

**The Seventh Meeting of the Education Sub-committee on
the Community Care Fund
6 November 2012**

Summary of Discussion

The Education Sub-committee on the Community Care Fund (CCF) held its seventh meeting on 6 November 2012. A summary of discussion is as follows:

1. Members noted the progress of the School-based Fund for Cross-boundary Learning Activities (School-based Fund) and the expenditure position of the provision by participating schools and the Vocational Training Council (VTC). In 2011-12, the Education Bureau (EDB) had received applications from 811 schools and VTC seeking participation in the programme, and 449 “Activity and Financial Reports” submitted by participating schools and VTC. In addition, 184 participating schools had not used the provisions.
2. Members noted the progress of the After-school Care Pilot Scheme (the Scheme). EDB had received 135 programme proposals from schools and organisations, with 73 of them participating in the Scheme after vetting. EDB would monitor the actual implementation of services to ensure that the Scheme was cost-efficient.
3. Members had preliminary discussions on the proposal of providing additional transport subsidy for students of special schools:
 - Subsidies might be provided through schools or direct disbursement to students;
 - A subsidy rate higher than that for ordinary students might be adopted in calculating the subsidy amount; and
 - Members understood students’ need on transport expenses for extra-curricular activities or follow-up medical consultations, but agreed that priority should be accorded to deal with basic transport needs for commuting to and from schools.

4. Some Members proposed the following assistance programmes for students with special education needs:
- Providing training services operated by service providers to children classified as having mild to moderate learning difficulties who were studying in mainstream kindergartens and ineligible for the Social Welfare Department's subvented pre-school rehabilitation services;
 - providing relevant subsidies to students with special education needs who were required to submit assessment reports for applying special examination arrangements; and
 - purchasing aids for students with special education needs, such as special aid software for visually-impaired students' usage in examinations, as well as subsidising hearing-impaired students with cochlear implants to replace expensive consumables such as the batteries of speech processing equipment.