

立法會

Legislative Council

LC Paper No. CB(2)2339/06-07

Ref : CB2/PL/ED

Report of the Panel on Education for submission to the Legislative Council

Purpose

This report gives an account of the work of the Panel on Education during the 2006-2007 Legislative Council (LegCo) session. It will be tabled at the Council meeting on 11 July 2007 in accordance with Rule 77(14) of the Rules of Procedure of the Council.

The Panel

2. The Panel was formed by a resolution passed by the Council on 8 July 1998 and as amended on 20 December 2000 and 9 October 2002 for the purpose of monitoring and examining Government policies and issues of public concern relating to education matters. The terms of reference of the Panel are in **Appendix I**.

3. The Panel comprises 16 members, with Hon Jasper TSANG and Dr Hon YEUNG Sum elected as its Chairman and Deputy Chairman respectively. The membership list of the Panel is in **Appendix II**.

Major work

Academic freedom and institutional autonomy of higher education

4. During the session, the issue of academic freedom and institutional autonomy of higher education was of prime concern to the Panel. Pursuant to the allegations made by Professor Bernard LUK Hung-kay, former Vice President of the Hong Kong Institute of Education (HKIEd), concerning interference into academic freedom and institutional autonomy of HKIEd by senior Government official(s), the Panel held a series of meetings to examine the issue from a wider perspective and received views from academics, organizations and student unions.

5. A number of cases were quoted by the academics from HKIEd to substantiate their claim that some Government officials from the Education and Manpower Bureau (EMB) had been making attempts over the past few years to suppress dissenting voices of staff of HKIEd and undermine HKIEd's development. Academics from some other tertiary institutions also quoted personal experience to substantiate their allegations that the Government had interfered with their freedom to make critical comments on educational policies.

6. Notwithstanding the appointment by the Chief Executive in Council of a Commission of Inquiry under the Commissions of Inquiry Ordinance (Cap. 86) to ascertain the facts relevant to the allegations about HKIEd and to make recommendations, some members considered it necessary for LegCo to appoint a select committee to inquire into the matter and to summons persons to give evidence by invoking the Legislative Council (Powers and Privileges) Ordinance (Cap. 382). Some other members, however, considered it premature to arrive at a conclusive view on how the issue should be taken forward. The Panel passed a motion on 28 February 2007 proposing the setting up of a select committee by LegCo to inquire into the alleged infringement of academic freedom and institutional autonomy of higher education.

7. The proposal was considered by the House Committee on 9 March 2007 but was voted down. Thereafter, the Panel decided to follow up the matter at its regular meetings. Having regard to the views and allegations made by the academics and organizations, members identified seven major areas for detailed examination. These included the role, functions and composition of the University Grants Committee (UGC), funding and research grants for the UGC-funded institutions, governance of the UGC-funded institutions, employment of staff of the UGC-funded institutions, redress mechanism of the UGC-funded institutions, commissioning of consultancy studies, projects and programmes, and institutionalized protection of academic freedom and institutional autonomy.

8. The Panel also requested the Research and Library Services Division of the LegCo Secretariat to conduct a research on academic freedom and institutional autonomy of higher education in the United Kingdom, New Zealand and Hong Kong. The research, expected to be completed in July 2007, would cover a number of aspects including legal protection of academic freedom and institutional autonomy, funding arrangement of higher education and employment relationship of higher educational institutions.

Early childhood education

9. The Panel received views from 32 organizations on the Administration's proposal to subsidize early childhood education by way of a voucher system beginning in the 2007-2008 school year. Under the Administration's initial proposed arrangements, any local non-profit-making (NPM) kindergartens or kindergarten-cum-child care centres that charged fees not more than \$24,000 per student per annum would be eligible for redeeming the "education voucher"

according to their student intake. Upon full implementation of the scheme in 2011-2012, only accredited NPM kindergartens might redeem the voucher. The voucher value would be \$13,000 in the 2007-2008 school year and progressively increase to \$16,000 in the 2011-2012 school year.

10. Whilst welcoming the initiative to subsidize early childhood education, members shared the concern of many organizations about the eligibility criteria and the impact of the proposed voucher system. Members considered that one of the objectives of an education voucher system was to increase parental choice. The prescribed criteria that only NPM kindergartens charging tuition fee not more than \$24,000 a year would be eligible for redeeming the voucher would limit parental choice in choosing kindergartens suitable for their children. The proposed voucher scheme would have the inadvertent impact of assisting NPM kindergartens which did not have a good track record to survive, whereas profit-making kindergartens providing good quality education might encounter enrolment problem. Members were also concerned about the deregulation of the salaries of pre-primary teachers, which would not be conducive to the development of early childhood education, upon the implementation of the education voucher scheme.

11. Having considered the views of members and the stakeholders, the Administration decided to modify the proposed voucher scheme. A transitional period of three years until the end of the 2009-2010 school year would be allowed for kindergartens satisfying all the prescribed requirements of eligible NPM kindergartens to redeem the vouchers of parents whose children were enrolled at various study levels as of the 2007-2008 school year throughout these children's education in the same kindergartens. A one-off facilitation grant of up to \$30,000 per eligible kindergarten would be provided on a reimbursement basis.

12. While welcoming the modified scheme, members noted the request of some organizations for an extension of the transitional period to five years and for parity of treatment between teachers teaching whole-day and half-day classes in respect of their entitlement to subsidy for professional development.

Gifted education

13. The Panel convened two meetings to receive views from individuals and organizations on the Administration's proposal to provide \$100 million to complement a donation of an equal amount by Sir Joseph Hotung to establish an Academy for Gifted Education. While supporting the setting up of the Academy to provide more structured and articulated programmes for students aged 10 to 18 with exceptional talent in specific areas, members noted that since 2000, the Administration had adopted a three-tier operation mode in implementing gifted education. At Level 1, support was given within classes. At Level 2, pull-out programmes were provided within schools. At Level 3, off-site programmes were provided for the exceptionally gifted in collaboration with tertiary institutions and professional bodies. Members sought clarification on the difference from the existing arrangements upon the setting up of the Academy. According to the

Administration, the existing Gifted Education Section under EMB would concentrate its efforts at Levels 1 and 2 activities, and the proposed Academy would specialise in providing Level 3 programmes for the exceptionally gifted.

14. Members deliberated in depth the selection criteria, the governance structure, and the financial and staffing arrangements for the Academy. Members supported a two-pronged approach to selecting gifted students, namely by schools' nomination based on the listed criteria and behaviour checklist provided by EMB and by other channels, such as nomination by parents or peers. Members urged the Administration to ensure that no gifted students would be denied access to the programmes organized by the Academy due to financial reasons.

15. Members noted that the Academy would not have purpose-built premises. Its services were expected to be partly conducted by its staff and partly contracted out to potential course providers such as local universities. The Academy would be governed by a Board comprising eight to 10 directors drawn from a broad base of the community. A strategic and core team of about 15 staff would be recruited to deliver some services directly and to co-ordinate the services to be delivered by universities and other partners. Members were informed that the start-up funding was expected to provide sufficient financial certainty for not less than 10 years for the Academy to develop the best financing model to suit its operation. After scrutinizing all the related aspects, the Panel supported the financial proposal to set up the Academy.

New academic structure for senior secondary education and higher education

16. The Panel continued to monitor the preparation work for the new academic structure for senior secondary education and higher education (the 334 structure). Although the final versions of the Curriculum and Assessment Guides for the four core and 20 elective subjects under the 334 structure had been sent to schools in April 2007, members remained concerned about the introduction of Liberal Studies as a core subject. The Administration explained to members the various support measures already implemented or to be implemented in this respect. These included the provision of three-year professional development programmes for serving teachers who would teach Liberal Studies; the setting up of a web-based resource platform to provide the basic knowledge which underpinned the Liberal Studies curriculum for teachers' reference; and the establishment of an association of Liberal Studies teachers, comprising some 300 serving teachers with experience in teaching Liberal Studies. The Hong Kong Examinations and Assessment Authority (HKEAA) would develop the level descriptors and sample examination papers for Liberal Studies to facilitate understanding of the standards expected and the format of questions that would be set in the Hong Kong Diploma of Secondary Education (HKDSE) Examination.

17. As many Hong Kong students would go overseas for further studies, members had sought information on the international recognition of HKDSE. According to HKEAA, since April 2005, it had contacted universities in Australia,

Canada, New Zealand, the United Kingdom and the United States concerning the 334 structure with emphasis on the curriculum, standards and assessment. HKEAA was collaborating with the Cambridge International Examinations in the United Kingdom on a methodology to establish the comparability of HKDSE with the qualifications in the United Kingdom. HKEAA assured members that HKDSE would be comparable to Hong Kong Certificate of Education Examination (HKCEE) and Hong Kong Advanced Level Examination (HKALE) in terms of its recognition by overseas institutions for admission purpose.

18. The Panel would discuss the subject further after receipt of information on the criteria for the allocation of the additional funding of up to \$20 million to each of the eight UGC-funded institutions in support of their planning work for the development of undergraduate curriculum under the 334 structure.

Small class teaching

19. The Panel received a briefing by Professor Maurice Galton, consultant of the Study on Small Class Teaching, on the interim findings of the Study. Members questioned the validity of the observation about insufficient evidence to demonstrate that students in small classes fared better than their counterparts in regular classes in terms of academic performance, subject attitudes and motivation. Members pointed out that such observation was at variance with the experience of the schools participating in the Study. Members urged the Administration to release the interim report of the Study to facilitate their understanding of its design and methodologies.

20. The Administration stressed that the findings and observations of the Study were preliminary, and it had no intention to undermine the benefits of small class teaching through the preliminary findings. In order to maintain the independence of the Study and avoid unnecessary disturbances to the participating schools, EMB had all along adopted the practice of not disclosing the interim findings of research studies in progress. EMB would release the findings of the final report of the Study by the end of 2008.

21. Noting that the Chief Executive (CE) had pledged to implement small class teaching if he was re-elected for the Third Term, members considered it unnecessary to await the completion of the Study before deciding the way forward for small class teaching. As the Administration maintained its view on the necessity to conduct the Study to assess the benefits of small class teaching and identify the cost-effective ways to maximise its benefits in the local context, the Chairman of the Panel, on behalf of members, wrote to CE to seek information on the timetable for the implementation of small class teaching.

22. In her reply to the Chairman, the Private Secretary to CE said that CE was fully committed to fulfilling his pledge in his next term of office, and would see to it that the Administration, with the benefit of the Study due for completion in 2008, promptly map out the way forward.

Development of universities

Hong Kong Shue Yan University

23. The Panel welcomed the award of a university title to Shue Yan College in December 2006, and supported the proposal to provide a one-off grant of \$200 million to Hong Kong Shue Yan University (HKSYU) for establishing a General Development Fund to support its academic development and campus enhancement initiatives. Given that HKSYU would need to develop its research capacity and facilities, members were concerned whether HKSYU was eligible for research grants administered by the Research Grants Council.

24. The Administration explained that at present, the eight UGC-funded institutions were eligible for grants under the Research Grants Council. HKSYU could first make use of the income generated from the General Development Fund to sustain its research work. Where necessary, it could apply to EMB for the provision of one-off grants to support its research work in specific areas on a case-by-case basis, as in the case of the Open University of Hong Kong (OUHK). Members were informed that HKSYU had already requested the Administration to provide a land grant for the construction of a building with the necessary facilities to support its research work in future.

Open University of Hong Kong

25. The Panel supported the proposal to provide a capital grant of \$62.8 million to OUHK for establishing a Centre For Innovation (CFI) to support its initiatives to enhance pedagogy, programme delivery and students' learning experience. As a self-financing institution, OUHK would need to absorb all recurrent costs, including maintenance and repairs, arising from the CFI project. Members were concerned about possible increase of tuition fees by OUHK to cover the recurrent costs arising from the operation of CFI.

26. The President of OUHK informed members that OUHK could recover around 90% of its recurrent costs from the tuition fees. He assured members that OUHK had been successful in maintaining a balanced account and would not transfer the operation costs of CFI to students. If needed, OUHK might use its reserve to cover any deficit.

Hong Kong Institute of Education

27. The Panel received views from the Council of HKIEd, HKIEd's staff association and student union concerning the retitling of HKIEd as a university. Members noted that although HKIEd was granted self-accrediting status in respect of its teacher education programmes at degree level and above in March 2004, it had yet to be awarded university status. According to the UGC Quadrennial Report 1991-1995, the award of a university title was subject to three basic criteria,

namely, the adoption of a common salary scale, the fulfilment of the institution's role in higher education, and the acquisition of self-accrediting status. Members sought explanations from the Administration on whether additional criteria had been imposed for granting a university title to HKIEd.

28. The Administration clarified that self-accreditation and university status were two separate issues, and that granting self-accrediting status carried no implication on university status. In considering applications from any institution for retitling as a university, the Government would consider the merits of each case and the blueprint for future development. The relevant factors taken into account included the objectives of establishing the university, the quality and standard of the institution's academic and research programmes, the range of programmes, the effectiveness of its teaching and learning, the institution's internal governance structure, the quality of leadership of its management, the financial position of the institution, its sustainability, and the public interest, etc. The Administration so far had not received an application from HKIEd for retitling as a university.

29. The Council of HKIEd explained to members the progress for submission of an application for retitling HKIEd as a university. A working group was set up in November 2005 to undertake the preparatory work for submitting an application for retitling HKIEd as a university within a period of 18 to 24 months. The Council of HKIEd decided on 7 February 2007 to set up a new special working group to proceed with the preparation of a 10-year development blueprint with a view to submitting it together with a formal application for a university title by mid-2007.

30. Members urged the Council of HKIEd to consider the strong request of HKIEd's staff and students for retitling HKIEd as a university, and to review its work progress in the submission of an application to the Administration.

Remuneration policy for staff seconded to the Community College of the City University of Hong Kong

31. The Panel discussed the remuneration policy for the 112 staff of the City University of Hong Kong (CityU) who were deployed to the Community College of City University (CCCU) in 2004. According to the recommendations endorsed by CityU in 2004, the superannuable employment of these staff with CityU would end on 30 June 2008 and appointment thereafter, if offered by CCCU, would be on fixed term contracts based on a new remuneration package.

32. The Panel received views from the staff associations and some of the affected staff. Members noted the three options offered by CityU to the staff, namely, joining a voluntary departure scheme; transfer to Faculties in CityU provided that they met the selection criteria; and continued employment on CityU's superannuable terms while working in CCCU. The majority of the affected staff considered the three options offered by CityU acceptable. However, they were concerned whether CityU would continue to be their employer while working in CCCU and whether their terms of employment would vary.

33. CityU confirmed that it would remain to be the employer of the affected staff working in CCCU but they would be subject to future salary reviews of CCCU, if any. Although CityU could amend the terms and conditions of employment provided that such amendments would not have a retrospective effect under a variation clause in the employment contract, CityU rarely exercised such power. To allay the concern about termination of service by CCCU, CityU informed the Panel of its decision to recommend to the CityU Council to apply the policies and procedures of CityU governing termination of employment to these staff. In addition, to facilitate the transfer of these staff to Faculties, CityU had established an internal placement centre to coordinate staff transfer within its Faculties and Departments. Registered staff with the requisite qualifications and experience would be recommended to the Faculties with suitable vacancies for consideration of transfer. Faculties which rejected the recommendation would be required to give an explanation.

34. Members noted that some of the affected staff still considered the options offered by CityU unacceptable. The Panel urged CityU to continue its dialogue with the staff concerned with a view to reaching a consensus.

Education for ethnic minorities

35. The Panel continued to follow up on the subject of the provision of education for ethnic minorities. Members shared the concern of many ethnic minority organizations about the difficulties encountered by non-Chinese speaking (NCS) students in following the Chinese Language curriculum. Proficiency in Chinese was essential for NCS students to pursue further education, get a decent job and improve their socio-economic status in Hong Kong. Pursuant to a motion passed by the Panel in the last session urging the Administration to provide an alternative Chinese Language curriculum for NCS students, members were updated on developments and were pleased with the progress. Although the Administration maintained that the Chinese Language curriculum was general enough to be applicable to all learners who were learning the language for integration into the local Chinese society, it noted the concern of some schools about the absence of a central steer and a common set of standards in the teaching and learning of Chinese as individual schools developed their own school-based curricula. The Administration agreed to develop a supplementary guide on the teaching of Chinese to NCS students. A draft guide would be ready for consultation by the end of 2007, and the final version would be available in 2008. While considering that the development of a supplementary guide was not equivalent to the provision of an alternative Chinese Language curriculum, members agreed that this was a first step towards the right direction.

36. Members also welcomed the Administration's plan to make arrangement to administer the General Certificate of Secondary Education (GCSE)(Chinese) examination in Hong Kong in 2007 for NCS students in the public school sector. By design, the GCSE (Chinese) paper was simpler than the Chinese paper in

HKCEE or HKDSE. Students obtaining Grade D or above in GCSE (Chinese) would be regarded as having met the Chinese Language requirement for entry to HKALE. Members urged the Administration to liaise with the UGC-funded institutions to encourage them to recognize the GCSE (Chinese) qualification as a minimum Chinese Language requirement for admission of NCS students to their undergraduate programmes. The Administration undertook to update the Panel on the outcome of its discussions with the UGC-funded institutions.

Enhancement of English proficiency

Native-speaking English Teacher Scheme

37. The Panel received views from a number of schools on the effectiveness of the Native-speaking Teacher English (NET) Scheme in enhancing the English proficiency of students. Representatives from all the schools attending the Panel meeting expressed support for the NET Scheme and affirmed its usefulness in enriching the language environment in schools. The Administration explained to members the measures adopted to improve recruitment of NETs from target countries over the past three years, including the appointment of external agents in these countries to help identify qualified NETs and simplification of the recruitment formalities to facilitate the provision of timely offer for qualified NETs with a teaching post. Members noted that the attrition rate of NETs in the 2005-2006 school year had improved to 32% and 25% for primary NETs and secondary NETs respectively. Members urged the Administration to closely monitor the situation and adopt appropriate measures to improve the competitiveness of the remuneration package if the attrition rate increased in the 2006-2007 school year.

38. Members noted that in the 2006-2007 school year, of the 460 NETs in primary schools, 47 were servicing two schools. Members urged EMB to provide one NET for each primary school as soon as practicable. In the long term, two NETs should be provided for each school to help the retention of and enhance collaboration among NETs and local English teachers.

Language Fund

39. The Panel was briefed by the Chairman of the Standing Committee on Language Education and Research on the use of the Language Fund to support the professional development of serving primary and secondary school language teachers. Members noted that since the launch of the Professional Development Incentive Grant Scheme in 2004, there had been noticeable improvement in the overall qualification of serving language teachers. Language teachers possessing the qualifications had increased from 27% in 2003-2004 to 43% in 2006-2007.

40. Members supported the continuation of the overseas immersion programmes for serving primary school English Teachers to deepen their knowledge of the English language and understanding of the culture of English-speaking countries,

and build up their confidence in using English. Members noted that in view of the success of a pilot scheme, a dedicated team on English Language education would be set up to provide structured support to English teachers at pre-primary levels. Members requested the Administration to review the proportion of graduate posts in primary and secondary schools to tally with the qualifications of teachers.

Disposal of vacant school premises

41. Members noted that following the implementation of the consolidation policy for primary schools since the 2003-2004 school year, 54 primary schools had ceased or would cease operation up to 2007-2008. The Panel discussed the disposal of these school premises. Members were informed that 21 schools had been allocated or earmarked for educational uses, and the remaining 33 were found unsuitable to be used further for educational purposes because of their remote locations or sub-standard physical conditions. These school premises had been or would be returned to the Government for disposal in accordance with the established Government policy and relevant lease conditions.

42. Members were concerned that some schools were closed due to under-enrolment but new school projects under the School Building Programme had continued. Members questioned whether the Administration had made a mistake in the planning and provision of public sector school places. The Administration explained that some 80 of the 90-odd new school premises constructed between the 2002-2003 and 2006-2007 school years were to facilitate the implementation of whole-day primary schooling, the reprovisioning and in-situ redevelopment of schools housed in sub-standard premises, and the injection of diversity into the education sector.

43. To make better use of vacant school premises, members suggested that the relevant information should be made available to bureaux, District Offices and District Councils so that non-governmental organizations and local communities could apply to use the premises or their facilities. The Administration agreed to consider circulating the list of vacant school premises not suitable for further educational purposes to bureaux/departments on a regular basis with a view to enabling them to identify suitable premises to implement their policy initiatives and to share the information with non-governmental organizations and local communities.

School Development and Accountability Framework

44. The Panel was briefed on the implementation of the first cycle of the School Development and Accountability (SDA) Framework through a combination of internal School Self Evaluation (SSE) by schools and External School Review (ESR) by EMB. Based on the observations made by EMB, the SDA Framework had given impetus to nurturing the culture of school self-evaluation, promoted the use of data and evidence as a basis for school self-evaluation, created a greater sense of openness and transparency within schools and induced positive impact on

learning and teaching. According to the result of the impact study on ESR conducted by Professor John MacBeath of the Cambridge University, the findings affirmed the appropriateness of the twin approach of SSE and ESR.

45. Notwithstanding the positive response reported by the Administration on the SDA Framework, some members were concerned about the work and the pressure generated on principals and teachers. Given the introduction of various education reform and initiatives in recent years, they doubted the appropriateness to proceed with the second cycle of the SDA Framework in the 2008-2009 school year. There was also a view that sufficient support must be rendered to schools to achieve the intended objectives of the SDA Framework without creating undue workload and pressure. Issues such as the continuing anxiety over ESR in the context of declining enrolment and the uploading of the ESR reports should be addressed. The Administration was requested to consider the feedbacks of stakeholders before proceeding with the second cycle of the SDA Framework.

Price of textbooks

46. The continued increase of prices of textbooks for primary and secondary schools above the inflation rates was of grave concern to the Panel. Members examined the measures taken by the Administration to contain unnecessary textbook price increases. These included, among others, discouraging publishers from revising textbooks within three years from their first publication; refusing publishers' applications to issue new editions when there was no substantial justifications or qualitative improvement to textbook content and design; advising publishers against providing free gifts or donations during promotion; and issuing annual circulars to schools on matters relating to textbook selection.

47. Members considered the existing measures ineffective to curb unnecessary textbook price increases. They put forth a number of proposals to the Administration for consideration. These included, among others, setting out the price and weight of textbooks in the Recommended Textbook List compiled by EMB; requiring schools to indicate the total cost of textbooks and to differentiate textbooks from reference books on their textbook lists; strictly prohibiting schools from accepting gifts or donations from publishers; and encouraging schools to organize school textbook fairs to facilitate the purchase and use of second-hand textbooks. As a long term measure, the Administration was requested to promote the use of electronic textbooks.

Legislative proposals

48. Before the introduction of the English Schools Foundation (Amendment) Bill 2007 and the Chinese University of Hong Kong (Declaration of Morningside College and S. H. Ho College as Constituent Colleges) Bill into the Council, the members in charge of the Bills briefed the Panel on their objectives and contents. Members welcomed the English Schools Foundation (Amendment) Bill 2007 which aimed to streamline the governance structure of English Schools Foundation

and the administration of its schools in response to the recommendations of the Public Accounts Committee. Members also supported the Chinese University of Hong Kong (Declaration of Morningside College and S. H. Ho College as Constituent Colleges) Bill which catered for an increase of over 3 000 students for the Chinese University of Hong Kong upon the implementation of four-year undergraduate programmes in the 2012-2013 academic year.

Meetings held

49. During the period between October 2006 and June 2007, the Panel held a total of 16 meetings.

Council Business Division 2
Legislative Council Secretariat
29 June 2007

Panel on Education

Terms of Reference

1. To monitor and examine Government policies and issues of public concern relating to education matters.
2. To provide a forum for the exchange and dissemination of views on the above policy matters.
3. To receive briefings and to formulate views on any major legislative or financial proposals in respect of the above policy area prior to their formal introduction to the Council or Finance Committee.
4. To monitor and examine, to the extent it considers necessary, the above policy matters referred to it by a member of the Panel or by the House Committee.
5. To make reports to the Council or to the House Committee as required by the Rules of Procedure.

Panel on Education

Membership list for the 2006-2007 session

Chairman	Hon Jasper TSANG Yok-sing, GBS, JP
Deputy Chairman	Dr Hon YEUNG Sum
Members	Hon LEE Cheuk-yan Hon Mrs Selina CHOW LIANG Shuk-ye, GBS, JP Hon CHEUNG Man-kwong Hon LEUNG Yiu-chung Hon SIN Chung-kai, JP Hon Emily LAU Wai-hing, JP Hon TAM Yiu-chung, GBS, JP Hon Abraham SHEK Lai-him, JP Hon Tommy CHEUNG Yu-yan, JP Hon Audrey EU Yuet-mee, SC, JP Hon MA Lik, GBS, JP Hon Andrew LEUNG Kwan-yuen, SBS, JP Dr Hon Fernando CHEUNG Chiu-hung Prof Hon Patrick LAU Sau-shing, SBS, JP (Total : 16 Members)
Clerk	Miss Odelia LEUNG
Legal Adviser	Mr Kelvin LEE