

立法會
Legislative Council

LC Paper No. CB(2)2959/05-06
(These minutes have been
seen by the Administration)

Ref : CB2/PL/ED

Panel on Education

Minutes of meeting
held on Monday, 10 July 2006 from 4:30 pm to 7:30 pm
in the Chamber of the Legislative Council Building

- Members present** : Dr Hon YEUNG Sum (Chairman)
Hon Audrey EU Yuet-mee, SC, JP (Deputy Chairman)
Hon Mrs Selina CHOW LIANG Shuk-ye, GBS, JP
Hon CHEUNG Man-kwong
Hon LEUNG Yiu-chung
Hon Jasper TSANG Yok-sing, GBS, JP
Hon Emily LAU Wai-hing, JP
Dr Hon Fernando CHEUNG Chiu-hung
Hon Patrick LAU Sau-shing, SBS, JP
- Member attending** : Hon LEUNG Kwok-hung
- Members absent** : Hon MA Lik, GBS, JP
Hon Andrew LEUNG Kwan-yuen, SBS, JP
- Public Officers attending** : Item III
Mr CHENG Man-yiu
Deputy Secretary for Education and Manpower (3)
Mrs Betty IP
Deputy Secretary for Education and Manpower (4)

Item IV

Mr Chris WARDLAW
Deputy Secretary for Education and Manpower (5)

Dr Peter W HILL
Secretary General, Hong Kong Examinations and
Assessment Authority

Dr Catherine CHAN Ka-ki
Principal Assistant Secretary for Education and
Manpower (Curriculum Development)

Dr KWAN Siu-kam
Principal Education Officer (New Secondary Academic
Structure)

Item V

Ms Bernadette LINN
Deputy Secretary for Education and Manpower (2)

Ms IP Ling-bik
Principal Assistant Secretary for Education and
Manpower (Education Commission and Planning)

Dr Catherine CHAN Ka-ki
Principal Assistant Secretary for Education and
Manpower (Curriculum Development)

Ms Betty LEUNG
Chief School Development Officer (Language Learning
Support), Education and Manpower Bureau

Mr LEE Siu-tat
Chief Curriculum Development Officer (Chinese),
Education and Manpower Bureau

**Attendance by
invitation** : Item IV

Equal Opportunities Commission

Mr Raymond TANG Yee-bong
Chairperson

Dr Ferrick CHU Chung-man
Head, Policy & Research

Hong Kong Professional Teachers' Union

Mr CHAN Kwok-kuen
Publication Department Director

Miss SY On-na
Vice-President

Education Convergence

Mr CHOI Kwok-kwong
Chairperson

Mr TSO Kai-lok
Vice-Chairperson

Special Education Society of Hong Kong

Mr Andrew TSE
Chairperson

Ms Maria WONG
Vice-Chairperson

Grant Schools Council

Sr Damian LAI
Principal

Rev Mrs Jenny NAM
Principal

Hong Kong Federation of Education Workers

Mr WU Siu-wai
Vice-Chairman

Hong Kong Teachers' Association

Mr KO Gra-yee
President

Mr LAM Seung-wan
Vice-President

Hong Kong Association for Specific Learning Disabilities

Mrs LAU LI Man-ying
Vice-Chairperson

Mrs KWAN TO Sze-wah
Council Member

Hong Kong Special Schools Council

Mrs Rita MANSUKHANI AU Hay-lun
Chairperson

Mr CHAN Fat-fui
Member of Executive Committee

Item V

Equal Opportunities Commission

Mr Raymond TANG Yee-bong
Chairperson

Dr Ferrick CHU Chung-man
Head, Policy & Research

Hong Kong Integrated Nepalese Society

Mr THAPA Buddhi Bahadur
Chairman

Mr THAPA Chura Bahadur
Member

Sagarmatha (Everest) Nepalese Community Hong Kong

Mr LIMBU Bhakta Raj
President

Ms GURUNG Hemlata
General Secretary

Yang Memorial Methodist Social Service

Miss Anita WONG Siu-chai
Assistant Service Development Officer

Hong Kong SKH Lady MacLehose Centre

Mr Jonathan CHAN Ching-wa
Service Coordinator

Mr AZIR Khan
Assistant Organizing Officer

Christian Action

Mr Sam KWONG
Assistant Director, Humanitarian and Social Services
(Hong Kong) Division

Ms Devi NOVIANTI
Manager, Humanitarian Services (Hong Kong) Division

Hong Kong Christian Service

Ms TSANG Yuen-kei
Supervisor

Miss HAYAT Keran
Youth Ambassador

Minhaj-Ul-Quran

Mr M I S BATCHA
President

Pakiatan Islamic Welfare Union

Mr K M MALIK
Chairman

Mr Mohammad LIAQAT
Hon Secretary

Hong Kong Unison Ltd

Miss Fermi WONG Wai-fun
Executive Director

Miss Joanne
Member, Ethnic Minorities Concern Group

Civic Party

Mr Bill LAY
Member of Executive Committee

The Democratic Party

Mr LAM Tse-kin
Chairperson, Kowloon West Branch

Islamic Kasim Tuet Memorial College

Mr Yusuf YU
Principal

Delia Memorial School (Hip Wo)

Mr TSUI Fook-keung
Principal

Department of Social Work and Social Administration,
The University of Hong Kong

Mr KEEZHANGATTE James Joseph
Fieldwork Supervisor

Clerk in attendance : Miss Odelia LEUNG
Chief Council Secretary (2)6

Staff in attendance : Mr Stanley MA
Senior Council Secretary (2)6

Ms Katherine YEUNG
Legislative Assistant (2)6

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I. Confirmation of minutes

[LC Paper No. CB(2)2643/05-06]

The minutes of the meeting held on 12 June 2006 were confirmed.

II. Information paper(s) issued since the last meeting

2. Members noted the following papers which had been issued since the last meeting –

- (a) Letter dated 24 May 2006 from Hon Audrey EU to Hong Kong Examinations and Assessment Authority [LC Paper No. CB(2)2400/05-06(01)];
- (b) Response of Hong Kong Examinations and Assessment Authority dated 5 June 2006 to Hon Audrey EU's letter [LC Paper No. CB(2)2400/05-06(02)];
- (c) The Administration's response dated 13 June 2006 to Mr KWOK Ming-chi's letter dated 22 May 2006 [LC Paper No. CB(2)2416/05-06(01)];
- (d) Response of the Secretary for Constitutional Affairs to the letter from the Panel Clerk concerning duty visit to Shanghai [LC Paper No. CB(2)2472/05-06(01)];
- (e) Referral from the Complaints Division on the implementation of after-school learning and support programmes for needy students [LC Paper No. CB(2)2513/05-06(01)];
- (f) Joint letter from eight concern organisations dated 20 June 2006 on commitment to liberalize the provision of higher education under the World Trade Organization's General Agreement on Trade in Services [LC Paper No. CB(2)2522/05-06(01)]; and
- (g) Joint letter from two Native English-speaking Teachers, Mr Craig BOSWELL and Ms LEE Weston [LC Paper No. CB(2)2630/05-06(01)].

III. Proposed revision of senior secondary school fees

[LC Paper Nos. CB(2)2276/05-06(09), CB(2)2276/05-06(10) and CB(2)2642/05-06(01)]

3. Members noted the Administration's paper on proposed revision of

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secondary school fees [LC Paper No. CB(2)2276/05-06(09)] and the background brief on senior secondary school fees prepared by the Legislative Council (LegCo) Secretariat [LC Paper No. CB(2)2276/05-06(10)].

Timetable for progressive increase of secondary school fees

4. Mr CHEUNG Man-kwong said that he accepted the target cost recovery rate of 18% for the provision of senior secondary education, but was concerned about the cumulative effect of the consecutive increases of school fees before and after the implementation of the new senior secondary (NSS) academic structure in the 2009-10 school year. He pointed out that the average student cost would increase upon implementation of the NSS academic structure. Secondary school fees might continue to increase in the next decade, and the cumulative impact of an annual increase of \$350 for 10 years would add considerable financial burden on low-income families. He requested the Administration to set out a timetable for the progressive increases of school fees to achieve the 18% cost-recovery target before and after implementation of the new academic structure, and extend the period of increase to achieve the target rate so as to reduce the magnitude of each increase and the financial burden on parents.

5. Deputy Secretary for Education and Manpower (3) (DS(EM)3) responded that the Administration had all along adopted a gradual and phased approach to increase secondary school fees to achieve the target cost recovery rate of 18%, having regard to the affordability of parents and respective average unit costs for Secondary 4 (S4) and S5, and S6 and S7. The Administration aimed to achieve the target rate in the 2008-09 school year. The senior secondary school fees under the new academic structure would be determined when the total unit cost of new senior secondary schooling was worked out. The Administration was well aware of the need to strike a reasonable balance between the amount and pace of the annual fee increases before and after implementation of the NSS academic structure in order to minimise the financial burden on parents. As regards the proposed increase of \$350 in the 2006-07 school year, the Administration had sounded out to parents and the public on the proposal in April 2006. There was general acceptance of the proposal among parents and the public.

6. Sharing the concern of Mr CHEUNG Man-kwong, the Chairman asked whether the Administration could provide a timetable for progressive increases of secondary school fees. He considered that parents should be provided with an overall picture of the consecutive increases of school fees before and after implementation of the NSS academic structure.

7. DS(EM)3 responded that the Administration would decide the proposed increase of secondary school fees in a school year after the average unit costs were known, i.e., after the recurrent expenditure for secondary school

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education was finalised in each fiscal year. The provision of a timetable for estimated increases of school fees in the coming decade would not be accurate as the recurrent unit costs would vary each year.

Financial assistance to students

8. Referring to the submission from the Society for Community Organisation [LC Paper No. CB(2)2642/05-06(01)], Ms Emily LAU noted with concern that while 15-year free education was provided in Macau, some 420 000 Hong Kong students applied for financial assistances under the various schemes but only around 150 000 received full remission of school fees. Ms Emily LAU and Dr Fernando CHEUNG urged the Administration to improve the provision of financial assistance to needy families and students. Dr CHEUNG added that under the existing fee remission schemes, the eligibility criteria for full remission of school fees were more stringent than those under the Comprehensive Social Security Assistance Scheme.

9. DS(EM)3 responded that the Administration was conducting a comprehensive review on the provision of financial assistance to students. The review would be completed shortly. The Administration would report to the Panel on the review outcome in due course.

Consultation

10. Referring to paragraph 8 of the Administration's paper, Ms Emily LAU asked how the Administration had consulted parents and the public on the proposed increase of school fees, and reached the conclusion that there was general acceptance of the increase among the parents and the public.

11. DS(EM)4 responded that the Education and Manpower Bureau (EMB) had, on several occasions during regular contacts with the sector and informal contacts with the key stakeholders, consulted some parent associations and educational bodies on the proposed increase of \$350 in the 2006-07 school year. They, in general, agreed that the increase was mild, and accepted the increase given that no students would be deprived of education due to lack of means.

Follow-up

12. The Chairman, Mr CHEUNG Man-kwong, Ms Emily LAU and Dr Fernando CHEUNG were of the view that the Administration should set out the timetable and the extent of progressive increases of school fees before and after the implementation of the NSS academic structure so that members could examine whether the projected increases were within the affordability of low-income families. They requested the Administration to provide a schedule of increases in school fees for discussion at the special meeting of the Panel to be held on 21 July 2006.

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13. DS(EM)3 noted the request of members and said that the Administration should inform the schools of the increase of school fees well before the commencement of the 2006-07 school year. He added that the proposed increase of \$350 in the next school year was a necessary step towards achieving the target cost recovery rate of 18% in the 2008-09 school year.

IV. Latest developments of new academic structure

[LC Paper Nos. CB(2)2642/05-06(02)(revised), CB(2)2276/05-06(02) and CB(2)2642/05-06(03)]

14. Members noted the Administration's paper on the subject and the two background briefs prepared by the LegCo Secretariat.

15. The Chairman informed members that the subject of class restructuring of secondary schools was discussed at the meeting of the Panel on 12 June 2006 and members had expressed objection to the principles and approach proposed by the Administration as detailed in its paper [LC Paper No. CB(2)2276/05-06(01)], in particular the proposed allocation of S1 classes on the basis of 40 students per class and the need for secondary schools to have at least 71 S1 students in order to offer a reasonable curriculum under the NSS academic structure. The Chairman stressed that at the meeting on 12 June 2006, the Panel had requested the Administration to withdraw its proposals and conduct a more extensive consultation with a view to reaching consensus with the key stakeholders in the school sector on class restructuring of secondary schools. The Administration was also requested to revert to the Panel when it had reached consensus with the school sector on the way forward.

16. The Chairman emphasised that the focus of the meeting today was to discuss the outcome of consultation on Career-oriented Studies (COS) and NSS academic structure for special schools. The subject of class restructuring of secondary schools was not on the agenda. He highlighted that at his request on 4 July 2006, the Administration had agreed to take out the paragraph on class restructuring (paragraph 12) from its paper for the agenda item. However, on 5 July 2006, the Administration decided to reinsert paragraph 12 into its paper. The Chairman further said that he had written to the Secretary for Education and Manpower (SEM) on 5 July 2006 to express objection to reinserting paragraph 12 into the paper, but SEM had insisted to retain the paragraph.

17. In response, DS(EM)5 agreed that the focus of the meeting was to report on progress towards the new academic structure and to discuss the outcome of consultation on COS and NSS academic structure for special schools. He explained that the Administration had initially acceded to the Chairman's request to take out paragraph 12 from its paper based on his view that there

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might be unnecessary speculation among the school sector on the Administration's intention. However, on reflection, the Administration considered it necessary to give a comprehensive picture on all the issues affecting the development progress of the new academic structure to be implemented in the 2009-10 school year (the 334 academic structure) as the title of the paper suggested, and hence decided to reinsert the paragraph in the paper.

Oral presentation by deputations

Equal Opportunities Commission

[LC Paper No. CB(2)2657/05-06(02)]

18. Dr Ferrick CHU referred to Dr Fernando CHEUNG's letter to the Equal Opportunities Commission (EOC) dated 23 March 2006 [LC Paper No. CB(2)2657/05-06(01)] and said that there appeared to be a material difference between students with intellectual disability (ID students) and students with hearing impairment (HI students) or physical disability (PD students) in special schools in terms of whether they were to undergo the ordinary NSS curriculum leading to the Hong Kong Diploma of Secondary Education (HKDSE). However, EOC considered that whilst it appeared reasonable for PD and HI students to undergo a four-year junior secondary education, the Administration should, as a policy matter, consider the needs of ID students for a similar duration of junior secondary education.

19. Dr CHU further said that the Administration should provide a reasonable range of COS courses for students with special educational needs (SEN) with appropriate support measures. EOC considered that the provision of integrated education for students with similar types of SEN in selected schools in each district was not in line with the spirit of integrated education. The Administration should publicise the strengths of schools in educating students with various types of SEN to enhance school transparency and parental choices in selection of schools for children with SEN.

Hong Kong Professional Teachers' Union

[LC Paper No. CB(2)2720/05-06(01)]

20. Miss SY On-na presented the views of the Hong Kong Professional Teachers' Union as detailed in its submission. She highlighted that the Union strongly opposed the proposed principles and approach to class restructuring of secondary schools, which would force secondary schools with insufficient enrolment to operate three S1 classes to close or to merge or collaborate with another school. The Union urged the Administration to implement small class teaching and withdraw paragraph 12 from its paper. The Union was also concerned about the implementation of the curriculum and assessment reform, in particular the introduction of Liberal Studies as a core subject from the

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2009-10 school year and school-based assessment under the NSS assessment frameworks. The Union urged the Administration to extensively consult the education sector and adopt an incremental approach in the implementation of the new academic structure.

Education Convergence

[LC Paper No. CB(2)2720/05-06(02)]

21. Mr CHOI Kwok-kwong presented the views of the Education Convergence as detailed in its submission. He highlighted that the Convergence was concerned about the recognition of COS qualifications in HKDSE and for university admission, and had reservations about the inclusion of COS costs in the determination of the senior secondary school fees. The Convergence also had strong reservations about the incorporation of school-based assessment in the NSS assessment framework.

Special Education Society of Hong Kong

[LC Paper No. CB(2)2720/05-06(03)]

22. Mr Andrew TSE presented the views of the Special Education Society of Hong Kong as detailed in its submission. He highlighted that the Society welcomed the provision of three-year senior secondary education for all students with SEN, and considered that ID students should also be provided with 10-year basic education. The Society agreed to the adoption of the principle of “one curriculum framework for all” for the development of the NSS curriculum for ID students (the NSS(ID) curriculum), which should be designed with the aim of helping ID students to pursue post-secondary education in the light of their needs, interests and aptitudes.

Grant Schools Council

23. Sr Damian LAI said that the Grant Schools Council considered that the adoption of small class teaching would facilitate smooth implementation of education reform, and the sizes of junior and senior secondary classes should be reduced to 30 and 20 students respectively. Rev Mrs Jenny NAM supplemented that given the importance of English proficiency of students in the future development of Hong Kong, the Administration should allocate additional resources to schools adopting English as the medium of instruction (EMI schools) for the teaching of English Language, in line with those allocated to schools adopting Chinese as the medium of instruction.

Hong Kong Federation of Education Workers

[LC Paper No. CB(2)2720/05-06(04)]

24. Mr WU Siu-wai presented the views of the Hong Kong Federation of Education Workers as detailed in its submission. He highlighted that the

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Federation opposed the incorporation of school-based assessment for all NSS subjects. The Administration should coordinate with education authorities in the Mainland for the recognition of HKDSE for admission to tertiary institutions in the Mainland. The Federation agreed to the renaming of COS as “Applied Learning” and requested the Administration to clarify the future development of the Project Yi Jin and Secondary Schools Collaboration Project. The Federation also suggested that the Government should formulate policies for the provision of 12-year free education under the new academic structure.

Hong Kong Teachers’ Association
[LC Paper No. CB(2)2720/05-06(05)]

25. Mr KO Gar-ye presented the views of the Hong Kong Teachers’ Association as detailed in its submission. He highlighted that the Administration should further consult the educational bodies with the aim of reaching consensus on class restructuring of secondary schools, and should allow continued operation of secondary schools which might not have sufficient enrolment to operate three S1 classes in a particular school year.

Hong Kong Association for Specific Learning Disabilities
[LC Paper No. CB(2)2720/05-06(06)]

26. Mrs LAU LI Man-ying presented the views of the Hong Kong Association for Specific Learning Disabilities as detailed in its submission. She highlighted that students with specific learning disabilities (SpLD students) were different from students with SEN in learning. The Association requested the Administration to consider the needs and rights of SpLD students in the implementation of the new academic structure. The Association urged the Administration to provide sufficient qualified teachers, COS courses and resources; appropriate individualised education programmes, examination arrangements and assessment framework; and post-secondary education opportunities for SpLD students under the new academic structure.

Hong Kong Special Schools Council
[LC Paper No. CB(2)2720/05-06(07)]

27. Mrs Rita MANSUKHANI AU presented the views of the Hong Kong Special Schools Council as detailed in its submission. She highlighted that the Council considered that the Administration should take the initiative to coordinate the research and development projects on the development of the NSS(ID) curriculum; provide sufficient resources, teachers and therapists to facilitate the design and implementation of individualised education programmes for students with SEN; and review the COS curriculum, the number of places and locations for the delivery of COS pilots in the 2007-08 school year.

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Other submissions received

28. Members noted the following submissions –
- (a) Joint submission from Dr WONG Ping-man, Head of Department of Educational Policy and Administration and Dr LAI Kwok-chan, Head of Strategic and Academic Planning, The Hong Kong Institute of Education [LC Paper No. CB(2)2705/05-06(01)];
 - (b) Submission from Parents' Alliance on Special Education System [LC Paper No. CB(2)2720/05-06(08)]; and
 - (c) Submission from “關注 334 學制家長組” [LC Paper No. CB(2)2720/05-06(09)].

The Administration's response

29. The Chairman highlighted the concerns of the deputations in the provision of special education for students with SEN under the new academic structure. He invited the Administration to respond to the major concerns of the deputations.

30. DS(EM)5 briefed members on the progress of developments in preparation for the implementation of the new academic structure in the 2009-10 school year as detailed in the Administration's paper. He highlighted that the Administration had collaborated with front-line teachers, local and overseas experts in special education, local universities and the Hong Kong Examinations and Assessment Authority in the design and development of the NSS curriculum, the NSS(ID) curriculum, the COS curriculum, and the assessment and quality assurance framework for the implementation of the NSS academic structure in ordinary and special schools. The COS pilots, including those for ID students would be operated in September 2006. Overall, the Administration had been able to meet the critical milestones leading to the implementation of the new academic structure.

31. DS(EM)5 further said that the Administration was committed to implementing the NSS academic structure and had earmarked resources to cater for the potential demand for additional classes in special schools. The Administration had all along aimed at developing a diversified curriculum for students and had set aside sufficient resources for the provision of COS pilots, having regard to the substantial increase in the number of students engaged in COS programmes from about 500 in 2003 to some 5 000 in 2006.

32. Principal Assistant Secretary for Education and Manpower (Curriculum Development) (PAS(CD)) supplemented that the Administration had

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established a steering committee to oversee the research and development of the NSS(ID) curriculum and assessment framework for the provision of special education under the new academic structure. In the long term, the Administration considered it crucial to facilitate on-going capacity building of special schools in teaching students with SEN. Hence a partnership approach involving the special education sector, University Grants Committee (UGC)-funded institutions and overseas experts in special education was deemed appropriate for the development of a diversified curriculum to cater for the different learning needs and interests of students with SEN. The Administration would also organise professional development programmes for serving teachers conducted by overseas experts with substantial experience in the provision of educational services for students with SEN beyond the years of basic education. The professional development programmes would be implemented by phases for all special school teachers over a period of four years. Tacit knowledge and experience gained in the process would be consolidated and disseminated to other schools for reference.

New academic structure for special schools

Duration of basic education for students with SEN

33. Dr Fernando CHEUNG said that as indicated in paragraph 8.4 of the document entitled “Further consultation on Career-oriented Studies and the New Senior Secondary Academic Structure for Special Schools” (the consultation document), some ID students could aspire to attain threshold Level 1 in HKDSE for all or some of the core subjects of NSS. He considered that from the perspective of equal opportunities, students with different types of SEN should be provided with 10-year basic education. He pointed out that ID students with physical disability studying in schools for PD students were receiving 10-year basic education. It was therefore unfair to provide ID students in schools for ID students with only nine years of basic education.

34. DS(EM)5 explained that under the new academic structure, all students, including students with SEN, would be provided with six years of secondary education. Students with SEN who were intellectually capable of pursuing the ordinary curriculum would follow the ordinary curriculum and be assessed with appropriate accommodation in the same way as other students in the HKDSE. He pointed out that HI students with normal intelligence but severe to profound hearing impairment might have difficulty in language acquisition and development as well as in auditory reception and oral expression, and PD students of normal intelligence might have severe or multiple physical disabilities. Their learning was regularly and frequently disrupted by therapies and hospitalization. On the other hand, ID students who were unable to pursue the ordinary curriculum would not go through ordinary NSS assessments and examinations leading to HKDSE. Instead, they would be provided with individualised education programme tailored by teachers in

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special schools. The Administration would consider the need of individual ID students to repeat a year of study for justifiable reasons.

The NSS(ID) curriculum

35. Referring to paragraph 8.4 of the consultation document, Dr Fernando CHEUNG pointed out that under the structure and learning outcome of NSS(ID) curriculum, language, mathematics and independent living would form the core of learning for ID students to meet the practical needs of work and life beyond schooling. He considered that ID students should be provided with opportunities to study the subject of Liberal Studies. He requested the Administration to improve the transparency of the work of the Steering Committee on the research and development projects for the development of the NSS(ID) curriculum, including uploading discussion papers and minutes of meetings to the Internet for public access.

36. DS(EM)5 responded that the Administration would enhance the transparency of the work of the Steering Committee. PAS(CD) explained that the overarching objective of special education was to enable students with SEN to maximise their potentials to the fullest extent possible, achieve as much independence as they were capable of, and become well-adjusted individuals and contributing members of the community. In the context of these objectives, ID students who were capable of studying Liberal Studies would be provided with the opportunity to study the subject and take the subject in HKDSE examination.

37. Dr Fernando CHEUNG remarked that in line with the principle of one curriculum framework for all, the Administration should provide ID students with the same choice of core subjects as other students. He added that the Administration should set the objective of enabling ID students to lead a meaningful life in the community, and dropped the outdated objective of providing rehabilitative services which focused on helping ID students to lead an independent living.

Post-secondary education for students with SEN

38. Dr Fernando CHEUNG said that under the 334 academic structure, all students with SEN should enjoy equal opportunities in pursuit of post-secondary education. During the NSS schooling, they should be provided with a reasonably wide COS curriculum and initial experiences of the requirements of a professional or vocational field which would enhance their readiness to pursue post-secondary pathways. He considered it insufficient to provide ID students with only two COS programmes in September 2006. In line with the spirit of the new academic structure, ID students should also be provided with a wider COS curriculum to facilitate their access to post-secondary education.

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39. Principal Education Officer (New Senior Secondary Academic Structure) explained that the two COS piloting programmes offered in the first phase were designed with adaptations in consultation with experts in special education, having regard to the needs and abilities of ID students. Owing to a lack of practical experience, some course providers would prefer to observe the implementation progress of the two COS pilot programmes in the 2006-07 school year first before deciding whether to operate other programmes in the next school year. He added that about 100 ID students would participate in the two COS pilot programmes starting in September 2006.

Skills opportunity schools

40. Dr Fernando CHEUNG considered it unfair that secondary schools (formerly classified as skills opportunity schools) enrolling a majority of students who were less academically inclined but more interested in applied learning were funded at the same level as other aided secondary schools. The Administration noted his view.

NSS curriculum for SpLD students

41. Dr Fernando CHEUNG said that the Administration had not mentioned about the provision of NSS education for SpLD students in its paper. He requested the Administration to elaborate on the matter.

42. DS(EM)5 responded that the Administration had aimed to provide an update on the major issues affecting the development progress of the 334 academic structure for students with SEN in general. He pointed out that the Administration was conducting a comprehensive review on the provision of special education services. The review would include the provision of NSS education for SpLD students.

Teaching of Liberal Studies

43. Ms Audrey EU requested the Administration to consider the views of the Grant Schools Council that the class sizes for junior and senior secondary schooling should be reduced to 30 and 20 students respectively; as well as the findings of the research conducted by the Hong Kong Institute of Education that teachers were most concerned about the teacher-to-students ratio and the increasing student diversity in schools. She expressed concern about the teaching and learning of Liberal Studies as a core subject under the NSS curriculum. She considered that implementing small class teaching and improving teacher-to-students ratio would facilitate the implementation of the NSS academic structure and improve the quality of teaching and learning of Liberal Studies. According to the forum and survey conducted by the Civic Party recently, teachers, in general, considered that EMB had not provided

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sufficient professional development for teachers and support for schools to teach Liberal Studies.

44. DS(EM)5 responded that although the planned class size for secondary schools was 40 students, the teacher-to-class ratio in secondary schools would be improved to facilitate the implementation of the NSS academic structure. Schools were encouraged to adopt small group teaching and strategies for teaching Liberal Studies. The provision of Diversity Learning Grant would also help schools to organize individual subjects which normally attracted smaller groups of students. He pointed out that professional development programmes for serving teachers who would teach Liberal Studies would be progressively implemented over a period of three years. The findings of any survey at this stage on the readiness of teachers or the adequacy of the development programmes for teachers to teach Liberal Studies would be premature. The Administration was well aware of the need to prepare teachers for effective teaching of Liberal Studies. With the collaborative efforts of the school leaders, the teaching workforce and the UGC-funded institutions, the Administration had formulated strategic measures to enhance smooth implementation of the NSS curriculum and effective teaching of Liberal Studies in the 2009-10 school year.

45. DS(EM)5 also pointed out that under the recently announced initiative for supporting low academic achievers, starting from the 2006-07 school year, additional teachers would be provided to schools with large intakes of the academically weakest 10% and Band 3 students. For the weakest 10% students, the class-to-teacher ratio would be raised from 1:1.3 to 1:2. For the remaining Band 3 students, the ratio would be improved to 1:1.6. The enhanced class-to-teacher ratio would facilitate schools to adopt small group teaching or flexible grouping of students based on student ability and the nature of the learning activities.

46. Ms Audrey EU considered that although the Administration had allowed a transition period of four years for EMI schools to teach Liberal Studies in English, it was insufficient to facilitate effective teaching and learning of Liberal Studies in EMI schools. She enquired about the additional resources and support for EMI schools to teach the subject. She also pointed out that many parents were unfamiliar with the subject, and asked how EMB would promote parents' understanding of it.

47. DS(EM)5 responded that the Administration considered that the provision of a four-year transition period should be sufficient for EMI schools to switch the medium of instruction from Chinese to English in teaching Liberal Studies. He added that EMI schools could continue to use teaching materials in Chinese for individual topics, such as contemporary issues in the Mainland, after the transition period as and when appropriate.

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Class restructuring of secondary schools

Allocation of S1 classes on the basis of a minimum enrolment of 71 students

48. Mr CHEUNG Man-kwong expressed dissatisfaction that despite the fact that the Panel had urged the Administration to withdraw its proposals and further consult the school sector on class restructuring of secondary schools, the Administration had insisted on the insertion of paragraph 12 in its paper for this meeting. He said that given the opposing views of the deputations attending the Panel meeting on 12 June 2006, there was no reason for the Administration to state in the paper that it had consulted the Panel in June 2006 and would continue to discuss with the school sector, with the goal to inform schools of the provisional class structure based on the key principles as soon as possible. Mr CHEUNG stressed that the Administration should clarify that the key principles did not include the allocation of three S1 classes on the basis of a minimum enrolment of 71 S1 students in the 2007-08 school year. The Chairman expressed a similar view.

49. DS(EM)5 explained that class restructuring was one of the six areas affecting the progress of the 334 academic structure and paragraph 12 was a factual description of the work in progress. He pointed out that during the consultation period, the issue of a framework for class restructuring was constantly raised in the series of the three-day school leaders workshops completed in June 2006. Schools were of the view that uncertainty in this regard would adversely affect their planning for the implementation of the new academic structure in 2009. The urgency of the matter was reinforced in the light of the need to plan the future for S1 students entering schools in the 2006-07 school year, as well as the fact that both schools and parents would need a clear policy on this matter.

50. DS(EM)5 further said that the Administration had noted the views of members and deputations on the proposed principles and approach to class restructuring of secondary schools at the meeting on 12 June 2006. The Administration would aim to balance the interests of the key stakeholders in the school sector. DS(EM)5 explained that it was difficult to reach consensus on the subject given the conflicting interests and divergent views among stakeholders including schools, teachers and parents. The Administration was aware of the urgency of the matter and the strongly expressed desire to create as much certainty as possible for future planning.

51. The Chairman asked whether the minimum enrolment of 71 S1 students for allocation of three S1 classes would be implemented as one of the key principles for class restructuring of secondary schools in the 2006-07 school year. DS(EM)5 replied that the principles and approach for class restructuring were detailed in the Administration's paper for the meeting on 12 June 2006, and the allocation of three S1 classes for an intake of at least 71 S1 students

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was one of them. The Administration would continue to consult all stakeholders on the proposed principles and approach to class restructuring, and would refine the proposals and balance as far as possible the competing views in the interests of students.

52. Mr LEUNG Kwok-hung and Mr LEUNG Yiu-chung expressed objection to the inclusion of class restructuring of secondary schools in the Administration's paper for this meeting, which was apparently in conflict with the Panel's decision that the Administration should withdraw its proposals and revert to the Panel after reaching consensus with the school sector. Mr LEUNG Kwok-hung considered that the Administration had blatantly disregarded the views of the school sector and was arrogant in ignoring the decision of the Panel on the matter.

53 Mr LEUNG Yiu-chung considered it unreasonable for the Administration to say that it would continue to consult the educational bodies, with the aim of informing the schools of the provisional class structure on the basis of the proposed principles as soon as possible. He agreed that secondary schools were anxious to receive early confirmation on class restructuring policies and principles, but considered that the issue should be thoroughly discussed by the Panel before implementation. He requested the Administration to revert to the Panel as soon as practicable, after reaching consensus with the school sector.

54. DS(EM)5 reiterated that the Administration considered it necessary to include class restructuring in the paper for the purpose of providing a comprehensive update on the development progress of the 334 academic structure. He pointed out that the Administration had developed good relationship and partnership with the key stakeholders in the course of planning and carrying out the necessary preparations for the implementation of the new academic structure. Given the complexity and wide implications of the issues affecting the development progress of the 334 academic structure, the Administration would continue to work closely with the relevant parties to enhance smooth implementation of the NSS academic structure.

Motion

55. In view of members' concern about class restructuring of secondary schools, the Chairman proposed the following motion-

“本委員會強烈譴責政府當局在供委員會會議討論的文件中加入有關班級結構的段落，以及維持有關重整中學班級結構的建議；本委員會並要求政府當局繼續諮詢教育團體，在與教育界達成共識之前，不應向本委員會提出有關議題，亦不應在 2007 年實施有關建議。”

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“That this Panel strongly condemns the Administration for inserting a paragraph on class restructuring in the discussion paper provided for the Panel’s meeting and maintaining the proposals on class restructuring of secondary schools; this Panel also requests the Administration to continue its consultation with educational bodies, and not to raise the issue with the Panel or implement the proposals in 2007 before a consensus is reached with the education sector.” (Translation)

56. All members present at the meeting supported the motion.

V. Education for children of ethnic minorities
[LC Paper Nos. CB(2)2642/05-06(04) and (05)]

Video presentation

57. With the concurrence of the Chairman, the Administration played a video on learning of Chinese Language by ethnic minority students in schools.

Oral presentation by deputations

Equal Opportunities Commission
[LC Paper No. CB(2)2642/05-06(06)]

58. The Chairman of EOC said that the provision of equal opportunities in education for ethnic minority children, in particular the teaching and learning of Chinese Language as a second language for them, was crucial in the context of promoting racial equality in an international city such as Hong Kong. With the impending introduction of anti-racial discrimination legislation, education for children of ethnic minorities was an issue that should be addressed from a long term perspective. The Administration should plan the education for ethnic minority students with a view to enhancing their ability to integrate into the mainstream community. For this purpose, effective teaching and learning of Chinese for ethnic minority children in school was vitally important.

59. The Chairman of EOC further said that from the perspective of employers, the ability of prospective ethnic minority employees to communicate effectively in Chinese was essential. However, as it was difficult for most ethnic minority students to learn the Chinese Language at the same pace as their Chinese counterparts in schools, EOC considered it appropriate for the Administration to explore the need for an alternative Chinese Language curriculum for ethnic minority students. Like the provision of two different syllabuses of English Language in the Hong Kong Certificate of Education Examination (HKCEE), ethnic minority students should be given a choice to follow either the mainstream or the alternative Chinese curriculum for the HKCEE. Attainment of Chinese standard under

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the alternative curriculum would provide a meaningful indication to prospective employer as to the ethnic minority applicant's Chinese language ability in relation to particular job requirements.

Hong Kong Integrated Nepalese Society

60. Mr THAPA Buddhi Bahadur said that the provision of quality education for ethnic minority children was essential for their integration into the local community. The Administration should provide additional EMI primary and secondary schools in Yuen Long, and additional resources and grants for capable ethnic minority students to pursue post-secondary education in Hong Kong or the Mainland. In this connection, the Administration should liaise with the relevant authorities in the Mainland for ethnic minority students who were permanent residents in Hong Kong to be treated the same as other Hong Kong students pursuing post-secondary education in the Mainland.

Sagarmatha (Everest) Nepalese Community Hong Kong

61. Mr LIMBU Bhakta Raj said that the Sagarmatha (Everest) Nepalese Community Hong Kong held the same views and concerns about the provision of education for ethnic minority children as those expressed by the Hong Kong Integrated Nepalese Society.

Yang Memorial Methodist Social Service

62. Miss Anita WONG said that the Yang Memorial Methodist Social Service supported the implementation of integrated education for ethnic minority students to enhance their integration into the local community. The Administration should, however, provide sufficient support and resources to schools with enrolment of ethnic minority students. In particular, the Administration should allocate additional resources to support ethnic minority students to learn Chinese Language.

Hong Kong SKH Lady MacLehose Centre
[LC Paper No. CB(2)2693/05-06(01)]

63. Mr Jonathan CHAN and Mr AZIR Khan presented the views of the Hong Kong SKH Lady MacLehose Centre as detailed in its submission. They highlighted that ethnic minority students were lagging far behind their local counterparts in learning Chinese. The Administration should provide an alternative Chinese Language curriculum for non-Chinese speaking (NCS) students to attain a recognised qualification in Chinese in order to access post-secondary education. In addition, the Administration should consider setting a quota for UGC-funded institutions in admission of ethnic minority students to their programmes.

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Christian Action

[LC Paper No. CB(2)2642/05-06(07)]

64. Ms Devi NOVIANTI described the experience of her son as a permanent resident of Hong Kong in learning Chinese Language in a local school to illustrate the difficulty for ethnic minority students to access university education under the existing education system. She considered that the provision of an alternative Chinese Language curriculum would help ethnic minority students to pursue a recognised qualification in Chinese Language for admission to local universities. Mr Sam KWONG added that the Administration should respect the right of NCS students to follow an alternative Chinese Language curriculum and acquire a recognised qualification in Chinese.

Hong Kong Christian Service

[LC Paper No. CB(2)2642/05-06(08)]

65. Ms TSANG Yuen-kei requested members and the Administration to consider the views of the Hong Kong Christian Service as detailed in its submission. Miss HAYAT Keran highlighted that the Administration should establish more resource schools and allocate resources to these schools and NGOs to organise activities for NCS students to use Chinese to communicate during their early ages; provide more vocational training programmes in English for NCS students; employ some South Asians as Teaching Assistants to help parents of NCS students to communicate with teachers; and promote the awareness of ethnic minority parents about the current and future new academic systems in Hong Kong.

Minhaj-Ul-Quran

66. Mr BATCHA said that the Minhaj-Ul-Quran supported the views of Christian Action and considered that the Administration should allocate additional resources to enhance the provision of education, in particular the learning of Chinese Language, for ethnic minority children. He also requested the Administration to assist ethnic minority students who were permanent residents of Hong Kong to be treated the same as their local counterparts in pursuit of post-secondary education in the Mainland.

Pakistan Islamic Welfare Union

67. Mr MALIK said that learning Chinese Language was crucial for ethnic minority children to integrate into the community. He pointed out that there were insufficient places in the seven primary schools and two secondary schools traditionally admitting a large number of ethnic minority students. The Administration should provide more school places in New Territories East, New Territories West, Kowloon East and Kowloon West where there were

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more ethnic minority residents. He also requested the Administration to formulate policies and measures to assist ethnic minority students in seeking employment after secondary schooling.

Hong Kong Unison

[LC Paper No. CB(2)2720/05-06(10)]

68. Miss Fermi WONG presented the views of the Hong Kong Unison as detailed in its submission. She highlighted that it was unfair to require individual schools and their teachers to work out school-based curriculum with appropriate adaptations to the current Chinese curriculum framework for teaching their ethnic minority students. She also considered it too optimistic for the Administration to say that the current Chinese curriculum could accommodate all learners who were learning the language for integration into the local Chinese society. She pointed out that under the current assessment framework, very few ethnic minority students were able to score a pass in Chinese Language in HKCEE. She urged the Administration to provide an alternative Chinese Language curriculum for them. Miss Joanne supplemented that many NCS students who could speak fluent Cantonese were unable to score a pass in Chinese Language in HKCEE, and most employers would not employ NCS applicants who were unable to write or read Chinese.

Civic Party

[LC Paper No. CB(2)2720/05-06(11)]

69. Mr Bill LAY presented the views of the Civic Party as detailed in its submission. He highlighted that the right of ethnic minority children to education was protected under Article 39 of the Basic Law. The Civic Party suggested that the Administration should provide ethnic minorities with sufficient information on the education systems in their languages; allocate school places for ethnic minority students on the basis of their population in individual districts; provide an alternative Chinese Language curriculum and more post-secondary education opportunities for ethnic minority students; exempt the requirement of a pass in Chinese Language for ethnic minority students to access university education; and provide paid leave for ethnic minority workers to attend in-service training.

The Democratic Party

70. Mr LAM Tse-kin said that the Democratic Party appreciated the contributions of ethnic minorities in the development of Hong Kong in the past decades. He highlighted that the Administration should allocate additional resources to support ethnic minority students in learning to listen, speak, read and write Chinese, as well as in finding an employment after secondary schooling and leading a meaningful life in the community. The Democratic Party also suggested that the Administration should provide an alternative

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Chinese Language curriculum for ethnic minority students to enable them to obtain a recognised qualification for access to post-secondary education.

Islamic Kasim Tuet Memorial College

71. Mr Yusuf YU said that the Islamic Kasim Tuet Memorial College had admitted a number of ethnic minority students in the past two years. He highlighted that principals and Chinese Language teachers in primary schools with enrolment of NCS students in general considered that very few NCS students could follow the current Chinese curriculum with adaptation and take the subject in HKCEE. He considered that similar to teaching English as a second language, the teaching of Chinese as a second language should be conducted by qualified teachers with the necessary expertise. It was unlikely that serving Chinese Language teachers had sufficient time and expertise to design school-based Chinese Language curriculum for effective teaching of NCS students.

72. Mr YU further said that although integrated education did provide a Chinese-rich learning environment for NCS students, it appeared that enrolment of local students in primary schools with enrolment of NCS students would gradually decrease. The Administration should take appropriate measures to help these schools maintain enrolment of local students at stable and satisfactory levels and foster an inclusive culture in the long term.

Delia Memorial School (Hip Wo)

73. Mr TSUI Fook-keung said that around 45% of students in Delia Memorial School came from ethnic minority families. He considered that as professional front-line education workers, teachers and principals in schools with enrolment of NCS students should play an active and significant role in the design of school-based Chinese Language curriculum for NCS students. He pointed out that there were NCS students who had been admitted to local universities such as the University of Hong Kong and Lingnan University. He agreed that NCS students would have difficulty in learning Chinese, and the role of school was indispensable in the design of appropriate school-based curricula for their NCS students to learn effectively and achieve expected outcomes in a structured manner.

74. On development of school-based curriculum for NCS students, Mr TSUI considered that the current curriculum framework for Chinese Language with competence levels, cultural contents and key learning stages was robust, open and flexible enough to accommodate a wide range of learning abilities and interests, and should serve as a blueprint for any adaptations to meet the diversified needs and different abilities of NCS students in individual schools. He added that the development of a school-based Chinese curriculum for NCS students was an on-going process which required the collaborative efforts of

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teachers in the school concerned.

*Mr KEEZHANGATTE James Joseph
Fieldwork Supervisor, Department of Social Work and Social Administration,
The University of Hong Kong*

75. Mr KEEZHANGATTE said that it was unfortunate that in the absence of adequate support, some ethnic minority parents with permanent residence in Hong Kong had sent their locally-born children to their native counties to pursue education. Most of these students returned to Hong Kong after graduation and worked as low-skill labour. As education was a basic human right, the Administration should provide sufficient support to ethnic minority children in education and for integration into the local community.

Discussion

76. The Chairman said that at the meeting on 9 January 2006, the Panel had requested the Administration to provide NCS students with an alternative curriculum in Chinese Language, sufficient school places in each of the five electoral constituencies, and sufficient vocational training and post-secondary education opportunities. The Administration had provided a reply on 25 March 2006 [LC Paper No.CB(2)1536/05-06(01)].

An alternative Chinese Language curriculum for ethnic minority students

77. Mr CHEUNG Man-kwong said that NCS students should be provided with access to post-secondary education including first-year-first-degree programmes in UGC-funded institutions. He urged the Administration to provide an alternative Chinese Language curriculum and assessment framework for NCS students to facilitate their acquisition of a recognised qualification for access to university education. In this connection, the Chairman asked whether the Administration would set up a task group to explore the feasibility of designing an alternative Chinese Language curriculum for schools with NCS students.

78. DS(EM)2 responded that the Administration shared the concern of members about the provision of an appropriate curriculum for NCS students to learn and attain a qualification in Chinese Language for further education and employment purposes. She pointed out that the central curriculum framework for Chinese Language was divided into key stages and was flexible enough to accommodate different adaptations in catering for a wide range of learner abilities and interests. Similar curriculum frameworks and adaptation approach were adopted in the Mainland, Singapore and Taiwan for NCS students. The Administration understood that schools would need time and support to develop their school-based curricula and teaching materials on Chinese Language for teaching NCS students. The Administration would

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collaborate with schools and post-secondary institutions in the development of appropriate teaching and learning materials to support NCS students in learning Chinese. From the professional perspective of curriculum design, an adapted school-based version of the Chinese curriculum which was competency-based and suitable for NCS students was essentially an “alternative” curriculum for second Chinese language learners which could cater for their needs and diversity in learning without creating a discriminative label.

79. PAS(CD) supplemented that standards-referenced reporting would be adopted in Chinese Language and English Language from the 2007 HKCEE onwards as well as in the future HKDSE. The current Chinese Language curriculum was competency-based, with emphasis on developing the basic language skills of students in reading, writing, listening and speaking; enriching their knowledge about the Chinese culture and literature; developing thinking and independent learning skills; and cultivating positive moral values. The school-based curricula could be designed by making adaptations to the central curriculum to suit the Chinese competency levels of different NCS students. The Administration considered that suitable school-based adaptations of the central curriculum, coupled with effective learning and teaching strategies and resources support, should enable NCS students to acquire, upon completion of secondary education, a recognised qualification in Chinese Language. In this regard, the Administration was making necessary arrangements for interested NCS students to participate in the General Certificate of Secondary Education (Chinese) examination in Hong Kong for NCS students beginning in 2007.

80. Mr LEUNG Yiu-chung agreed that NCS students should be provided with an alternative Chinese Language curriculum and assessment framework so that they could acquire a qualification recognized by post-secondary institutions for admission to their programmes. He also considered that the Administration should allocate additional resources to support schools in the design of school-based Chinese curricula for teaching NCS students.

81. DS(EM)2 responded that the UGC-funded institutions, within the framework of existing public examinations, were already able to suitably allow flexibility for NCS students when applying the Chinese language requirement. EMB would convey the views of the Panel on Education and the ethnic minority community to the institutions so that they could take the circumstances of NCS students into account when exercising the existing flexibility. She remarked that the institutions had autonomy over student admission matters, and had previously been requested to set minimum requirements in both English and Chinese for admission purpose.

82. The Chairman remarked that the Administration should formulate an alternative Chinese Language curriculum for schools to follow and corresponding assessment standards for employers and post-secondary

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institutions to make reference. He considered that the Administration should demonstrate its sincerity in helping NCS students to acquire a recognised qualification in Chinese which would enable them to find employment, pursue further education, and integrate into the community.

Racial equality in education

83. Mr CHEUNG Man-kwong considered it unfair that whilst Chinese-speaking graduates returned from overseas countries could apply for admission to UGC-funded institutions without the need of a qualification in Chinese Language, NCS students attending schools in Hong Kong were required to obtain a pass in Chinese Language for admission to local universities. He considered that EOC should explore whether such difference in admission requirements had constituted discrimination against NCS students.

84. Ms Emily LAU pointed out that in its initial report submitted to the United Nations under the International Convention on the Elimination of All Forms of Racial Discrimination in late 2000, the HKSAR Government had acknowledged without reservation that Article 13 of the International Covenant on Economic, Social and Cultural Rights (ICESCR) required governments to provide free and compulsory primary education to all within their jurisdiction. However, the HKSAR Government did not consider that free education was required to be provided to the specifications of particular groups. Ms LAU further said that in reply to the questions raised by Mr CHEUNG Man-kwong and herself at the Council meetings on 6 July and 23 November 2005 respectively, the Administration had said that it did not maintain statistics on the number of school-age ethnic minorities and their performances in HKCEE. She considered the Administration's replies a reflection of its uncaring attitude to education for ethnic minority children. She doubted whether the Administration had fulfilled its obligation under ICESCR in the provision of education for ethnic minority children, and whether such attitude was in line with the spirit of the proposed legislation against racial discrimination.

85. DS(EM)2 explained that candidates of the HKCEE were not required to submit information on their racial origin/nationality. Furthermore, there were so many confounding variables affecting the performance of students in the HKCEE that it would not be easy to draw conclusions on attributing factors from the examination results. She pointed out that EMB had commissioned a local university to conduct a three-year longitudinal study in November 2004 to track the development and adaptation of NCS students allocated to Primary One (P1) in mainstream schools in the 2004/05 school year until they completed P3 in the 2006/07 school year.

86. Referring to the research on content analysis of textbooks and teaching materials in respect of stereotypes commissioned by EOC, Ms Emily LAU

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expressed disappointment that school textbooks only included a few countries, nationalities and ethnicities in the texts, and most Asian countries were absent except for Japan. She shared the view of EOC that where practical and appropriate, students who opened a textbook or encountered other educational materials should see positive images of themselves, as well as their families, and cultural, ethnic and social groups, presented in a factual, supportive and encouraging way reflective of the society at large.

87. Ms Audrey EU said that there were rumours that the introduction of legislation against racial discrimination was delayed because EMB had difficulty in complying with the education-related requirements under the proposed legislation. She asked whether EMB was ready for the introduction of the proposed legislation against racial discrimination.

88. DS(EM)2 clarified that any deferment in the introduction of the proposed legislation against racial discrimination into the LegCo had nothing to do with the readiness of EMB to comply with the requirements of the proposed legislation under its policy purview. She highlighted that EMB had been in constant dialogue with relevant parties such as the Home Affairs Bureau, the Department of Justice and the EOC on the matter. Like all other bureaux and departments, EMB would formulate policies and practices in compliance with the requirements under the future legislation. Ms Audrey EU requested EMB to confirm this advice in writing. DS(EM)2 agreed to do so.

Admin

Motion

89. Dr Fernando CHEUNG considered that due to the language barrier, NCS students were not provided with sufficient support and opportunities in education. He proposed the following motion –

“本委員會促請政府立即為非華語學生另行制訂中文科課程，並另行設立為本地大學承認的公開考試，讓非華語學生有途徑在本港升讀大學及接受專上教育。”

“That this Panel urges the Government to immediately formulate an alternative Chinese Language curriculum for non-Chinese speaking students and establish another open examination which is recognized by local universities as a channel for non-Chinese speaking students to enter universities and receive post-secondary education in Hong Kong.”
(Translation)

90. The motion was supported by members present at the meeting.

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VI. Any other business

[LC Paper No. CB(2)2720/05-06(12)]

Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS)

91. Members noted the response from the deputations attending the meeting on 10 April 2006 concerning removal of social needs test from KCFRS in the 2006-07 school year and agreed to hold a special meeting immediately after the House Committee meeting on Friday, 21 July 2006 to follow up the matter.

Liberalization of the provision of higher education

92. Ms Audrey EU expressed concern about the implications of liberalization of the provision of higher education under the World Trade Organization's General Agreement on Trade in Services as stated in the joint letter from eight concern organisations [LC Paper No. CB(2)2522/05-06(01)]. She suggested that the Panel should request the Administration to provide background information on the subject for discussion at the special meeting on 21 July 2006. Members agreed.

93. The meeting ended at 8:05 pm.

Council Business Division 2
Legislative Council Secretariat
1 September 2006