub-total</b>	<b>178</b>	<b>98</b>	<b>223</b>	<b>499</b>
	EdUHK	Education	3	-	16	19
		<b>Sub-total</b>	<b>3</b>	<b>0</b>	<b>16</b>	<b>19</b>
	PolyU	Medicine, Dentistry and Health	4	13	8	25
		Sciences	28	10	26	64
		Engineering and Technology	17	9	24	50
		Business and Management	2	2	4	8
		Social Sciences	1	3	6	10
		Arts and Humanities	-	5	3	8
		<b>Sub-total</b>	<b>52</b>	<b>42</b>	<b>71</b>	<b>165</b>
	HKUST	Sciences	51	23	56	130
		Engineering and Technology	80	27	44	151
		Business and Management	3	3	1	7
		Social Sciences	3	6	4	13
		Arts and Humanities	5	-	-	5
		Education	-	2	2	4
<b>Sub-total</b>		<b>142</b>	<b>61</b>	<b>107</b>	<b>310</b>	
HKU	Medicine, Dentistry and Health	55	28	111	194	
	Sciences	31	4	65	100	

Academic year	University	Broad academic programme category	MPhil programme	3-year PhD programme	4-year PhD programme	Total
		Engineering and Technology	14	1	28	43
		Business and Management	-	1	7	8
		Social Sciences	19	7	34	60
		Arts and Humanities	32	12	29	73
		Education	3	2	21	26
		<b>Sub-total</b>	<b>154</b>	<b>55</b>	<b>295</b>	<b>504</b>
	<b>Total</b>		<b>577</b>	<b>281</b>	<b>803</b>	<b>1 661</b>

Note:

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

**The total amount of tuition fees waived under the Tuition Waiver Scheme for local research postgraduate students in the 2018/19 to 2020/21 academic years**

Academic year	University	Amount (\$m)
2018/19	CityU	3.7
	HKBU	2.7
	LU	1.0
	CUHK	23.0
	EdUHK	1.0
	PolyU	7.8
	HKUST	12.4
	HKU	22.4
	<b>Total</b>	<b>73.9</b>
2019/20	CityU	3.1
	HKBU	2.2
	LU	0.6
	CUHK	20.5
	EdUHK	0.8
	PolyU	6.5
	HKUST	11.5
	HKU	19.1
	<b>Total</b>	<b>64.4</b>
2020/21 (As at November 2020)	CityU	3.6
	HKBU	2.4
	LU	0.6
	CUHK	20.0
	EdUHK	0.8
	PolyU	6.7
	HKUST	12.8
	HKU	20.0
	<b>Total</b>	<b>66.7</b>

Note:

1. 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

2. The figures are rounded to the nearest \$100,000 and may not add up to the corresponding totals owing to rounding.

- End -

**EDB259**

**CONTROLLING OFFICER'S REPLY**

**(Question Serial No. 2598)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

1. Regarding the Hong Kong PhD Fellowship Scheme, what are the number of applications received, quotas, number of awardees, number of awardees who are Hong Kong residents and their overall percentage, the top 3 countries or regions outside Hong Kong with the most awardees, the number of awardees in these countries/regions and their overall percentages in each of the past 3 academic years?
2. What are the total expenditures of the Hong Kong PhD Fellowship Scheme for the past 3 financial years and the coming one? What are the breakdowns by salary expenditure, administrative expenditure as well as the fellowship and allowances offered to the awardees?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 152)

Reply:

1. Regarding the Hong Kong PhD Fellowship Scheme, the number of applications, fellowship quotas, number of awardees, number of awardees who are local students and their overall percentage, and the number of awardees in the top 3 countries or regions outside Hong Kong with the most awardees and their overall percentages in the past 3 academic years (2018/19 to 2020/2021 academic year) are at **Annex**.
2. The expenditures of the Scheme for the past 3 academic years, i.e. 2018/19, 2019/20 and 2020/2021, are HK\$210 million, HK\$220 million and HK\$230 million respectively. Starting from the 2021/22 academic year, the number of fellowships awarded each year will increase from 250 to 300, and the estimated expenditure for the 2021/22 academic year is HK\$260 million. Currently, the fellowship provides each awardee a stipend of HK\$319,200 and a conference and research-related travel allowance of HK\$13,300 per year for a period of three years. All expenditures of the Scheme are used for stipends and allowances for the awardees.

**The number of applications, quotas, number of awardees,  
number of awardees who are local students and their overall percentage  
of the Hong Kong PhD Fellowship Scheme**

<b>Academic year</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>
Number of applications	12 887	14 676	13 668
Quotas	231	250	250
Number of awardees	231	250	250
Number of awardees who are local students	22	29	40
Overall percentage of awardees who are local students	9.5%	11.6%	16.0%

**The number of awardees in the top 3 countries or regions  
outside Hong Kong with the most awardees and their overall percentages  
of the Hong Kong PhD Fellowship Scheme**

<b>Academic year</b>	<b>Countries or regions</b>	<b>Number of awardees (percentage)</b>
2018/19	Mainland China	91 (39.4%)
	Pakistan	10 (4.3%)
	United Kingdom	9 (3.9%)
	United States	9 (3.9%)
2019/20	Mainland China	100 (40.0%)
	India	8 (3.2%)
	Malaysia	8 (3.2%)
	United States	8 (3.2%)
2020/21	Mainland China	104 (41.6%)
	United States	9 (3.6%)
	South Korea	7 (2.8%)

- End -

**CONTROLLING OFFICER'S REPLY**

**EDB260**

**(Question Serial No. 2386)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

Will the Education Bureau/University Grants Committee please advise this Committee of the number of publicly-funded, privately-funded and temporary hostel places provided by the tertiary institutions in Hong Kong as well as the ratio of allocation between local and non-local students in the 2020/21 academic year (with a breakdown by institution)?

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 105)

Reply:

Based on the information supplied by the University Grants Committee (UGC)-funded universities, the number of hostel places available in each university as well as the ratio of hostel places allocated to local and non-local students at the beginning of the 2020/21 academic year are set out at **Annex**.

(A) Number of hostel places available for allocation to students in UGC-funded universities

University	2020/21 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	239	140	2 009
Lingnan University	1 300	1 185	130	2 615
The Chinese University of Hong Kong	6 210	2 593	325	9 128
The Education University of Hong Kong	2 000	0	186	2 186
The Hong Kong Polytechnic University	4 654	0	94	4 748
The Hong Kong University of Science and Technology	3 814	1 612	637	6 063
The University of Hong Kong	5 573	613	0	6 186
<b>Total</b>	<b>28 621</b>	<b>6 450</b>	<b>1 512</b>	<b>36 583</b>

\* 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 2020/21 academic year	
	Local students	Non-local students
City University of Hong Kong	34%	66%
Hong Kong Baptist University	64%	36%
Lingnan University	90%	10%
The Chinese University of Hong Kong	34%	66%
The Education University of Hong Kong	66%	34%
The Hong Kong Polytechnic University	42%	58%
The Hong Kong University of Science and Technology	34%	66%
The University of Hong Kong	53%	47%
<b>Overall</b>	<b>45%</b>	<b>55%</b>

- End -

**CONTROLLING OFFICER'S REPLY**

**(Question Serial No. 0456)**

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 has been implemented to provide non-means-tested tuition waiver for local students enrolled in UGC-funded research postgraduate programmes. 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 3 years;
2. broken down by disciplines, the number of local students receiving tuition waiver in the past 3 years, whether any criteria has been set for evaluating the effectiveness of this scheme. If yes, of the details, if no, of the reasons;
3. whether the Government will consider expansion of this scheme so as to encourage more local students to study in different disciplines.

Asked by: Hon SHEK Lai-him, Abraham (LegCo internal reference no.: 59)

Reply:

1. The number of students enrolled in University Grants Committee (UGC)-funded research postgraduate (RPg) programmes by broad academic programme category (APC) and place of origin in the 2018/19 to 2020/21 academic years are set out in **Annex A**.
2. The Tuition Waiver Scheme for local research postgraduate students has been implemented since 2018 to provide non-means-tested tuition waiver for local students enrolled in UGC-funded RPg programmes. The scheme aims to encourage more local students to enrol in UGC-funded RPg programmes, with a view to building up a pool of local research talent to sustain Hong Kong's competitiveness and propelling the development of our higher education sector. In the past three academic years, more than 1 600 local students have benefitted

from the scheme. The number of local students benefitted from the Scheme by APC in the 2018/19 to 2020/21 academic years are set out in **Annex B**.

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. 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, the responses from universities and students benefitted under the scheme have been positive.

3. The scheme provides tuition waiver for all local students enrolled in UGC-funded RPg programmes, regardless of discipline. Currently, the Government has no plans to extend the scope of the scheme.

**Number of students enrolled in University Grants Committee-funded research postgraduate programmes by broad academic programme category and place of origin in the 2018/19 to 2020/21 academic years**

(Headcount)

Academic year	Broad academic programme category	Place of origin			
		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
	<b>Total</b>	<b>1 553</b>	<b>5 299</b>	<b>1 059</b>	<b>7 911</b>
2019/20	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
	<b>Total</b>	<b>1 514</b>	<b>5 735</b>	<b>1 129</b>	<b>8 378</b>
2020/21 (Provisional figures)	Medicine, Dentistry and Health	300	820	144	1 264
	Sciences	477	1 817	227	2 520
	Engineering and Technology	248	1 863	298	2 408
	Business and Management	34	373	55	462
	Social Sciences	162	487	127	776
	Arts and Humanities	213	309	124	646
	Education	58	211	56	324
	<b>Total</b>	<b>1 491</b>	<b>5 879</b>	<b>1 030</b>	<b>8 401</b>



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.
2. The place of origin of non-local students is determined having regard to their nationality or place of residence.
3. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro-rata basis. The student numbers which are decimal figures are rounded to the nearest whole number. Hence, figures may not add up to the corresponding totals owing to rounding.

**Number of students benefitting from the Tuition Waiver Scheme for local research postgraduate students by academic programme category in the 2018/19 to 2020/21 academic years**

Broad academic programme category	Number of benefitted local students		
	2018/19 <sup>note</sup>	2019/20	2020/21 (as at November 2020)
Medicine, Dentistry and Health	405	362	345
Sciences	612	491	499
Engineering and Technology	386	316	312
Business and Management	60	41	36
Social Sciences	212	164	164
Arts and Humanities	315	251	238
Education	66	59	67
<b>Total</b>	<b>2 056</b>	<b>1 684</b>	<b>1 661</b>

**Note:**

The Tuition Waiver Scheme for local research postgraduate students was launched on 1 July 2018. As the academic calendars of RPg programmes of individual universities vary, among the 2 056 beneficiaries in the 2018/19 academic year, 388 were students at individual universities as at July and August 2018 who completed their RPg programmes in the 2017/18 academic year, and the tuition fee of these students was partly waived. Excluding these students, 1 668 local students enrolled in RPg programmes benefitted from the scheme in the 2018/19 academic year, which was similar to the number of beneficiaries in the 2019/20 and 2020/21 academic years.

- End -

**CONTROLLING OFFICER'S REPLY**

**(Question Serial No. 0100)**

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 campus facilities of a number of University Grants Committee (UGC)-funded universities were damaged during the riots. Has the UGC requested the universities to report the degree of damages, the restoration work, related enhanced security measures and the expenditure involved? If yes, please provide the details; if no, will the UGC request the universities to submit the said information to ensure the proper use of public resources?
2. In 2019, the Finance Committee of the Legislative Council allocated more than \$10.3 billion for setting up the Hostel Development Fund to provide funding for the construction of student hostels by UGC-funded universities so as to fully address their anticipated shortfall in student hostel places in about 10 years. Please provide an update on the use of the Fund, including the projects that have commenced as well as the number of hostel places and the expenditure involved, the projects to be launched in 2021-22, and whether the projects and works concerned have experienced delay or cost overruns or incurred additional expenditure due to the riots?

Asked by: Hon TSE Wai-chuen, Tony (LegCo internal reference no.: 109)

Reply:

1. During the social incidents in 2019, the campuses of a number of University Grants Committee (UGC)-funded universities suffered damages of varying degrees. The universities had promptly assessed the extent of damage and commenced restoration works so as to ensure that the campuses would be safe and suitable for teaching and research activities.

In light of the experience from the social incidents, the universities have enhanced their on-campus security arrangements, taking into account their actual needs and hired additional security staff. Some institutions have also implemented access control measures, such as requiring staff members, students, and invited visitors to present their identity documents or to register before entering the campus.

Individual institutions have engaged professional security consultants to review the existing on-campus security facilities, manpower and arrangements, and offer professional recommendations on enhancing the overall on-campus security measures in the long run. Regarding the handling of ad-hoc incidents, all universities have put in place contingency mechanisms which often include setting up an emergency response team led by the university management (e.g. the President or Vice-President responsible for administrative duties) to co-ordinate contingency measures and cooperation among different units. Please refer to the paper submitted by the Government to the Legislative Council (LegCo) Panel on Education in January this year (LC Paper No. CB(4)365/20-21(02)) for details of the above-mentioned measures.

Under the prevailing arrangements, universities may carry out their routine repair and maintenance works on campus facilities when the need arises, and meet the relevant expenses with their existing resources under the principle of institutional autonomy. The UGC did not provide additional resources to the universities for the aforesaid restoration works, and we do not maintain any information on the estimated expenditure incurred.

2. The Government set up the Hostel Development Fund (HDF) in 2018 to provide one-off capital grants of \$10.3037 billion in total for 6 UGC-funded universities with hostel shortfalls to carry out 15 student hostel projects with a total of 13 473 student hostel places, with a view to fully meeting the shortfall of hostel places. The full amount of the capital grants were disbursed to the universities in 2019. As mentioned in the paper submitted by the Government to the Finance Committee of the LegCo in 2018 (FCR(2018-19)35), the one-off capital grant provided under the HDF would be the ceiling of Government's commitment. In any event, no additional top-up funding will be provided by the Government. So far, a total of 7 student hostel projects subsidised by the HDF have commenced gradually to provide a total of 7 132 publicly-funded hostel places and 136 privately-funded hostel places upon completion. The progress of these projects has not been affected by the social incidents in 2019 and the universities are actively preparing for the commencement of the remaining projects. In 2021-22, the construction works of 3 projects are expected to commence, namely (i) City University of Hong Kong's Student Hostel at Whitehead, Ma On Shan; (ii) The Chinese University of Hong Kong (CUHK)'s 250-place Student Hostel at United Campus; and (iii) CUHK's 300-place Student Hostel at Shaw Campus. The amount of the capital grant involved, the number of hostel places and the progress of each student hostel project under the HDF as of December 2020 are set out in **Annex**.

**Details and progress of student hostel projects  
under the Hostel Development Fund (HDF)  
(As of December 2020)**

**Table 1 — Hostel projects for which construction works have commenced**

<b>University</b>	<b>Hostel project</b>	<b>Capital grant disbursed under the HDF (\$ million) (in money-of-the-day prices)</b>	<b>Number of hostel places to be provided</b>	<b>Commencement date</b>	<b>Projected completion date</b>
Hong Kong Baptist University	Hostel Complex at 30 Renfrew Road, Kowloon Tong	1,161.598	1 726	February 2019	October 2023
The Chinese University of Hong Kong	300-place Student Hostel at New Asia Campus	196.425	300	June 2019	June 2022
The Hong Kong Polytechnic University	Student Hostel at Ho Man Tin Slope	1,268.405	1 279	October 2020	July 2026
The Hong Kong University of Science and Technology	Halls 10–13 Student Residences	952.295	1 551 (1 415 places funded by the HDF plus 136 privately-funded places)	July 2020	June 2023
The University of Hong Kong	Student Residence at Wong Chuk Hang Site	817.552	1 224	August 2019	May 2023
	Student Residence at Mui Fong Street	164.580	250	May 2019	April 2022
	Student Residence at High West Site	631.274	938	November 2020	May 2024

**Table 2 — Hostel projects for which construction works have yet to commence**

<b>University</b>	<b>Hostel project</b>	<b>Capital grant disbursed under the HDF (\$ million) (in money- of-the-day prices)</b>	<b>Number of hostel places to be provided</b>	<b>Target commencement date</b>	<b>Target completion date</b>
City University of Hong Kong	Student Hostel at Whitehead, Ma On Shan	1,445.828	2 168	Mid-2021 (tentative)	Mid-2025 (to be reviewed)
	Student Hostel at Tat Hong Avenue, Kowloon Tong	992.007	999	October 2023	October 2027
The Chinese University of Hong Kong	250-place Student Hostel at United Campus	168.250	250	January 2022	December 2024
	300-place Student Hostel at Shaw Campus	201.900	300	January 2022	December 2024
	300-place Student Hostel at Chung Chi Campus	201.900	300	January 2023	December 2026
	250-place Student Hostel at Wu Yee Sun Campus	168.250	250	July 2023	June 2027
	394-place Student Hostel in Area 39	265.162	394	July 2023	June 2027
The Hong Kong Polytechnic University	Student Hostel at Tat Hong Avenue, Kowloon Tong	1,668.240	1 680	April 2023	October 2027

- End -

**EDB263**

**CONTROLLING OFFICER'S REPLY**

**(Question Serial No. 0163)**

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 allocates more than \$20 billion to local funded universities each year through the University Grants Committee (UGC). However, in recent years, the spate of unlawful violent acts on university campus, including those advocated and even initiated by teachers and students of local funded universities, have led many people to believe that these universities fail to govern effectively and reach a point like no governance at all. It is not only a waste of taxpayers' hard-earned money, but also a damage to people's confidence in higher education in Hong Kong. With the riots and the problem of Hong Kong independence escalating as a result, a large number of university students have gone astray and ruined their own future. In this connection, would the UGC advise on the following:

1. What remedial actions and improvement measures did the UGC take last year in response to university riots? Did the UGC take the initiative to find out with the university management, issue guidelines or ask them for explanations or reports? If yes, please provide the details. If not, what are the reasons?
2. The UGC aims at "advancing the quality of teaching and learning, research and knowledge transfer at the UGC-funded universities, and monitoring the efficiency and cost-effectiveness of the universities' UGC-funded activities". Does the UGC consider the situation mentioned above a serious damage to the quality of teaching, learning and knowledge transfer at its funded universities? Will the efficiency and cost-effectiveness of the funded activities be affected? If yes, why does the UGC make no mention of university riots in the list of matters requiring special attention in 2021-22? Does the UGC think that the quality of teaching and learning and cost-effectiveness will not be affected by such problems? Or does the UGC try to dodge or turn a blind eye to the thorny issues?
3. The UGC completed a review on the institutional governance of UGC-funded universities in 2015 and signed University Accountability Agreements with the UGC-funded universities in June 2019. Do the Agreements cover the protection

of university facilities and the performance of teachers and students of universities in law abiding and moral integrity? If yes, did the UGC find out and hold the university management accountable for any breach to the Agreements last year? If not, will the UGC conduct a prompt review on the Agreements to include the relevant requirements and an accountability mechanism?

Asked by: Hon TSE Wai-chuen, Tony (LegCo internal reference no.: 108)

Reply:

The social incidents in the second half of 2019 have affected the eight University Grants Committee (UGC)-funded universities to various extent, bringing unprecedented challenges to them as well as damages to their campuses. The UGC has been deeply concerned about the impact of social incidents on the higher education sector. We have been closely touching with the universities pro-actively as they move forward. With experiences gained from dealing with the social incidents, the universities have reviewed and enhanced their campus security arrangements, taking into account practical needs, such as hiring additional security staff, implementing access control measures, and engaging professional security consultants to strengthen the overall campus security measures in the long run. On the handling of *ad hoc* incidents, all universities have also put in place contingency mechanisms which typically feature an emergency response team led by university management (e.g. the President or Vice-President responsible for administrative duties) to co-ordinate their contingency measures and efforts. With the continuous efforts by the universities, calm has been generally restored on the campuses.

Though the higher education sector has been hit hard by social incidents and the subsequent COVID-19 pandemic, UGC members, including local and non-local academics with rich management experience in higher education, all share the view that the UGC-funded universities have continued to excel in teaching quality and scientific research throughout the period. During the pandemic, the universities have made use of their strong research and development capabilities in knowledge transfer. Our outstanding talents from the local academia have also contributed to the research related to the pandemic. During its review of the latest development and performance indicators reported annually by the universities in accordance with the University Accountability Agreement in mid-2020, the UGC also recognised the universities' performances in teaching and learning, research, knowledge transfer and financial governance.

For 2021/22, the UGC has taken the initiative to assist the higher education sector in coping with the challenges, including promoting the strategic development of virtual teaching and learning, strengthening student support services for physical and mental health and career development, and supporting research projects related to COVID-19 and other novel infectious diseases. We will continue to work with the local higher education sector on these areas to enhance our international competitiveness under the "new normal".

We wish to emphasise that while universities enjoy academic freedom and institutional autonomy, they should maintain transparency and public accountability, and uphold



good governance. What happens on campuses will not be above the law. Students and staff shall be law-abiding and not engage in any act or activity which endangers national security. Universities also have the management responsibility to ensure that their operations are in compliance with the law. Under Article 10 of the National Security Law, universities have the responsibility to promote national security education and should offer relevant educational content or organize activities relating to national security education for students so as to raise awareness of national security and the obligation to abide by the law among students and staff. Universities should continuously examine how best to appropriately respond to the expectations of the community and foster in our younger generation a strong sense of social responsibility. In upholding academic freedom and institutional autonomy, the UGC will continue to perform our role as a bridge between the Government and universities actively, and fully support the Education Bureau in close communication with the UGC funded-universities to ensure that the legal obligation in relation to safeguarding national security is fulfilled and provide appropriate support for this purpose.

- End -

**CONTROLLING OFFICER'S REPLY****EDB264****(Question Serial No. 1109)**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:

Will the Government inform this Committee of the following:

- (1) the numbers of non-local students of University Grants Committee (UGC)-funded programmes in the past 5 academic years, with a breakdown by the place of origin of these students; and
- (2) the numbers of non-local graduates who chose to stay and work in Hong Kong after obtaining an undergraduate or higher qualification in a full-time and locally-accredited local programme in Hong Kong, and their percentage shares in the total number of non-local graduates in the past 5 years?

Asked by: Hon WONG Kwok-kin (LegCo internal reference no.: 28)Reply:

- (1) The numbers of non-local students of University Grants Committee (UGC)-funded programmes by place of origin from the 2016/17 to 2020/21 academic years are set out at **Annex**.
- (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 in the past 5 financial years (as at February 2021) are tabulated below -

	<b>Financial Year</b>				
	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b> (as at February 2021)
<b>Number of cases</b>	9 401	9 283	10 318	10 320	7 198

Under the IANG, non-local graduates may apply to stay/return and work in Hong Kong, regardless of when they obtained the requisite qualification. Therefore, we do not have information about the percentage share of applications approved in the total number of non-local graduates.

**Numbers of Non-local Students of UGC-funded Programmes  
by Place of Origin from the 2016/17 to 2020/21 Academic Years**

(Headcount)

Place of Origin	Academic Year				
	2016/17	2017/18	2018/19	2019/20	2020/21 <sup>#</sup>
Mainland China	12 032	12 099	12 322	12 912	13 605
Taiwan	602	649	731	773	550
Japan and Korea	1 149	1 294	1 510	1 648	1 591
Other parts of Asia	1 953	2 242	2 686	3 014	2 916
Russia	44	47	48	47	51
European Union (including the UK)	283	277	285	288	289
Other European countries	49	44	46	58	55
Africa	139	181	220	232	217
Oceania	27	29	25	26	22
Central and South America	31	34	40	57	57
North America	159	155	149	156	136
<b>Total</b>	<b>16 469</b>	<b>17 050</b>	<b>18 061</b>	<b>19 213</b>	<b>19 488</b>

Note:

1. <sup>#</sup> 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. The breakdown figures may not add up to the actual totals due to rounding.
3. The place of origin of non-local students is determined having regard to their nationality or place of residence.
4. The UK has officially left the European Union on 31 January 2020.

- End -