

立法會
Legislative Council

LC Paper No. CB(2)923/06-07
(These minutes have been
seen by the Administration)

Ref : CB2/PL/ED

Panel on Education

**Minutes of special meeting
held on Thursday, 16 November 2006, at 10:45 am
in the Chamber of the Legislative Council Building**

- Members present** : Hon Jasper TSANG Yok-sing, GBS, JP (Chairman)
Hon LEE Cheuk-yan
Hon Mrs Selina CHOW LIANG Shuk-ye, GBS, JP
Hon CHEUNG Man-kwong
Hon Emily LAU Wai-hing, JP
Hon Abraham SHEK Lai-him, JP
Hon Tommy CHEUNG Yu-yan, JP
Hon Audrey EU Yuet-mee, SC, JP
Hon Andrew LEUNG Kwan-yuen, SBS, JP
Dr Hon Fernando CHEUNG Chiu-hung
Prof Hon Patrick LAU Sau-shing, SBS, JP
- Members absent** : Dr Hon YEUNG Sum (Deputy Chairman)
Hon LEUNG Yiu-chung
Hon SIN Chung-kai, JP
Hon TAM Yiu-chung, GBS, JP
Hon MA Lik, GBS, JP
- Public Officers attending** : Mr Chris WARDLAW
Deputy Secretary for Education and Manpower (5)
- Dr Catherine CHAN
Principal Assistant Secretary (Curriculum Development)

Attendance by invitation : Mr CHIU Ngar-wing
Parent

G.T. (Ellen Yeung) College

Mr CHAN Ka-wai
Principal

Ms LAM Ming
Chairlady, Parent Teacher Association

Dr Shane N PHILLIPSON
Associate Professor, Department of Educational
Psychology Counselling and Learning Needs

Faculty of Science, The University of Hong Kong

Mr CHAN Lung-sang
Associate Dean

Miss Venus CHU
Administrative Assistant

Faculty of Science, Hong Kong University of Science
and Technology

Mr CHENG Shiu-yuen
Dean of Science and Professor of Mathematics

Hong Kong Association for Parents of Gifted Children

Mr Fred LAM
Chairman

Mr YEUNG Lee-fai
Vice-Chairman

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. Gifted education

[LC Paper Nos. CB(2)344/06-07(01) and (02)]

Members noted the Administration's paper entitled "Establishment of an Academy for Gifted Education" and the background brief prepared by the Legislative Council (LegCo) Secretariat on the subject.

Oral presentation by deputations/individuals

Mr CHIU Ngar-wing

[LC Paper Nos. CB(2)344/06-07(03) and (04)]

2. Mr CHIU Ngar-wing cited the experience of his son to describe the development of gifted education in the past 13 years. He expressed disappointment that the Government had not put in sufficient resources, formulated policies and provided adequate support for gifted students in education. He opined that the Administration should allocate one percent of the total education budget (about \$0.5 billion) to support gifted education in enhancing teachers training on nurturing gifted students, establishing reliable and comprehensive assessment mechanisms for gifted students, and supporting tertiary institutions in the design of appropriate programmes and curriculum for gifted education. He suggested that the Administration should provide incentives and rewards for schools and their teachers who were committed and dedicated to the provision of gifted education.

G.T. (Ellen Yeung) College and Gifted Education Council

[LC Paper No. CB(2)380/06-07(02)]

3. Mr CHAN Ka-wai said that the G.T. (Ellen Yeung) College and the Gifted Education Council had organised a number of programmes and activities for gifted students and published a number of books on gifted education. He highlighted that the College and the Council supported the establishment of the proposed Academy on Gifted Education (the Academy), and suggested that the Academy should collaborate with tertiary institutions and local communities to enhance the development of gifted education in Hong Kong. He requested the Administration to provide sufficient resources for schools to support gifted students, in particular gifted students from low income families, in learning.

4. Ms LAM Ming said that parents often had too high expectations in academic achievements for their gifted children. They should be taught on how to support their gifted children in learning and personal development. The Administration should reinforce parent education on the correct concepts and

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attitudes towards giftedness, and the knowledge and skills to support gifted children in learning outside the school context.

Dr Shane PHILLIPSON
[LC Paper No. CB(2)344/06-07(05)]

5. Dr PHILLIPSON presented his views as detailed in his submission. He expressed support for the establishment of the Academy and said that its establishment was in line with similar initiatives in other places which recognised the diversity of gifted students and the need to be proactive in meeting their unique needs. He envisaged that the Academy would play a major role in the consultations between the Government, parents, schools (including teachers and students) and universities for the development of the basic philosophies for gifted education in Hong Kong, as well as in re-examination of the definition of "exceptionally gifted students" to reflect the current research that emphasised both the inclusive and developmental nature of giftedness. He suggested that the Academy should be mindful of possible under-achievement of gifted students, and be proactive in identifying gifted students and provide an equitable basis for access to its services.

6. Dr PHILLIPSON requested the Administration to differentiate the roles between the Academy and the Fung Hon Chu Gifted Education Centre, and to ensure the financial viability of the Academy and maintain independence in its work. Quoting the theoretical concept that giftedness represented the greatest gifted potential for both the good and the evil, he suggested that the Academy should focus efforts on moral development for gifted students and help them to understand the nature and make the best use of their giftedness.

Mr CHAN Lung-sang
Faculty of Science, The University of Hong Kong
[LC Paper No. CB(2)380/06-07(01)]

7. Mr CHAN Lung-sang presented his views on gifted education in Hong Kong as detailed in his submission. He pointed out that there were enrichment and acceleration programmes, mostly funded by local universities on their own initiative and conducted in an arbitrary and inconsistent manner, for the average as well as the high-performing students. However, many of these programmes were organised with the intention to facilitate student recruitment or for publicity purpose. The imperative to provide interest in a certain subject had often become a secondary objective. Overall, there was generally a lack of coordination among these programmes in terms of timing, target groups and programme contents.

8. Mr CHAN suggested that the Academy should define the target population of gifted students, and should not undermine or preempt secondary schools in the provision of learning activities for the gifted students. Specifically,

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the Academy should coordinate and provide organised and coherent learning opportunities for high-performing students and ensure equal opportunities for students from the less-privileged families to participate in the enhancement activities. He also suggested that the Academy should play a role in identifying and arranging supervised training and mentorship for the exceptionally talented students, and aim to facilitate the participation of non-local secondary students in the enrichment programmes to enhance the image of Hong Kong as the regional education hub. He added that the Academy should have an independent governance structure consisting primarily of academics.

Faculty of Science, Hong Kong University of Science and Technology

9. Mr CHENG Shiu-yuen said that the Faculty of Science, Hong Kong University of Science and Technology (HKUST) supported the establishment of the Academy. He highlighted that the Faculty had been working in partnership with the Education and Manpower Bureau (EMB) and the Fung Hon Chu Gifted Education Centre to provide a wide variety of off-site Level 3 development programmes for gifted students since 2001, including a number of thematic Olympic training programmes on the subject of Mathematics. The Faculty would cooperate with the Academy in the provision of learning opportunities for gifted students.

*Hong Kong Association for Parents of Gifted Children
[LC Paper No. CB(2)489/06-07(01)]*

10. Mr Fred LAM said that since its establishment in 2002, the Hong Kong Association for Parents of Gifted Children had been working in partnership with EMB, the Social Welfare Department and tertiary institutions to provide a variety of training programmes for gifted students and their parents. The Association supported the establishment of the Academy. The Association considered that the Academy should be housed in a permanent campus with buildings and facilities for the provision of gifted education and related services for teachers, gifted students and their parents. In particular, the Academy should provide systematic and continuing development programmes and collaborate with tertiary institutions to offer credit-bearing courses for gifted students.

11. Mr Fred LAM further said that the Association requested the Administration to formulate policies and allocate resources for the establishment of effective mechanisms to facilitate early identification and appropriate placement of gifted students in schools; provision of enrichment and acceleration programmes, relevant training for pre-service teachers as well as professional development and recognition for serving teachers engaged in gifted education; and education and guidance services for parents of gifted students. In addition, the Administration should coordinate resources and efforts in the community for the provision of diversified gifted education for students with different talents.

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Other submission received
[LC Paper No. CB(2)412/06-07(01)]

12. Members noted the submission from Miss Pinky SIU King Ha.

The Administration's response

13. Responding to the views of the deputations, Deputy Secretary for Education and Manpower (5) (DS(EM)5) said that the Administration would carefully consider the views and suggestions of the deputations expressed at the meeting. He pointed out that the policy on gifted education for schools in Hong Kong was first recommended by the Education Commission in its Report No. 4 in 1990. A three-tier gifted education framework after piloting was adopted in 2000. At Level 1, support was given within classes. At Level 2, pull-out programmes were provided within the school. At Level 3, off-site programmes were provided for the exceptionally gifted in collaboration with the tertiary institutions and professional bodies. With the implementation of education reform which focused on student learning in 2000, the concept of student diversity in various domains was now commonly recognised in the education sector and the community as a whole.

14. DS(EM)5 further said that currently, the education sector worldwide generally adopted a broad definition of giftedness, using multiple criteria instead of relying on IQ test. Gifted students might demonstrate talents in different areas. For instance, some gifted students had high IQ scores; others might be gifted academically, or in leadership, art or sports. Thus, gifted students were best identified using multiple methods, such as student performance, behavioural checklists, teacher/parent/peer/self nomination, student portfolios, standardized tests, etc. In Hong Kong, a broad definition using multiple intelligences instead of a restrictive one focusing merely on the academically gifted was adopted.

15. On coordination of resources and efforts for the provision of gifted education, DS(EM)5 said that the Academy would serve as an interface on the provision of support programmes and services for gifted students between the schools and the community. The Academy would aim to step up systematic training for teachers and education for parents on gifted education. Specifically, the Academy would narrow the present service gap by -

- (a) providing more learning opportunities for students to turn their potential into achievements not only in disciplines such as science and mathematics but also in areas of arts, humanities and sports including specialist niche areas such as history, archaeology, astronomy, etc.;

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- (b) mobilising the efforts of parents, teachers and academics, business and community leaders to create a supportive and enriching learning community for students;
- (c) expanding the pool of talents in Hong Kong, in terms of both number and diversity, to support the social and economic development of Hong Kong as a world city; and
- (d) developing through partnership with similar institutions in other countries a knowledge hub for gifted education for expert exchange, research and development, along with professional development for teachers.

16. DS(EM)5 added that the Academy would not replace the work of schools in the provision of gifted education. The Academy would ensure that no gifted students would be denied access to gifted education due to a lack of means, and establish mechanisms for parents to send their children for assessment of exceptional talents in specific dimensions outside the scope of the assessment framework in schools. The Academy would specialise in providing Level 3 programmes for exceptionally gifted students, while the existing Gifted Education Section under EMB would concentrate its efforts at Levels 1 and 2 activities. The Academy would build on local experiences in gifted education to meet the rising expectations for more services and opportunities for students with exceptional talents.

Discussion

Staffing establishment and resources funding

17. Ms Audrey EU expressed support for injecting \$100 million for the establishment of the Academy, but expressed disappointment about the lack of information on the staffing and governance structure of the Academy and the utilisation of the \$200 million for the provision of gifted education to the exceptionally talented. She asked how the Administration would use the funding resources to support gifted education in Hong Kong.

18. DS(EM)5 responded that the Administration intended to propose the staffing establishment of the Academy and utilisation of the \$100 million funding injection in its submission to the Finance Committee for funding approval. Should members consider it necessary, the Administration would be ready to revert to the Panel and provide such information for discussion at another meeting. He explained that the Administration was considering the governance structure of the Academy which would best meet the envisaged objectives. The Administration proposed that the funding resources should be spent on students, parents and teachers direct rather than on bricks and mortar for a physical premises. The preliminary idea was to use a large part of the

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\$200 million to set up an investment fund to sustain the on-going operation of the Academy, and draw down funds to staff the Academy to lead, direct, and implement gifted education related programmes or services for students, teachers and parents. Basically, the Academy in its initial years of operation would comprise a small core team of professional and support staff, and was expected to solicit support as needed through contracted expertise and services and other collaborative approaches.

19. DS(EM)5 further said that EMB would provide administrative support in setting up the Academy and aim to have it up and running from the 2007-2008 school year. A Preparatory Committee comprising academics, school heads, teachers, parents and members of the community, representatives of the donor and the Administration had been set up to prepare for the establishment of the Academy. The Preparatory Committee would advise on the best organisational, financial, staffing and other relevant arrangements for the Academy.

20. Dr Fernando CHEUNG said that the Administration should be prudent in the formulation of important public policies and the utilisation of public resources. He considered that the Administration had not thoroughly examined the use of the \$200 million to enhance the quality of gifted education. Mr CHEUNG Man-kwong also expressed disappointment about the lack of information on the recurrent funding, staffing establishment and governance structure of the Academy in Administration's paper.

21. Principal Assistant Secretary (Curriculum Development) (PAS(CD)) responded that the preliminary plan was to earmark about 50% of the \$200 million to set up and staff the Academy for the initial five years of operation on the basis of the services to be provided to students, teachers, parents, academics and professionals as detailed in paragraph 8 of the Administration's paper. The Preparatory Committee would examine the related issues and advise on the staffing establishment and operation of the Academy accordingly.

22. Mr Tommy CHEUNG requested the Administration to work out a detailed proposal on the utilisation of the \$200 million to support gifted education, having regard to the views of the deputations and members. He considered it unlikely that the investment return from a fund of \$200 million could sustain the on-going operation of the Academy and the provision of off-site programmes for some 10 000 gifted students. He suggested that the Administration should take the opportunity to review resources allocation for gifted education, and propose additional injection of funding to support gifted education in specific disciplines such as anthropology and astronomy which were currently unavailable for students with exceptional talents in these areas.

23. DS(EM)5 responded that the Administration would set out the budget for the Academy in its proposal to the Finance Committee for consideration. He undertook to provide further information on the current efforts in identification

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of talented students and the provision of development programmes at levels 1, 2 and 3. DS(EM)5 further pointed out that the Administration would consider future funding needs in the light of experience and requirements for meeting the educational needs of gifted students. At present, the Administration had allocated substantial recurrent funding for schools to provide quality education for students with different talents and educational needs.

Collaboration on the provision of gifted education

24. Ms Audrey EU asked how the Academy would coordinate the efforts of schools, tertiary institutions, professional bodies, and other related institutions to enhance the provision of gifted education in Hong Kong.

25. DS(EM)5 responded that since 2000, EMB had been providing off-site support in partnership with tertiary institutions for the exceptionally gifted whose needs were not met by school-based programmes. The Academy would aim to mobilise the efforts of key stakeholders to create a supportive and enriching learning community for students, and would consider contracting out the provision of services to tertiary institutions, professional bodies, social service agencies, or individuals with expertise in a particular field. Under such arrangement, the bulk of the education programmes and activities would be held at the venues of the course providers, similar to the existing arrangements for Level 3 programmes.

26. Mr Fred LAM said that the existing Gifted Education Section under EMB mainly coordinated the efforts in gifted education at Levels 1 and 2 activities in schools. There was no coordination of efforts among tertiary institutions in the provision of enrichment and acceleration programmes for school students with exceptional talents. He hoped that the Academy could collaborate with tertiary institutions to formulate common objectives and strategies to maximise cost-effectiveness of resources utilisation in the provision of development opportunities for the exceptionally gifted.

Identification, assessment and population of gifted students

27. Mr LEE Cheuk-yan enquired about the population of gifted students in Hong Kong, and the operation of the existing mechanisms for identification and assessment of gifted students. He doubted whether the investment return generated from the proposed development fund would be sufficient for maintaining the on-going operation of the Academy. Mr LEE considered that the Administration should work out the initial set-up costs including accommodation, and recurrent funding budget for the Academy on the basis of an estimated population of target gifted students.

28. DS(EM)5 responded that the Administration would formulate plans and strategies for investment and management of the fund, and would work out an

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operating budget for the Academy in the initial five years. The experiences of such examples as the Standing Committee on Language Education and Research and the Quality Education Fund were good references. The Academy would formulate its long-term financing model and strategies in the light of experience gained from its initial years of operation. The Administration would support the accommodation needs of the Academy in its initial phase of development by providing surplus government accommodation situated in convenient locations for students, teachers and parents.

29. DS(EM)5 further said that around 5 000 students were attending some 210 gifted education programmes under the Support Measures for the Exceptionally Gifted Students Scheme over the past three years. In view of the diverse talents and needs of gifted students, the Administration considered it appropriate to allow flexibility for the Academy to plan its work on the basis of an estimated population of 10 000 gifted students. PAS(CD) supplemented that the estimated population of gifted students would vary in accordance with the definition and criteria adopted for giftedness. Given the social and economic developments in Hong Kong, around 10% of students could be regarded as gifted students who should be given appropriate support at Levels 1 and 2. The Academy would specialise in providing Level 3 programmes for exceptionally gifted students, and would cater primarily for the needs of local gifted students between the ages of 10 and 18 at the top end of the ability range.

30. Mr CHEUNG Man-kwong was concerned about early identification of gifted students and the provision of support for them in learning. He considered it inappropriate to rely on school-based programmes to support gifted students. He pointed out that teachers in schools were now fully loaded with the reform initiatives and school activities. Given the broad definition of giftedness and an estimated population of 10 000 gifted students, Mr CHEUNG queried how schools and teachers could identify such a large number of gifted students, and how the Level 1 support within classes and the Level 2 support within schools could effectively assist these gifted students in development in various disciplines such as visual arts and sports.

31. DS(EM)5 responded that the \$200 million was allocated for the establishment of the Academy to concentrate on the provision of Level 3 off-site programmes for the exceptionally gifted, and to provide feedback on the effective approaches for providing support to gifted students at Levels 1 and 2. He pointed out that the number of teachers engaged in training on gifted education had increased doubly in the past three years, reflecting the awareness of teachers on the importance in providing assistance to gifted students in schools. He added that recurrent funding was allocated to schools for the provision of education to all students. Schools were expected to deploy their resources to help their students, including gifted students and students with special educational needs, in learning.

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32. PAS(CD) supplemented that the results of the last annual surveys on students' performances in schools had indicated that students had demonstrated significant improvement in creativity. This suggested that schools had developed effective school-based programmes to support students in development of their creativity.

33. Mr CHEUNG Man-kwong requested the Administration to provide written information paper on how it would use the \$200 million to ensure early identification of some 10 000 gifted students in schools.

34. DS(EM)5 responded that the consensus of the education sector was that a broad definition of giftedness, using multiple criteria, which might or might not include IQ test, should be adopted for identification of gifted students in schools. Schools had mechanisms in places to identify gifted students and teachers were ready to assist these students in learning. The Academy would be tasked to develop through researches effective practices for identifying gifted students in school context.

Implementation arrangements

35. Ms Emily LAU said that she was acquainted with Sir Joseph Hotung who had committed a donation of \$100 million for setting up and running the Academy. She expressed concern about the arrangements for some 5 000 to 10 000 gifted students to attend the enrichment and acceleration programmes organised by tertiary institutions, in particular gifted students from low income families. She suggested that the Administration should set reasonable and affordable fees for these development programmes, and provide financial assistance for needy students to attend these programmes. Ms LAU invited the deputations to express views on the operation of the Academy and the implementation of gifted education.

36. Mr CHENG Shiu-yuen said that under the existing arrangements for Level 3 programmes, the bulk of the education programmes and activities for gifted students were held at the venues of the course providers. The Academy should consider providing travelling allowances for students attending programmes and activities organised by tertiary institutions situated at remote locations. The Faculty of Science of HKUST would continue its provision of free development programmes for gifted students.

37. Mr CHAN Ka-wai said that the education sector welcomed the establishment of the Academy to coordinate the provision of gifted education, but considered that the Administration had not provided sufficient details for consultation with the deputations. He expressed concern about the development focus of the Academy into a platform for international exchanges as well as research and development with the Mainland and overseas educational bodies through exchange activities. He considered that the Administration should

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ensure continuity and set priorities in the provision of gifted education.

38. Mr CHAN Lung-sang said that the Academy would play a significant role in coordinating the provision of development programmes for exceptionally talented students, in particular students who were gifted in specific disciplines or areas of interest such as archaeology and astronomy which were currently not provided by tertiary institutions. He considered that the Academy should work out strategies to attract gifted students from overseas places to facilitate experience sharing on the provision of gifted education. In addition, the Academy should establish a mechanism for identifying the most exceptionally gifted students for the provision of development opportunities at optimal time.

39. Dr Shane PHILLIPSON said that it should be manageable for the school sector to provide gifted education for a target population of 10 000 gifted students between the age 10 to 18, i.e., the provision of enrichment and acceleration programmes for some 1 200 gifted students at each age group. He considered that the Academy should work out a model for the provision of the acceleration programmes for these students in schools, for example allowing students at secondary one to attend secondary three classes on their talented subjects. On collaboration of research efforts, the Academy should coordinate the provision of useful facilities for institutions and academics to work together on specific areas of gifted education.

Consultation

40. Dr Fernando CHEUNG suggested that EMB should establish a steering committee on gifted education comprising EMB officers, academics, parents and experts to deliberate on the policies and resources allocations for the provision of gifted education, in particular the policies on identification of gifted students, professional development for teachers in schools, and differentiation of roles and functions between the Academy and the Fung Hon Chu Gifted Education Centre in the provision of gifted education.

41. Mr Fred LAM said that the Administration should conduct a comprehensive review on the provision of gifted education in schools. He considered the current policy for schools to support gifted students in learning through school-based programmes too board and ineffective in terms of resources utilisation. He pointed out that in Taiwan, the provision of gifted education at primary and secondary levels were centralised in selected schools which were staffed with teachers who had attended relevant training on the provision of education for gifted students in specific disciplines.

42. DS(EM)5 responded that the Administration had all along collaborated with the key stakeholders including Fung Hon Chu Gifted Education Centre for the provision of gifted education. The Administration would continue to consult Sir Joseph Hotung on the use of his donation for setting up and funding the

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Academy, as well as the role and functions of the Academy on the provision of gifted education in the long term. The Administration would aim to enhance the transparency of the Academy without affecting its autonomy in management and administration.

43. PAS(CD) supplemented that under the curriculum reform, school-based curriculum should be designed to cater for students with different interests and abilities to develop their higher-order thinking skill, creativity, and personal-social competence. At present, more than 50% of schools had teachers who had attended training on gifted education at various levels.

44. Mrs Selina CHOW considered the name of the Academy confusing as it would not be a physical structure with facilities for the provision of development programmes for gifted students. Given the support of members and the deputations for the policy initiative on gifted education, the Administration should set out its strategic plans and direction for the use of the \$200 million and future provision of resources for the long-term development of gifted education in Hong Kong. She suggested that the Administration should set up a mechanism to consult the key stakeholders on the provision of gifted education in the long term. Ms Emily LAU added that the Administration should formulate the staffing establishment and identify recurrent funding sources for the Academy after consultation with the key stakeholders.

45. DS(EM)5 responded that the Preparatory Committee comprised key stakeholders on the provision of gifted education and it would provide advice on the establishment of the Academy. The Academy would succeed the Preparatory Committee and continue to adopt a stakeholder approach in the formulation of its policies and plans for the provision of gifted education in the long term.

46. Mrs Selina CHOW suggested that EMB should involve the key stakeholders in its formulation of concepts and strategies for gifted education and the establishment of the Academy from the very beginning. She considered that the Preparatory Committee should set out its work plan and schedule for solicitation of public views

47. Ms Audrey EU expressed concern that none of the deputations seemed to be aware of the membership and the work of the Preparatory Committee. She requested the Administration to publicise the membership of the Preparatory Committee. Ms Emily LAU requested the Administration to upload information on the work of the Preparatory Committee on the Internet for public access.

48. DS(EM)5 responded that the Curriculum Development Council had set up a subcommittee on gifted education to study issues relating to the provision of gifted education a few years ago, which formed the basis for the Preparatory Committee to formulate plans and strategies for the provision of gifted education.

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The Preparatory Committee had held a preliminary discussion on the terms of reference, organisational arrangement and long-term sustainability of the Academy. He undertook to seek the consent of members of the Preparatory Committee for disclosure of their names.

Follow-up

49. The Chairman suggested that the Administration should request the Preparatory Committee to work out a detailed plan for the establishment of the Academy to facilitate further discussion on the subject. He invited members' views on the way forward.

50. Mr CHEUNG Man-kwong, Mr Tommy CHEUNG, Mr LEE Cheuk-yan, Ms Emily LAU and Dr Fernando CHEUNG urged the Administration to provide a detailed plan on the use of the \$200 million on gifted education. Mr LEE Cheuk-yan said that there was no urgent need for the submission of the funding proposal to the Finance Committee, and the Preparatory Committee must first work out a detailed plan for the establishment and operation of the Academy before members would be in a position to further discuss the subject. Ms Audrey EU considered that the Administration should not delay the establishment of the Academy. Dr Fernando CHEUNG suggested that the Administration should be given three months to prepare the relevant information for further discussion by members. In concluding, the Chairman suggested that subject to the provision of further information from the Administration, the Panel would revisit the subject at a future meeting.

51. DS(EM)5 responded that the Administration was working on the governing and financing arrangements for the establishment of the Academy for submission of a proposal to the Finance Committee in the near future. The Administration aimed to set up the Academy for commencement of operation in the 2007-2008 school year. In view of members' concern and request for additional information on the use of the \$200 million and the structure and work of the Academy, the Administration would revert to the Panel in January 2007.

II. Any other business

52. There being no other business, the meeting ended at 1:08 pm.