

**立法會**  
**Legislative Council**

LC Paper No. CB(2)2167/04-05(04)

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**Panel on Education**

**Background brief prepared by Legislative Council Secretariat**

**Training of kindergarten teachers**

**Purpose**

This paper provides background information on the qualifications of and provision of training for kindergarten (KG) teachers. It also summarises relevant discussions of the Panel on Education (the Panel) since the publication of the report entitled “Reform Proposals for the Education System in Hong Kong” (the Report) by the Education Commission (EC) in September 2000.

**Background**

2. EC issued the Report in September 2000 which, among others, put forward the following reform proposals to enhance professional competence for early childhood education –

- (a) to raise the entry qualification requirements of KG/child care centre teachers to five passes in the Hong Kong Certificate of Education Examination (HKCEE), including Chinese and English, by the 2001-02 academic year and to sub-degree level progressively;
- (b) to draw up a detailed timetable for requiring all new KG/child care centre teachers to have completed one year of pre-service training and requiring all serving KG teachers to complete professional training;
- (c) to draw up a detailed timetable for requiring new child care centre supervisors to have completed the Certificate of Early Childhood Education (C(ECE)) Course and requiring all serving KG principals and child care centre supervisors, who had not been professionally trained, to receive professional training; and

- (d) to set up a mechanism for articulation and credit transfer among different teacher training courses in early childhood education.

3. EC also recommended that the feasibility of raising the entry qualification requirements to degree level would be examined when a fully diversified and multi-channelled higher education system was in place.

4. In his Policy Address on 11 October 2000, the Chief Executive announced that the Administration had accepted all the reform proposals put forward by EC.

### **Qualifications of KG teachers**

5. According to the Administration, the total number of KG teachers with Qualified Kindergarten Teacher (QKT) status, i.e. one year of pre-service training or its equivalent, had already exceeded the target of 60% by October 2000. To further enhance professional competence for early childhood education, the Administration has set out the timetable as follows –

- (a) from the 2001-02 academic year, the minimum qualification requirements for new KG/child care centre teachers have been raised to five passes in HKCEE (including Chinese and English);
- (b) from the 2001-02 academic year, a principalship training course has been introduced for KG principals and child care centre supervisors to strengthen their professional and administrative leadership;
- (c) from the 2001-02 to 2005-06 academic years, all serving KG principals and child care centre supervisors would be provided with C(ECE) training;
- (d) from September 2002, all newly appointed KG principals have been required to have completed the C(ECE) Course or its equivalent;
- (e) from the 2003-04 academic year, the qualification requirements for new KG/child care centre teachers have been further enhanced to the possession of QKT qualification;
- (f) by the 2004-05 academic year, all KGs have been required to employ 100% QKTs in the required teaching staff establishment calculated on a teacher to pupil ratio of 1:15; and
- (g) by the 2005-06 academic year, all serving KG principals and child care centre supervisors must have possessed C(ECE) or its equivalent.

6. In reply to a written question raised by Hon Emily LAU about enhancing the professional competence of KG teachers at the Council meeting on 2 February 2005, the Secretary for Education and Manpower (SEM) pointed out that the Government recognised the importance of early childhood teacher training and had been implementing various measures to raise gradually the qualifications and quality of KG teachers and principals. Sufficient training places were also provided to achieve the policy targets. The Government had made steady progress in attaining the set policy targets and would review the situation in 2005-06 when all the existing policy commitments were delivered. As regards the EC's recommendation of a long-term target to raise the entry qualifications of KG teachers to sub-degree or higher level, SEM replied that in moving towards this vision, the Government had started by requiring all newly recruited KG principals to have completed the C(ECE) Course from September 2002 and serving principals to have completed the C(ECE) Course by the end of 2005-06 academic year. A number of institutions also provided sub-degree and degree programmes on early childhood education on a self-financing basis.

7. Speaking at the debate on the motion on "Enhancing the quality of early childhood education" moved by Hon CHEUNG Man-kwong at the Council meeting on 22 June 2005, SEM informed Members that as of September 2004, 1 438 KG teachers were holders of C(ECE), i.e. 18% of the total number of KG teachers. SEM also pointed out that KG teachers who were degree holders would be required to acquire the status of QKT or its equivalent within two years after they had joined the workforce.

### **Provision of training for KG teachers**

8. At present, four institutions, including the Hong Kong Institute of Education (HKIEd), Hong Kong Polytechnic University, Hong Kong Baptist University (School of Continuing Education) and the Hong Kong Institute of Vocational Education (Lee Wai Lee), provide training programmes for the workforce in early childhood education. These training programmes include –

- (a) In-service QKT Education Course;
- (b) Pre-service QKT Education Course;
- (c) In-service C(ECE) Course;
- (d) Pre-service C(ECE) Course; and
- (e) In-service Bachelor of Education in Early Childhood Education (BEd(ECE)) Course.

9. In his reply to the written question raised by Hon CHEUNG Man-kwong about professional training for KG teachers at the Council meeting on 25 February 2004, SEM provided details of the supply of training places from 2001-02 to 2004-05 as listed in **Appendix I**. As regards the demand for these training places, SEM said that the Administration had not collected information regarding the number of applications to these courses. Nonetheless, according to the statistics in the 2003-04 academic year, 86% of all teachers in KGs (including principals) had acquired the status of QKT or its equivalent; and the percentage exceeded 100% if based on the required teaching establishment with a teacher to pupil ratio of 1:15.

10. In his reply to another written question raised by Hon CHEUNG Man-kwong about provision of teacher training courses at the Council meeting on 23 February 2005, SEM provided the number of student intake places to teacher education programmes for early childhood education as funded by the University Grants Committee (UGC) and the Vocational Training Council (VTC). The figures expressed in headcounts term from 2004-05 to 2007-08 academic years are set out in **Appendix II**.

11. On the rationale adopted for determining the number of training places in the pre-primary sector, SEM explained that the Government had pledged to provide adequate subsidised training places to achieve its policy target of upgrading the qualifications of KG teachers and principals. The number of training places allocated might vary according to the progress of the policy targets. Hence, the in-service QKT training places would no longer be in need following the achievement of the set policy target for KG teachers in 2004-05 academic year. The number of in-service C(ECE) training places would also be reduced upon the completion of the set policy target for KG principals by 2005-06 academic year. SEM, however, pointed out in his reply to the written question raised by Hon Emily LAU at the Council meeting on 2 February 2005 (paragraph 6 above) that the Government would allocate additional resources to encourage post-secondary institutions to offer more training courses for KG teachers. In 2005-06 academic year, for example, the anticipated annual provision of subsidised in-service training places in C(ECE) would increase by about 150 compared with the previous provision. Together with other self-financing places, the anticipated provision was sufficient to upgrade all KG teachers to the certificate level or above within six years.

12. SEM also said that early childhood teacher training did not focus only on the attainment of formal qualifications. The Administration had provided other diversified professional development programmes and training opportunities to raise the professionalism of KG teachers, such as –

- (a) to organise briefings on promoting the performance indicators for quality KG education;

- (b) to organise professional development seminars and workshops for serving KG teachers to strengthen their pedagogical knowledge and skills; and
- (c) to organise tailor-made courses for serving KG principals to enhance their leadership and management skills.

13. Speaking at the debate on the motion on “Enhancing the quality of early childhood education” moved by Hon CHEUNG Man-kwong at the Council meeting on 22 June 2005, SEM informed Members that as of September 2004, 72 KG principals had not possessed C(ECE). UGC would continue to allocate funding to HKIEd in the next three years to provide 200 places to meet the demand of those KG principals who had not possessed the qualification, and arising from the need to fill the vacancies of KG principals due to natural wastage. The total number of training places for in-service C(ECE) Course for the 2005-06 academic year will be increased to 1,400.

14. At its meeting on 4 March 2005, the Finance Committee approved a new commitment of \$500 million for injection into the Language Fund. According to the Administration, the injection of fund was to improve language education at the pre-primary, primary and secondary levels by exploring and implementing new initiatives to address the latest concerns in language education and expanding successful initiatives currently being implemented.

15. Subject to further deliberations by the Standing Committee on Language Education and Research, \$20 million out of the injection of \$500 million would be allocated to provide training for some 8 000 serving teachers of local KGs.

#### **Issues and concerns raised by members of the Panel on training of KG teachers**

16. Members have all along attached great importance to early childhood education. They consider that the quality of early childhood education is pivotal to the development of the interest to learn among children and the quality of teacher is essential to the provision of quality early childhood education. When discussing various subject matters relating to early childhood education, members have urged the Administration to upgrade the quality of early childhood education by developing a professional teaching force.

17. Issues and concerns raised by members on training of KG teachers during the discussion of various subject matters since the publication of the Report is summarised in the following paragraphs.

#### **Reform Proposals for the Education System in Hong Kong**

18. The Panel discussed at its meeting on 31 October 2000 the various reform

proposals for the education system in Hong Kong put forward by EC. A member referred to a submission of the Education Convergence which stated that around 50% of a person's intellectual development would have taken place before the age of five to six. The member considered that the Government should put in more resources to improve the quality of early childhood education.

19. The Chairman of EC said that EC also attached great importance to early childhood education. He considered that the Government should allocate additional resources to upgrade the professional competence of teachers and encourage parent participation in early childhood education. SEM informed the Panel that to follow up EC's relevant reform proposals, the Administration would draw up a timetable for KG principals and teachers, and child care centre supervisors to attend the necessary professional training.

#### Teaching force for basic education

20. When the Panel discussed the subject of teaching force for basic education at its meeting on 18 June 2001, some members expressed the view that the Government should work out measures to attract teachers who were degree holders to become KG teachers.

21. The Administration responded that the Government had raised the entry qualification requirements for KG teachers to five passes in HKCEE from the 2001-02 academic year and a pre-service QKT qualification would be required from the 2003-04 academic year. Given the resources constraints, the teaching force for basic education would have to be upgraded on an incremental basis.

#### Review of the KG Subsidy Scheme

22. The Panel discussed the review of the KG Subsidy Scheme at its meetings on 3 July 2001 and 21 January 2002. Members noted that to encourage KGs to upgrade the qualifications of their teachers, the Government was considering an increase of the group rate for provision of subsidy to KGs to correspond to their QKT attainments. Members also noted that it was the Government's target of achieving 100% QKTs through training and natural wastage by the 2003-04 academic year and the Government's aim in the longer term was to raise the entry qualification requirements of KG teachers to sub-degree or higher level.

23. In response to members' concern about the timetable for achieving the target that all KG teachers must be QKTs, the Administration said that around 70% of serving KG teachers were QKTs. All KGs should have no great difficulty in achieving 100% QKT attainment from the 2004-05 academic year, having regard to the fact that the wastage rate of non-qualified KG teachers averaged about 20% in the past years and that there were sufficient QKT training places for all serving non-qualified KG teachers.

24. A member was of the view that the Government should not wait until after 2003-04 academic year to raise the entry qualification requirements of KG teachers to sub-degree or higher level, and should encourage UGC-funded institutions and continuing education providers to run sub-degree or higher level courses in early childhood education as soon as possible.

25. SEM responded that the Government would encourage UGC-funded institutions and continuing education providers to operate sub-degree or higher level courses in early childhood education as soon as practicable. SEM explained that raising the entry qualification of KG teachers to sub-degree or higher levels was set as a longer term target because Hong Kong had to first achieve the target that all KG teachers must receive QKT training and that all serving KG principals and child care centre supervisors who had not been professionally trained must receive suitable professional training. As HKIEd was presently occupied with providing such training and education, it was doubtful whether it had the capacity to train a sizeable number of people wishing to attain a sub-degree qualification in early childhood education. To address the problem of the lack of sub-degree or higher level places in early childhood education in Hong Kong, the Government was exploring with relevant institutions in the Mainland and overseas on the feasibility to provide the places required.

#### Harmonisation of KGs and child care centres

26. The Panel discussed the recommendations of the Working Party on Harmonisation of Pre-primary Services and the implementation progress of the recommendations at its meetings on 26 April 2002, 3 March 2003 and 14 March 2005. Members noted that one of the recommendations of the Working Party was that while the entry qualification requirements for a KG teacher or a child care worker should be the QKT status or its equivalent, efforts should be made by KG and child care centre operators to encourage and facilitate their staff to acquire higher qualification. Members also noted that all serving and trained KG teachers and child care workers would be mutually recognised by the Education and Manpower Bureau (EMB) and the Social Welfare Department as registered KG teachers and child care workers upon harmonisation without further qualification assessment or requirement of receiving further training.

27. A member suggested that entry qualification requirements for KG teachers and child care workers should be university degree in order to improve the quality of the services provided, as early childhood education was a very important part in the continuum of education. The member considered that a target date should be set to raise the entry qualification requirements for all KG teachers and child care workers to university degree level so that efforts and resources could be directed towards achieving the target.

28. SEM responded that considerations, such as the availability of sufficient suitable university graduates, suitability of graduates from existing university

programmes to become KG teachers, and impact on serving staff, had been taken into account in the manpower planning for the profession. The Government was of the view that the qualification of KG teachers and child care workers should be raised gradually. In this connection, practitioners in early childhood education had demonstrated their eagerness in raising their qualification. The Government had been encouraging tertiary institutions to provide more certificate and associate degree courses for them. Sufficient training places would be available for all unqualified practitioners in early childhood education to receive the necessary in-service training to become qualified by September 2004. The Administration was therefore confident that the target of a fully trained workforce in early childhood education would be attained by the 2004-05 academic year. By then, steps might be taken to further raise the entry qualification requirements of the workforce.

29. SEM further said that with the anticipated drop in the pupil number in early childhood education, the pressure on the demand for resources for early childhood education would be slightly relieved. More resources could then be channeled towards staff training. Meanwhile, it would not be realistic to set a target date for raising the qualification requirements to the university level which might create unnecessary pressure among serving staff.

30. Another member expressed support for the Government's decision of raising the qualification of the KG teachers and child care workers gradually. He pointed out that with only 70% of KG teachers possessing a QKT or higher qualification at present, it would be more appropriate and practical to encourage improvement in their qualification through the provision of subsidies to their employers so that 100% QKT could be achieved gradually. He suggested that consideration might be given to raising the qualification requirements of KG principals and child care centre supervisors to university degree first. To further raise staff qualification and improve the quality of early childhood education, the member proposed that the Government should encourage service providers to employ more senior QKTs by providing more subsidies to them.

31. The Administration responded that as a long term goal, the Government was working towards providing a professional and life-long learning ladder for the workforce in early childhood education. The Government would continue to promote the quality of the workforce by way of raising the qualification required and encouraging KG and child care centre operators to facilitate their staff to acquire higher qualification. In particular, the Government was collaborating with tertiary institutions to enhance the training and development programmes for the workforce in early childhood education.

32. A member queried why university graduates were not exempted from the one-year pre-service training for QKTs and were not allowed to teach in KGs and child care centres before completing the QKT training. The Administration explained that QKT training was a one-year full time professional training on early childhood education specifically designed for teaching children between the ages of



zero to six. University graduates without a major in early childhood education would unlikely possess the necessary knowledge and skills in early childhood education. Those who had completed an education-related degree programme would be granted partial exemption from the requirements for registration as a QKT. The Administration would carefully consider the subject relevance of individual degree programmes in deciding whether exemption should be given. The Administration also informed members that HKIEd offered an in-service QKT training for serving KG teachers/child care workers, including degree holders, who were interested to pursue a career in early childhood education.

33. Another member suggested that the Administration should provide QKTs and child care workers with education resource centres or websites such as the Hong Kong Education City Net to exchange views and disseminate successful teaching and learning experiences in order to enhance the quality of early childhood education.

34. The Administration responded that the Hong Kong Education City Net on the Internet had incorporated a component on early childhood education through which QKTs and child care workers could share their successful experiences in early childhood education. In addition, the Government would continue to co-ordinate the provision of experience sharing sessions, seminars and meetings for the workforce in early childhood education.

#### Recurrent funding for UGC-funded institutions in the 2005-08 triennium

35. The Panel discussed the recurrent funding for UGC-funded institutions in the 2005-08 triennium with the Administration and UGC at its meetings on 3 January, 11 January and 7 February 2005. The Panel also received views from deputations at the meeting on 11 January 2005.

36. Members noted that there would be a 33% reduction in the recurrent funding for HKIEd in the 2005-08 triennium and the reduction in student numbers was about 14% in aggregate across all levels at HKIEd. Members noted with grave concern that about 60% of the reduction in student numbers were related to professional development programmes for serving teachers and a majority of these programmes were for in-service training of KG teachers.

37. Deputations from the early childhood education sector expressed strong dissatisfaction with the reduction of training opportunities for serving KG teachers. They pointed out that the qualification of QKT with only 360 training hours was inadequate for the implementation of quality early childhood education and all KG teachers should acquire the qualification of C(ECE). Given that there were still about 6 000 KG teachers without C(ECE), the reduction of training places of certificate programme would adversely affect their professional development.

38. In response to the concern about decreasing opportunities of professional development of KG teachers, the Administration made the following points –

- (a) the decision to take out some 171 certificate programme places in early childhood education from HKIED in the 2005-08 triennium for allocation by bidding on a competing basis was proposed in response to some institutions' request and after discussion with the early childhood education sector in early 2004;
- (b) the allocation of the 171 certificate programme places taken out from HKIED would be determined through competitive bidding based on the "two-envelope system". Under the system, bids would be evaluated on the basis of quality before considering costs. Equal weighting would be given to quality and cost;
- (c) UGC would approve HKIED to operate a BEd(ECE) Course in the 2005-08 triennium to provide more opportunities for upgrading skill in the sector. This was to be offered alongside the existing mixed-mode BEd(ECE) for serving teachers;
- (d) starting from the 2005-06 academic year, the number of certificate programme places for serving teachers in early childhood education would be increased to around 1 000, namely, 200 places offered by HKIED, 400 places allocated by way of competitive bidding, and another 400 places offered by self-financing operators in the market, EMB envisaged that the 6 000 serving KG teachers without C(ECE) could be upgraded in six to seven years; and
- (e) EMB would review the policy on provision of subsidised certificate programmes for serving KG teachers in the 2005-06 academic year, when the policy targets laid down in the 2000 education reform would have been achieved.

39. Some members queried the decision to take out some 171 certificate programme places from HKIED in the 2005-08 triennium for allocation by bidding on a competing basis. They noted that according to its role statement in the UGC's document entitled "To make a Difference, To Move with the Times" (the Document), HKIED should provide programmes leading to the award of certificates, first degrees and postgraduate diplomas in the pre-school, school and vocational training sectors, and also programmes which provided professional education and development for serving teachers in these sectors. They queried whether the decision was in line with the policy on role differentiation among institutions in higher education. These members also pointed out that some 6 000 serving KG teachers did not possess C(ECE). EMB should have increased the number of certificate programme places for professional development of serving KG teachers, so that these 6 000 serving KG teachers would be able to acquire the qualification in less than six years' time.

40. The Administration explained that arising from the role statements published in the Document, other institutions currently providing in-service training for KG teachers would stop the programmes in the 2005-08 triennium. The teachers affected had approached EMB for assistance, pointing out the need to provide diversity in teacher education programmes. The Administration agreed that the existing programmes each had a different focus and merits. It was also necessary to provide for diversity in pre-school teacher education to suit the needs and aptitude of different early childhood education workers. Rather than reducing the number of training places, EMB would increase the provision to 1 000 places per annum in the 2005-08 triennium.

41. The Administration also explained that it was the set policy target determined in 2000 that by the 2004-05 academic year, all serving teachers in the pre-school sector should be qualified KG teachers and all principals of KGs and child care centre supervisors should hold C(ECE). EMB had all along adhered to the policy targets and the timeframe of implementation. The Administration would not change course midway but would review the policy in 2005 to decide on future policy targets. Meanwhile, EMB had allocated additional resources for the provision of 150 additional places for serving KG teachers in the next few years. Members noted that UGC had also promised to allow HKIED to increase the intake of BEd(ECE) by 30 students per annum in the 2005-08 triennium.

#### Use of the Language Fund to strengthen support in language education at pre-primary and primary levels

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42. Following the approval of the Finance Committee of the injection of \$500 million into the Language Fund (paragraph 14 above refers), the Panel discussed with the Administration its funding arrangements to strengthen support in language education at pre-primary and primary levels. Some members pointed out that there were some 6 000 kindergarten teachers and some 1 000 child care workers, who did not possess the qualification of a certificate in early childhood education. They expressed the view that it was unfair to allocate only \$20 million out of the \$500 million injection for the professional development of pre-primary teachers.

43. The Administration explained to the Panel that it recognised the importance of early childhood education to children in developing their readiness in acquisition of language at school ages. The Standing Committee on Language Education and Research would examine the needs of pre-primary teachers in professional development and determine their share of the \$500 million injection into the Fund. The allocation of \$20 million was an initial estimate and could be adjusted with the aim of providing sufficient training opportunities for pre-primary teachers' professional development in language education. Given the strong views of members on the need to upgrade the pre-primary workforce to enhance quality of language teaching in early childhood education, EMB would examine the development needs of pre-primary teachers, and make recommendations in support of their professional development.

44. Some members pointed out that the provision of quality language education at kindergartens would facilitate language teaching and learning at primary and secondary levels. They considered that the Administration should allocate sufficient resources for upgrading the requirements and qualification of pre-primary teachers as well as attracting graduates in education with good language proficiency to join the pre-primary workforce.

45. The Administration informed the Panel that it had introduced a number of measures to upgrade the requirements and qualification of pre-primary teachers over the past decade and had committed to continue to do so in the years ahead. The Administration would provide more resources and support in the professional development of pre-primary teachers. The Administration further explained to the Panel that the proposed allocation of funding would mainly be used in the development of separate programmes for strengthening the professional development of pre-primary teachers in specific aspects of language teaching in a more focused approach. For instance, pre-primary teachers would be provided with five to six three-hour courses on promotion of language activities, such as songs, stories, games and on-line/web-based learning materials, etc., structured around the current guideline issued to KGs by the Curriculum Development Institute.

### **Relevant papers**

46. The minutes of the relevant Panel meetings and the Administration's papers and submissions provided for the Panel and the Finance Committee are listed in **Appendix III**. Relevant questions raised at Council meetings since September 2002 are listed in **Appendix IV**. Soft copies of these documents and the Official Records of Proceedings of the relevant Council meetings are available on the website of the Legislative Council at <http://www.legco.gov.hk>.

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Legislative Council Secretariat  
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## Appendix I

### Supply of training places for the workforce in pre-primary education from 2001-02 to 2004-05 academic years

	<i>Number of training places provided</i>			<i>Planned number of training places</i>
	<i>2001-02 school year</i>	<i>2002-03 school year</i>	<i>2003-04 school year</i>	<i>2004-05 school year</i>
In-service QKT Course	910	724	563	274
Pre-service QKT Course	799	536	230	250
In-service C(ECE) Course	754	941	894	864
Pre-service C(ECE) Course	95	104	198	180
In-service Bachelor Degree Course on Early Childhood Education	59	108	139	175
<b>Total</b>	<b>2 617</b>	<b>2 413</b>	<b>2 024</b>	<b>1 743</b>

## Appendix II

### Number of intake places for early childhood teacher education from 2004-05 to 2007-08 academic years (including both UGC-funded and VTC-funded programmes)

Early Childhood Education	Mode	2004-05	2005-06	2006-07	2007-08
		(numbers in headcount)			
<b>Pre-Service</b>					
Level of Study (Qualification)					
Sub-degree ( <i>Qualified Kindergarten Teacher</i> )	Full-time	150	150	150	150
Sub-degree ( <i>Certificate in Early Childhood Education</i> )	Full-time	180	180	180	180
<b>In-Service</b>					
Level of Study (Qualification)					
Undergraduate ( <i>Bachelor in Early Childhood Education</i> )	Part-time	45	60	60	60
Sub-degree ( <i>Qualified Kindergarten Teacher</i> )	Part-time	244	0	0	0
Sub-degree ( <i>Certificate in Early Childhood Education</i> )	Part-time	464	245	245	245
<b>Total</b>		1 083	635	635	635

## Appendix III

### Documents relevant to the subject of training of KG teachers

<b>Date of meeting</b>	<b>Meeting</b>	<b>Paper</b>	<b>LC Paper No.</b>
31.10.00	ED	Minutes of the meeting	<a href="#">CB(2)506/00-01</a>
		Administration's paper entitled "Education Reform"	<a href="#">CB(2)120/00-01(01)</a>
		Submission of the Education Convergence	CB(2)120/00-01(02)
18.6.01	ED	Minutes of the meeting	<a href="#">CB(2)420/01-02</a>
		Administration's paper entitled "Teaching Force for Basic Education"	<a href="#">CB(2)1827/00-01(01)</a>
3.7.01	ED	Minutes of the meeting	<a href="#">CB(2)628/01-02</a>
		Administration's paper entitled "Review of the Kindergarten Subsidy Scheme"	<a href="#">CB(2)1982/00-01(01)</a>
21.1.02	ED	Minutes of the meeting	<a href="#">CB(2)1173/01-02</a>
		Administration's paper entitled "Kindergarten Subsidy Scheme"	<a href="#">CB(2)901/01-02(02)</a>
26.4.02	ED	Minutes of the meeting	<a href="#">CB(2)2338/01-02</a>
		Administration's paper entitled "Harmonisation of kindergartens and child care centres"	<a href="#">CB(2)1727/01-02(01)</a>
3.3.03	ED	Minutes of the meeting	<a href="#">CB(2)1703/02-03</a>
		Administration's paper entitled "Progress on the harmonisation of pre-primary services"	<a href="#">CB(2)1125/02-03(01)</a>
11.1.05	ED	Legislative Council Brief on "Recurrent funding for University Grants Committee-funded institutions in the 2005/06 to 2007/08 triennium" provided by the Administration	<a href="#">EMB(MPE)CR 8/2041/03</a>

<b>Date of meeting</b>	<b>Meeting</b>	<b>Paper</b>	<b>LC Paper No.</b>
		Submission from the Academic Staff Association of the Hong Kong Institute of Education	<a href="#">CB(2)610/04-05(02)</a>
		Submission from the Alumni Association of Pre-School Administration and Management Course SPACE-University of Hong Kong	<a href="#">CB(2)610/04-05(03)</a>
		Submission from the Hong Kong Professional Teachers' Union	<a href="#">CB(2)624/04-05(02)</a>
7.2.05	ED	Minutes of the meeting	<a href="#">CB(2)1028/04-05</a>
		Administration's paper entitled "Injection into the Language Fund"	<a href="#">CB(2)795/04-05(04)</a>
25.2.05	Finance Committee	Minutes of the meeting	<a href="#">FC81/04-05</a>
		Funding proposal on "Head 156 - New item "Grant to the language fund"	<a href="#">FCR(2004-05)44</a>
9.5.05	ED	Minutes of meeting	<a href="#">CB(2)1824/04-05</a>
		Administration's paper entitled "Use of Language Fund - proposals to strengthen support in language education at pre-primary and primary levels"	<a href="#">CB(2)1429/04-05(01)</a>

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Legislative Council Secretariat  
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## Appendix IV

### Questions raised by Members at Council meetings since September 2002

Meeting Date	Question
29.10.03	Hon WONG Sing-chi raised a written question on impact of implementation of harmonization of pre-primary services.
25.2.04	Hon CHEUNG Man-kwong raised a written question on professional training for kindergarten teachers.
2.2.05	Hon Emily LAU raised a written question on enhancement of professional competence of kindergarten teachers.
23.2.05	Hon CHEUNG Man-kwong raised a written question on pre-service and in-service training course for teachers.

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