

**立法會**  
***Legislative Council***

LC Paper No. CB(3) 874/10-11

Ref : CB(3)/M/MM

Tel : 2869 9205

Date : 10 June 2011

From : Clerk to the Legislative Council

To : All Members of the Legislative Council

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**Council meeting of 15 June 2011**

**Proposed amendments to motion on  
“Moral and National Education Curriculum”**

Further to LC Paper No. CB(3) 834/10-11 issued on 2 June 2011, Hon Cyd HO Sau-lan and Hon Audrey EU Yuet-mee have respectively given notices of their intention to move separate amendments to Hon Albert HO Chun-yan’s motion on “Moral and National Education Curriculum” scheduled for the Council meeting of 15 June 2011. As directed by the President, Hon Cyd HO’s and Hon Audrey EU’s amendments will be printed in the terms in which they were handed in on the Agenda of the Council.

2. The President will order a joint debate on the above motion and the two amendments. To assist Members in debating the motion and amendments, I set out below the procedure to be followed during the debate:

- (a) the President calls upon Hon Albert HO to speak and move his motion;
- (b) the President proposes the question on Hon Albert HO’s motion;
- (c) the President calls upon the two Members, who intend to move amendments, to speak in the following order, but no amendment is to be moved at this stage:
  - (i) Hon Cyd HO; and
  - (ii) Hon Audrey EU;

- (d) the President calls upon the designated public officer(s) to speak;
- (e) the President invites other Members to speak;
- (f) the President gives leave to Hon Albert HO to speak for the second time on the two amendments;
- (g) the President calls upon the designated public officer(s) again to speak;
- (h) in accordance with Rule 34(5) of the Rules of Procedure, the President has decided that he will call upon the two Members to move their respective amendments in the order set out in paragraph (c) above. The President invites Hon Cyd HO to move her amendment to the motion, and forthwith proposes and puts to vote the question on the amendment;
- (i) after Hon Cyd HO's amendment has been voted upon, the President deals with Hon Audrey EU's amendment to the motion; and
- (j) after Hon Audrey EU's amendment has been dealt with, the President calls upon Hon Albert HO to reply. Thereafter, the President puts to vote the question on Hon Albert HO's motion, or his motion as amended, as the case may be.

3. For Members' ease of reference, the terms of the original motion and of the motion, if amended, are set out in the **Appendix**.

( Mrs Justina LAM )  
for Clerk to the Legislative Council

Encl.

(Translation)

**Motion debate on  
“Moral and National Education Curriculum”  
to be held at the Council meeting of 15 June 2011**

**1. Hon Albert HO Chun-yan’s original motion**

That the Education Bureau earlier proposed to make Moral and National Education a compulsory subject arousing public concern; HAO Tiechuan, Director-General of the Publicity, Culture and Sports Department of the Liaison Office of the Central People’s Government in the Hong Kong Special Administrative Region, made a high-profile remark on the Internet that the new subject is a type of ‘necessary brainwashing’ and queried that ‘any education in defiance of the Central Government’ was not regarded as national education; subsequently, officials from Hong Kong’s Education Bureau even commented at a consultation seminar on the curriculum guide that ‘universal values (such as democracy and freedom, etc.) are equal to western values’, and rebuked teachers for ‘obstinately discussing the country’s state of affairs from a negative perspective’; in order to allay public concern and ensure that the introduction of the new subject will not be utilized as a tool for instilling political ideas, this Council urges the Government to:

- (a) face up to the concern of the education sector and the public, and ensure that the introduction of the new subject is based on open and impartial public consultation, rather than a fake consultation exercise conducted in a top-down manner; the scope of consultation should cover whether the new subject is to be introduced in September 2012;
- (b) instil elements relating to universal values such as democracy, freedom and human rights, etc., into national education, and enhance the existing civic education, so as to establish recognition of national and citizenship identity;
- (c) give teachers a free hand so that they can adopt rational, objective and diversified pedagogical approaches to cultivate students’ independent critical thinking;
- (d) through the new subject, teach students to understand the relationship of the state, the nation, the Government and political parties with the people, and to differentiate love for the country and care for the nation

from support for the Government, political parties, the ruling regime and political figures, so that they will understand that love for the country and the people is not equal to love for a political party and support for the leadership; and

- (e) ensure that the new subject can comprehensively and truly depict the state of affairs in China; and using Chinese history, particularly contemporary Chinese history, as teaching materials, including the 4 June incident, the rights defending movement and even the suppression of political dissidents such as LIU Xiaobo and AI Weiwei, etc., to enable students to understand the problems faced by China as a result of the socio-political development since its economic reform and liberalization.

## **2. Motion as amended by Hon Cyd HO Sau-lan**

That, *given that* the Education Bureau earlier proposed to make Moral and National Education a compulsory subject arousing public concern; HAO Tiechuan, Director-General of the Publicity, Culture and Sports Department of the Liaison Office of the Central People's Government in the Hong Kong Special Administrative Region, made a high-profile remark on the Internet that the new subject is a type of 'necessary brainwashing' and queried that 'any education in defiance of the Central Government' was not regarded as national education; subsequently, officials from Hong Kong's Education Bureau even commented at a consultation seminar on the curriculum guide that 'universal values (such as democracy and freedom, etc.) are equal to western values', and rebuked teachers for 'obstinately discussing the country's state of affairs from a negative perspective'; in order to allay public concern and ensure that the introduction of the new subject will not be utilized as a tool for instilling political ideas, this Council urges the Government to:

- (a) ~~face up to the concern of the education sector and the public, and ensure that the introduction of the new subject is based on open and impartial public consultation, rather than a fake consultation exercise conducted in a top-down manner; the scope of consultation should cover whether the new subject is to be introduced in September 2012~~ *replace Moral and National Education proposed in the consultation document with the subject of Liberal Studies and Civic Education;*
- (b) ~~instil elements relating to universal values such as democracy, freedom and human rights, etc., into national education, and enhance the existing civic education, so as to establish recognition of national and citizenship identity~~ *examine in the new subject the gains and losses of China's*

*modernization process, and explore the reasons for democracy, freedom, human rights and the rule of law lagging behind in China;*

- (c) give teachers a free hand so that they can adopt rational, objective and diversified pedagogical approaches to cultivate students' independent critical thinking;
- (d) through the new subject, teach students to understand the relationship of the state, the nation, the Government and political parties with the people, and to differentiate love for the country and care for the ~~nation~~ *various nationalities* from support for the Government, political parties, the ruling regime and political figures, so that they will understand that love for the country and the people is not equal to love for a political party and support for the leadership; and
- (e) ensure that the new subject can comprehensively and truly depict the state of affairs in China; and using Chinese history, particularly contemporary Chinese history, as teaching materials, including the 4 June incident, the rights defending movement and even the suppression of political dissidents such as LIU Xiaobo and AI Weiwei, etc., to enable students to understand the problems faced by ~~China~~ *the People's Republic of China* as a result of the ~~socio-political development since its economic reform and liberalization~~ *social, cultural, political and economic development since its founding*.

Note: Hon Cyd HO Sau-lan's amendment is marked in *bold and italic type* or with deletion line.

### **3. Motion as amended by Hon Audrey EU Yuet-mee**

That, *given that* the Education Bureau earlier proposed to make Moral and National Education a compulsory subject arousing public concern; HAO Tiechuan, Director-General of the Publicity, Culture and Sports Department of the Liaison Office of the Central People's Government in the Hong Kong Special Administrative Region, made a high-profile remark on the Internet that the new subject is a type of 'necessary brainwashing' and queried that 'any education in defiance of the Central Government' was not regarded as national education; subsequently, officials from Hong Kong's Education Bureau even commented at a consultation seminar on the curriculum guide that 'universal values (such as democracy and freedom, etc.) are equal to western values', and rebuked teachers for 'obstinately discussing the country's state of affairs from a negative perspective'; in order to allay public concern and ensure that the

introduction of the new subject will not be utilized as a tool for instilling political ideas, this Council urges the Government to:

- (a) face up to the concern of the education sector and the public, and ensure that the introduction of the new subject is based on open and impartial public consultation, rather than a fake consultation exercise conducted in a top-down manner; the scope of consultation should cover whether the new subject is to be introduced in September 2012;
- (b) instil elements relating to universal values such as democracy, freedom and human rights, etc., into national education, and enhance the existing civic education *and human rights education in primary and secondary schools by incorporating them into the formal curricula to enable students to learn the basic values of human rights and cultivate civic awareness when small*, so as to establish recognition of national and citizenship identity;
- (c) give teachers a free hand so that they can adopt rational, objective and diversified pedagogical approaches to cultivate students' independent critical thinking;
- (d) through the new subject, teach students to understand the relationship of the state, the nation, the Government and political parties with the people, and to differentiate love for the country and care for the nation from support for the Government, political parties, the ruling regime and political figures, so that they will understand that love for the country and the people is not equal to love for a political party and support for the leadership; ~~and~~
- (e) ensure that the new subject can comprehensively and truly depict the state of affairs in China; and using Chinese history, particularly contemporary Chinese history, as teaching materials, including the 4 June incident, the rights defending movement and even the suppression of political dissidents such as LIU Xiaobo and AI Weiwei, etc., to enable students to understand the problems faced by China as a result of the socio-political development since its economic reform and liberalization; *and*
- (f) *as Chinese history is an important element in cultivating the next generation's sense of belonging to the country and national identity, enhance students' knowledge of Chinese history and make Chinese History as a compulsory subject in junior secondary school, so that through learning history, especially contemporary Chinese history, students can better understand the state of affairs in China, and the curriculum contents should also focus on conducting objective*

*analyses of the actual situation in China, so as to increase students' understanding of the state of affairs in the country.*

Note: Hon Audrey EU Yuet-mee's amendment is marked in *bold and italic type* or with deletion line.

**立法會**  
***Legislative Council***

LC Paper No. CB(3) 879/10-11

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Tel : 2869 9205

Date : 13 June 2011

From : Clerk to the Legislative Council

To : All Members of the Legislative Council

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**Council meeting of 15 June 2011**

**Proposed amendment to motion on  
“Moral and National Education Curriculum”**

Further to LC Paper No. CB(3) 874/10-11 issued on 10 June 2011, Members are invited to note that the President has given permission for **Hon CHEUNG Man-kwong to move an amendment** to Hon Cyd HO Sau-lan’s amendment (i.e. the first amendment to the motion). The terms of the motion as amended by Hon CHEUNG Man-kwong is set out in the **Appendix**.

2. As directed by the President, Hon CHEUNG Man-kwong’s amendment will be printed in the terms in which it was handed in on the Agenda of the Council.

( Mrs Justina LAM )  
for Clerk to the Legislative Council

Encl.

(Translation)

**Motion debate on  
“Moral and National Education Curriculum”  
to be held at the Council meeting of 15 June 2011**

<b>Motion as amended by Hon Cyd HO Sau-lan and Hon CHEUNG Man-kwong</b>
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That, *given that* the Education Bureau earlier proposed to make Moral and National Education a compulsory subject arousing public concern; HAO Tiechuan, Director-General of the Publicity, Culture and Sports Department of the Liaison Office of the Central People’s Government in the Hong Kong Special Administrative Region, made a high-profile remark on the Internet that the new subject is a type of ‘necessary brainwashing’ and queried that ‘any education in defiance of the Central Government’ was not regarded as national education; subsequently, officials from Hong Kong’s Education Bureau even commented at a consultation seminar on the curriculum guide that ‘universal values (such as democracy and freedom, etc.) are equal to western values’, and rebuked teachers for ‘obstinately discussing the country’s state of affairs from a negative perspective’; in order to allay public concern and ensure that the introduction of the new subject will not be utilized as a tool for instilling political ideas, this Council urges the Government to:

- (a) ~~face up to the concern of the education sector and the public, and ensure that the introduction of the new subject is based on open and impartial public consultation, rather than a fake consultation exercise conducted in a top-down manner; the scope of consultation should cover whether the new subject is to be introduced in September 2012~~ ***replace Moral and National Education proposed in the consultation document with the subject of Liberal Studies and Civic Education as the basis, increase the contents of national history education;***
- (b) ~~instil elements relating to universal values such as democracy, freedom and human rights, etc., into national education, and enhance the existing civic education, so as to establish recognition of national and citizenship identity~~ ***examine in the new subject the gains and losses of China’s modernization process, and explore the reasons for democracy, freedom, human rights and the rule of law lagging behind in China;***
- (c) give teachers a free hand so that they can adopt rational, objective and diversified pedagogical approaches to cultivate students’ independent critical thinking;

- (d) through the new subject, teach students to understand the relationship of the state, the nation, the Government and political parties with the people, and to differentiate love for the country and care for the ~~nation~~ ***various nationalities*** from support for the Government, political parties, the ruling regime and political figures, so that they will understand that love for the country and the people is not equal to love for a political party and support for the leadership; and
- (e) ensure that the new subject can comprehensively and truly depict the state of affairs in China; and using Chinese history, particularly contemporary Chinese history, as teaching materials, including the 4 June incident, the rights defending movement and even the suppression of political dissidents such as LIU Xiaobo and AI Weiwei, etc., to enable students to understand the problems faced by ~~China~~ ***the People's Republic of China*** as a result of the ~~socio-political development since its economic reform and liberalization~~ ***social, cultural, political and economic development since its founding***.

Note: Hon Cyd HO Sau-lan's amendment is marked in ***bold and italic type*** or with deletion line.

Hon CHEUNG Man-kwong's amendment is marked in ***bold and italic type with dotted line***.