

**立法會**  
**Legislative Council**

LC Paper No. CB(2)399/11-12  
(The minutes have been seen by  
the Administration)

Ref : CB2/PL/ED

**Panel on Education**

**Minutes of special meeting  
held on Monday, 27 June 2011, at 4:30 pm  
in the Chamber of the Legislative Council Building**

- Members present** : Hon Starry LEE Wai-king, JP (Chairman)  
Hon Cyd HO Sau-lan (Deputy Chairman)  
Hon LEE Cheuk-yan  
Hon CHEUNG Man-kwong  
Hon LEUNG Yiu-chung  
Hon TAM Yiu-chung, GBS, JP  
Hon Abraham SHEK Lai-him, SBS, JP  
Hon Tommy CHEUNG Yu-yan, SBS, JP  
Hon Audrey EU Yuet-mee, SC, JP  
Hon Andrew LEUNG Kwan-yuen, GBS, JP  
Prof Hon Patrick LAU Sau-shing, SBS, JP  
Hon KAM Nai-wai, MH  
Dr Hon LAM Tai-fai, BBS, JP  
Hon Paul CHAN Mo-po, MH, JP  
Dr Hon Priscilla LEUNG Mei-fun  
Hon CHEUNG Kwok-che  
Hon Mrs Regina IP LAU Suk-ye, GBS, JP  
Hon Tanya CHAN  
Hon WONG Yuk-man
- Member attending** : Hon Paul TSE Wai-chun
- Members absent** : Hon Albert HO Chun-yan  
Hon WONG Kwok-hing, MH  
Dr Hon Samson TAM Wai-ho, JP

**Public Officers  
attending**

: Mr Kenneth CHEN, JP  
Under Secretary for Education

Dr CHEUNG Kwok-wah  
Principal Assistant Secretary for Education  
(Curriculum Development)

Professor LEE Chack-fan  
Chairperson, Ad Hoc Committee on Moral and National  
Education, Curriculum Development Council

Mr LEUNG Wai-kit  
Member, Ad Hoc Committee on Moral and National  
Education, Curriculum Development Council

Mr TAM Ping-yuen  
Member, Ad Hoc Committee on Moral and National  
Education, Curriculum Development Council

Miss WAN Suk-fong  
Member, Ad Hoc Committee on Moral and National  
Education, Curriculum Development Council

**Attendance by  
invitation**

: Session One

Hong Kong Human Rights Monitor

Mr LAW Yuk-kai  
Director

Hong Kong Christian Institute

Mr Andrew SHUM Wai-nam  
Programme Secretary (Social Concern)

Mr CHONG Yiu-kwong

Mr Francis CHAN Tin-chu

Scholarism - The Alliance Against Moral and National  
Education

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Mr Joshua WONG  
Convenor

China Youth Service and Recreation Centre

Mr LAM Wai-tong  
Chairman

Hong Kong Aided Primary School Heads Association

Mr LEUNG Siu-tong  
Chairman

Hong Kong Federation of Education Workers

Mr WU Siu-wai  
Vice Chairman

Mr TAI Hay-lap

Hong Kong Youth and Students Federation

Mr LI Cheuk-yin  
Chairman

Education Convergence

Mr HO Hon-kuen  
Vice-Chairman

Hong Kong Liberal Studies Teachers' Association

Mr HUI Shing-yan  
Chairman

Dr YU Wai-bing

Mr CHIK Pun-shing

Mr Martin Oei

Hong Kong Professional Teachers' Union

Mr FONG King-lok  
Executive Committee Member

Hong Kong Alliance in Support of Patriotic Democratic  
Movements of China

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Miss YIP Cho-yan  
Standing Committee Member

Civic Party

Mr LAM Seung-wan  
Member

Young Civics

Mr Justin CHIN  
Member

Grant Schools Council

Dr John TAN  
Principal

League of Social Democrats

Mr LEE Fung-nin  
Executive Committee Member of New Territories East  
Branch and Councillor

Determining Righteous for the next generation

Mr Peter LAU Kee-yun

Hong Kong Teacher's Association

Mr KO Gar-yee  
Vice-President

*Session Two*

Ms AU Ka-po

Concerning CSSA Review Alliance

Ms KONG Hung-lui

Alliance for Children Development Rights

Miss LAM Man-wa  
Community Organizing Committee

Mr Raymond HO Man-kit  
Sai Kung District Council member

General Education Exchange Association, Roundtable

Mr TSANG Ka-lok  
Leader of National Education Programme

Hong Kong Parents Association Limited

Mr LAI Tsang-hing  
Chairman

Hong Kong Education Policy Concern Organization

Mr CHEUNG Man-ping  
Chairman

Hong Kong Education Dynamic

Mr POON Kam-kiu  
Vice Chief Executive Officer

Federation of Hong Kong Parents Association

Mr LEUNG Lok-kou  
External Affairs Vice President

Federation of Parent-Teacher Associations of Yau, Tsim &  
Mong Districts Limited

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Ms Leticia LEE See-yin  
President

Hong Kong Direct Subsidy Scheme Schools Council

Dr LAM Kin-wah  
Chairman

The Concern Group of Education on Scourging Nation and  
Baning Citizens Group

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Mr CHEUNG Chi-fung  
Member

National Education Services Centre

Mr WONG Chi-ming  
Director

Dr Regina KO Mo-lin

Mr TANG Fei

Student Union of the Chinese University of Hong Kong

Mr LAI Ming-chak  
External Vice President

Miss Tiffany WONG

The Hong Kong Institute of Education Students' Union

Mr Zero LIU  
President

Mr CHENG Sze-lut

Lingnan University Students' Union

Mr Daren LEUNG  
Editor

**Clerk in  
attendance**

: Ms Amy YU  
Chief Council Secretary (2)6

**Staff in attendance** : Ms Catherina YU  
Senior Council Secretary (2)6

Ms Judy TING  
Council Secretary (2)6

Miss Lulu YEUNG  
Legislative Assistant (2)6 (Acting)

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**I. Consultation on moral and national education**

[LC Paper Nos. CB(2)1748/10-11(01) to (02) and CB(2)2172/10-11(01) to (02)]

Members noted the background brief entitled "Moral and national education" (MNE) prepared by the Legislative Council Secretariat.

2. The Chairman said that in view of the large number of deputations/individuals attending the meeting, the meeting would be conducted in two sessions.

**Session One**

Oral presentation by deputations/individuals

*Hong Kong Human Rights Monitor*  
[LC Paper No. CB(2)2564/10-11(01)]

3. Mr LAW Yuk-kai presented the views of Hong Kong Human Rights Monitor as detailed in its submission.

*Hong Kong Christian Institute*

4. Mr Andrew SHUM Wai-nam said that the Institute was concerned as to whether the proposed MNE curriculum would reflect the country's situations in a comprehensive and objective manner and attach importance to universal values such as human rights and democracy. Noting that a database of questions on the Basic Law would be developed by the Administration, he was worried that there would also be a database of questions on MNE and students would be examined on the subject. He questioned the need for launching MNE as an independent subject given that the existing curriculum framework for

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Moral and Civic Education had been operating well. The Institute considered that the Administration should withdraw its proposal to implement MNE.

*Mr CHONG Yiu-kwong*

*[LC Paper No. CB(2)2240/10-11(01)]*

5. Mr CHONG Yiu-kwong presented his views as detailed in his submission.

*Mr Francis CHAN Tin-chu*

*[LC Paper No. CB(2)2184/10-11(01)]*

6. Mr Francis CHAN Tin-chu presented his views as detailed in his submission.

*Scholarism - The Alliance Against Moral and National Education*

*[LC Paper No. CB(2)2564/10-11(02)]*

7. Mr Joshua WONG presented the views of Scholarism - The Alliance Against Moral and National Education as detailed in its submission.

*China Youth Service and Recreation Centre*

*[LC Paper No. CB(2)2564/10-11(03)]*

8. Mr LAM Wai-tong presented the views of China Youth Service and Recreation Centre as detailed in its submission.

*Hong Kong Aided Primary School Heads Association*

*[LC Paper No. CB(2)2564/10-11(04)]*

9. Mr LEUNG Siu-tong presented the views of Hong Kong Aided Primary School Heads Association as detailed in its submission.

*Hong Kong Federation of Education Workers*

*[LC Paper No. CB(2)2240/10-11(02)]*

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



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*Mr TAI Hay-lap*  
*[LC Paper No. CB(2)2184/10-11(02)]*

11. Mr TAI Hay-lap presented his views as detailed in his submission.

*Hong Kong Youth and Students Federation*

12. Mr LI Cheuk-yin considered that the proposed MNE curriculum was not comprehensive and excessive emphasis had been laid on the national domain. He stressed that an all-round MNE curriculum should not avoid controversial issues such as the “jerry-built” projects, the 4 June Incident and human rights in the Mainland. He did not consider that the proposed curriculum could fulfil the objectives of cultivating students' moral and national character and developing their national identity.

*Education Convergence*  
*[LC Paper No. CB(2)2184/10-11(03)]*

13. Mr HO Hon-kuen presented the views of Education Convergence as detailed in its submission.

*Hong Kong Liberal Studies Teachers' Association*  
*[LC Paper No. CB(2)2359/10-11(01)]*

14. Mr HUI Shing-yan presented the views of Hong Kong Liberal Studies Teachers' Association as detailed in its submission.

*Dr YU Wai-bing*  
*[LC Paper No. CB(2)2206/10-11(01)]*

15. Dr YU Wai-bing presented her views as detailed in her submission.

*Mr CHIK Pun-shing*  
*[LC Paper No. CB(2)2184/10-11(04)]*

16. Mr CHIK Pun-shing presented his views as detailed in his submission.

*Mr Martin OEI*

17. Mr Martin OEI said that many ethnic minority students did not have Chinese nationalities and queried how MNE could develop these students' national identity and their affection for the country. In his view, MNE was a tool of the Communist Party of China ("the Communist Party") to deceive

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Hong Kong people and the implementation of MNE was the result of the poor governance of the Hong Kong Government. He had strong reservation about the implementation of MNE.

*Hong Kong Professional Teachers' Union*  
[LC Paper No. CB(2)2359/10-11(02)]

18. Mr FONG King-lok presented the views of Hong Kong Professional Teachers' Union as detailed in its submission.

*Hong Kong Alliance in Support of Patriotic Democratic Movements of China*  
[LC Paper No. CB(2)2184/10-11(05)]

19. Miss YIP Cho-yan presented the views of Hong Kong Alliance in Support of Patriotic Democratic Movements of China as detailed in its submission.

*Civic Party*  
[LC Paper No. CB(2)2240/10-11(03)]

20. Mr LAM Seung-wan presented the views of Civic Party as detailed in its submission.

*Young Civics*  
[LC Paper No. CB(2)2240/10-11(04)]

21. Mr Justin CHIN presented the views of Young Civics as detailed in its submission.

*Grant Schools Council*  
[LC Paper No. CB(2)2206/10-11(02)]

22. Dr John TAN presented the views of Grant Schools Council as detailed in its submission.

*League of Social Democrats*

23. Mr LEE Fung-nin said that while students could be taught to know more about their country, affection for one's country was not something that could be taught. There were many ways to show one's affection for his country and the affection illustrated in the Curriculum Guide on MNE (For consultation) ("the Curriculum Guide") was too narrow. In his view, Hong Kong people did not need national education.

*Determining Righteous for the Next Generation*

24. Mr Peter LAU Kee-yun expressed strong objection to the implementation of MNE. He considered it a waste of resources and students' time to implement MNE as the contents of the subject overlapped with those of the Liberal Studies ("LS"), Chinese History and World History subjects. He was of the view that the purpose of implementing MNE was to brainwash students which ran counter to the principles of education. He also expressed concern that the implementation of MNE would add to the heavy workload of teachers and had an adverse impact on resources allocation in schools.

*Hong Kong Teacher's Association  
[LC Paper No. CB(2)2206/10-11(03)]*

25. Mr KO Gar-yee presented the views of Hong Kong Teacher's Association as detailed in its submission.

Response by the Administration

26. Under Secretary for Education ("US(Ed)") thanked the deputations/individuals for their views on the proposed MNE curriculum. He said that as in the case of the development of other curricula, the Education Bureau ("EDB") had invited the Curriculum Development Council ("CDC") to set up the Ad Hoc Committee on MNE ("the Ad Hoc Committee") to draw up a proposal on the development of the MNE curriculum for Primary 1 to Secondary 6. A four-month consultation exercise on the Ad Hoc Committee's proposal had commenced in May 2011 and would end in August 2011.

*(At this juncture, Mr WONG Yuk-man interrupted US(ED)'s speech. In order to maintain order at the meeting, the Chairman suspended the meeting at 5:52 pm.)*

*(The meeting resumed at 5:53 pm.)*

27. In response to the concern of some deputations/individuals about combining the existing Moral and Civic Education with national education to form the MNE subject, US(Ed) said that the MNE curriculum aimed at developing students' positive values and facilitating their identity-building in the domains of family, society, nation and the world through systematic learning. On the view expressed by some deputations that schools should be given flexibility to adopt different modes for teaching MNE, US(ED) said that it was proposed in the Curriculum Guide that schools might take into

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consideration their school contexts and the needs of students in planning the implementation modes, such as regular lesson time designated for MNE or regular MNE lessons complementing the form-teacher periods, religious education lessons or personal growth programmes.

Discussions

28. Ms Cyd HO considered it insufficient to allocate only three minutes for each member to ask questions and the Administration to respond thereto and suggested that more time be given to the exchanges among members, deputations and the Administration. Mr WONG Yuk-man, Mr LEE Cheuk-Yan and Mr LEUNG Yiu-chung echoed similar views. The Chairman said that owing to time constraint, a speaking time limit of three minutes was set for each member. This notwithstanding, she would allow sufficient time for response by the Administration to questions raised by members as far as possible.

29. Mr WONG Yuk-man commented that the Government officials responsible for implementing MNE did not have adequate understanding of Chinese history and culture. He criticized that the proposed MNE curriculum lacked substance and did not touch upon controversial issues. He called on the Administration to withdraw the Curriculum Guide.

30. Mr CHEUNG Man-kwong said that as pointed out by some deputations, Government officials concerned had given confusing messages on the positioning of MNE. He sought clarification on whether MNE would be positioned as an independent mandatory subject or a curriculum with designated lesson time; and should the latter be the case, whether MNE could be incorporated into the current Civic Education curriculum. In his view, it was not desirable to conduct the consultation on MNE during May to August, as May and June were the busiest months of schools while July and August were summer holidays. He was concerned that schools would not have adequate time to give views on the Curriculum Guide. He further asked whether the Administration would withdraw its proposed implementation of MNE as an independent subject or make significant changes to its proposals should there be strong public objection.

31. US(Ed) responded that the proposed MNE was built on the framework of the existing Moral and Civic Education curriculum. He reiterated that given the concerns expressed by the school sector, it was proposed in the Curriculum Guide that schools should be given more flexibility to decide on the implementation modes of MNE having regard to school contexts and students' needs. The implementation modes included regular lesson time designated for

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MNE, and regular MNE lessons complementing the form-teacher periods, religious education lessons or personal growth programmes. Schools could also make use of different learning activities and projects to promote MNE. He added that the Administration was in the course of soliciting public views on the proposals made by the Ad Hoc Committee and it was premature to tell at the present stage whether significant changes would be made to the proposals. The Administration noted different views in the community on the implementation modes and timetable and would strive to narrow such differences.

32. Referring to the submission from the Grant Schools Council [LC Paper No. CB(2)2206/10-11(02)], Miss Tanya CHAN requested the Administration to clarify whether MNE would be implemented as an independent subject. Principal Assistant Secretary for Education (Curriculum Development) ("PAS(CD)") responded that many schools had already incorporated moral and national education elements in their existing curriculum. The objective of the proposed MNE curriculum was to set out a systematic framework for schools to review and strengthen their existing curriculum related to moral and national education. As stated in the Curriculum Guide, there could be different implementation modes for MNE. Some schools might consider it appropriate to implement MNE as an independent subject while some others might prefer integrating the MNE curriculum into other subjects such as Chinese History and Moral Education or covering elements of MNE in form-teacher periods.

33. In response to Miss Tanya CHAN's enquiry on whether MNE would be integrated into the current Civic Education subject, US(Ed) reiterated that the proposed MNE curriculum was based on and aimed at enhancing the existing curriculum framework for Moral and Civic Education. Miss Tanya CHAN, however, considered that the proposed MNE curriculum would distort rather than enhance the current framework for Moral and Civic Education.

34. Ms Cyd HO said that like civic education, national education should cover knowledge of different areas of the country, including its history, geography and economic development, with a view to promoting participation in public affairs. She was concerned that unlike civic education, national education would seek to teach students to identify with the government unquestioningly. She sought clarification from Dr YU Wai-bing and Mr CHIK Pun-shing whether it was a violation of the professional code for teachers to teach students to accept all the doings of the Central People's Government even if they were harmful to its people.

35. Mr CHIK Pun-shing responded that no teacher should instil political ideology to students. Dr YU Wai-bing said that according to Section 2.2 (14)

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of the Code for the Education Profession of Hong Kong, students should be encouraged to think independently and form their own rational judgements based upon knowledge. Dissemination of biased information would hamper students' understanding of their country and teachers should make their best endeavour to teach students in a comprehensive manner. Dr YU sought information from the Administration on the academic or theoretical basis of the design of the proposed curriculum for the national domain.

36. PAS(CD) responded that one of the main objectives of MNE was to enable students to learn more about the Mainland's development including the difficulties it had encountered in the process of development. He clarified that the Administration had not precluded the teaching of any topics. On the contrary, teachers were encouraged to discuss with students in a holistic manner the challenges faced by the Mainland in the past.

37. Mr KO Gar-ye of Hong Kong Teacher's Association did not subscribe to the view that national education sought to teach students to identify with the government unquestioningly. He said that national education was to teach students to learn about their country, including its culture, history and geography, and not to obey the political authority unquestioningly. In his view, the MNE curriculum should strengthen the aspects on the culture, history and geography of the Mainland to enhance the younger generation's sense of national identity.

38. Mr HO Hon-kuen of Education Convergence said that national education should be people-oriented and teach students to learn more about the history and culture of their country. While national education aimed at promoting the national identity of students, it should also teach them the differences among the concepts of country, government and ruling political party.

39. Mr CHONG Yiu-kwong said that under the Administration's proposal, students were required to assess their peers' performance in the learning activities. He was concerned that such assessments might cause distrust among students. Mr LEE Cheuk-yan shared Mr CHONG's concern and sought information on the purpose and criteria of peer assessments.

40. Mr Martin OEI said that national education had a profound impact on the young generation and criticized the Administration for conducting fake consultation on the matter. He added that as Hong Kong was an international city and its residents were of different nationalities, the Administration should not force people to develop their identity as Chinese nationals.

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41. Mr Peter LAU Kee-yun of Determining Righteous for the Next Generation sought clarification on whether the MNE curriculum would be based on the history of the pre-1949 or post-1949 China. He pointed out that as the Administration had underestimated the learning and teaching hours required for the new senior secondary ("NSS") curriculum, many schools had to arrange make-up lessons. The Administration should concentrate its efforts on the implementation of the New Academic Structure for Senior Secondary Education and Higher Education ("NAS") and should not introduce MNE.

42. Mr LI Cheuk-yin of Hong Kong Youth and Students Federation said that the existing LS, Chinese History and Civic Education subjects had already covered the curriculum of the proposed MNE subject and queried the need for introducing MNE. Mr Joshua WONG of Scholarism – The Alliance Against Moral and National Education echoed a similar view.

43. Mrs Regina IP said that she shared the view of some deputations that national education should be based on knowledge of the history and culture of China. She was disappointed that Chinese History was no longer a core subject in senior secondary levels. She also criticized that the reform of the local education system had greatly reduced the opportunities for students to learn model texts in the Chinese Language subject and students were only provided with shallow knowledge in the history and culture of China. She further opined that moral values such as honesty, responsibility, punctuality and respect for others' views should be taught in every subject. She pointed out that in the United States, MNE was incorporated in civic education. As the existing Civic Education curriculum had already covered moral and national education, she questioned the need for introducing an independent subject of MNE.

44. Mr Abraham SHEK expressed doubt as to whether the MNE subject alone could cultivate patriotism among students. In his view, the sense of affection for the country should come from a person's heart and such affection was nurtured gradually through an understanding of the country's history and culture.

45. US(Ed) said that the Administration recognized the importance of Chinese history. As a matter of fact, secondary schools were required to allocate a certain number of teaching hours to the Chinese History subject at junior secondary levels. Some schools had merged Chinese History and Western History into one subject while some had incorporated elements of Chinese history into the Integrated Humanities subject. The Administration considered these approaches taken by schools reasonable. He clarified that Chinese History had never been a core subject in senior secondary levels. The

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Administration had explored various options when designing the NSS curriculum and considered it inappropriate to make any changes to the existing framework of core subjects at this stage. While Chinese History was not a core subject, more and more secondary schools offered it as an elective for students at senior levels.

46. Regarding the assessment for MNE, US(Ed) said that as stated in the Curriculum Guide, the Ad Hoc Committee had suggested that students should neither be required to sit for any public examination nor be given grades for their performance in MNE. The Administration noted some parents' concern about the fairness and effectiveness of assessing students' performance by their peers and parents. The Administration would take account of such concern and consider setting out more specific assessment guidelines with a view to establishing a diversified assessment system which provided feedback on students' learning from multiple perspectives.

47. Prof LEE Chack-fan, Chairperson of the Ad Hoc Committee, said that members of the Ad Hoc Committee included principals of primary and secondary schools, Civic Education teachers, LS teachers and academics. In drafting the Curriculum Guide, the Ad Hoc Committee had solicited views from the education sector as well as focus groups comprising parents, teachers and representatives from the education sector. A total of eight consultation sessions had been conducted so far with around 1 600 participants from the education sector. In addition to the views collected during the consultation sessions, the Ad Hoc Committee had also received written views. The Ad Hoc Committee was considering the views received and would fine tune its proposals for the consideration of the Administration.

48. The Chairman thanked the deputations/individuals for their views and declared the end of session one.

## **Session Two**

### Oral presentation by deputations/individuals

*Ms AU Ka-po*

*[LC Paper No. CB(2)2359/10-11(03)]*

49. Ms AU Ka-po presented her views as detailed in her submission.



*Concerning CSSA Review Alliance*

50. Ms KONG Hung-lui said that the LS subject under the NSS curriculum had already caused great stress to teachers and was worried that the implementation of MNE would further add to the workload of teachers. She questioned the need of implementing MNE as its content overlapped with that of LS. She criticized that the proposed MNE curriculum covered only about the positive, but not the negative, sides of China. In her view, the best form of national education was to teach students Chinese history. She also expressed dissatisfaction that the Administration had not consulted relevant stakeholders including parents and teachers before making the decision to implement MNE.

*Alliance for Children Development Rights*

51. Miss LAM Man-wa said that the Curriculum Guide did not lay down clear definitions of positive values and attitudes to facilitate students' identity-building. In her view, the MNE curriculum should include both the successes and failures of China. She stressed that critical thinking was a key element in whole-person education and students should not be brainwashed to accept certain concepts and values prescribed in the curriculum.

*Mr Raymond HO Man-kit, Sai Kung District Council Member*

52. Mr Raymond HO Man-kit said that he was a PhD student of the Life and Spirituality Educations programme organized by the Hong Kong Institution of Education. He considered that the Curriculum Guide had failed to explain the rationale for combining moral education and national education into one subject. In his view, the Curriculum Guide had distorted moral education in endeavouring to subsume it under national education. He pointed out that many countries attached great importance to life education but there was only a brief account of it in the Curriculum Guide. He opined that moral education and life education could be embedded in different subjects such as Music and Arts, while national education should be taught in the subject of politics.

*General Education Exchange Association, Roundtable  
[LC Paper No. CB(2)2240/10-11(05)]*

53. Mr TSANG Ka-lok presented the views of General Education Exchange Association, Roundtable as detailed in its submission.

*Hong Kong Parents Association Limited*  
*[LC Paper No. CB(2)2240/10-11(06)]*

54. Mr LAI Tsang-hing presented the views of Hong Kong Parents Association Limited as detailed in its submission.

*Hong Kong Education Policy Concern Organization*  
*[LC Paper No. CB(2)2184/10-11(06)]*

55. Mr CHEUNG Man-ping presented the views of Hong Kong Education Policy Concern Organization as detailed in its submission.

*Hong Kong Education Dynamic*

56. Mr POON Kam-kiu said that Hong Kong Education Dynamic had conducted a survey among teachers at different schools on their concerns about the Administration's proposal to introduce MNE as an independent subject. According to the survey, more than 50% of the interviewees were worried about the pressure and heavy workload brought about by the introduction of MNE. He stressed the importance for the Administration to allocate additional funds to schools in the first few years of the implementation of MNE and provide teachers with full support in teaching and learning materials for the MNE subject. He further said that Hong Kong Education Dynamic did not subscribe to the view that MNE was a brainwashing tool. It considered moral and national education an essential part of education to cultivate students' positive values and attitudes and enhance their understanding of the national situations.

*Federation of Hong Kong Parents Association*

57. Mr LEUNG Lok-kou said that students would benefit from MNE as it would enable them to have a better understanding of China. He pointed out that MNE was part of basic education in many countries and considered the proposed implementation of MNE reasonable. In his view, there was no cause for concern that MNE would be used as a tool to brainwash students. According to his experience as a teacher in a local community college, the young people could not be forced or brainwashed to love their country. Parents, however, were concerned that the Administration would implement MNE hastily and teachers were not provided with adequate training in teaching the subject. He was also of the view that the Curriculum Guide was too broad and general and the content of the MNE curriculum should be more specific.

*Federation of Parent-Teacher Associations of Yau, Tsim & Mong Districts Limited*

58. Ms Leticia LEE See-yin said that national education was taught in many countries. The Federation of Parent-Teacher Associations of Yau, Tsim & Mong Districts Limited considered national education important and supported its implementation in Hong Kong. In her view, students would benefit from the five learning domains proposed in the Curriculum Guide. She considered it inappropriate to politicize the implementation of MNE. Parents were not concerned that MNE would be used as a tool to brainwash students and they would act as the gatekeeper to ensure that the subject would not be used by the Government for disseminating political ideology.

59. Ms Leticia LEE See-yin suggested that the Administration could consider implementing MNE as a core extra-curricular activity or a monthly small-group learning activity. Students should not be examined on the subject. She stressed the importance of providing teachers with adequate teaching resources on MNE to ensure the quality of teaching. She added that the Administration should attach importance to moral education which should be taught in schools starting from junior primary levels.

*Hong Kong Direct Subsidy Scheme Schools Council  
[LC Paper No. CB(2)2452/10-11(01)]*

60. Dr LAM Kin-wah presented the views of Hong Kong Direct Subsidy Scheme Schools Council as detailed in its submission.

*The Concern Group of Education on Scourging Nation & Banning Citizens*

61. Mr CHEUNG Chi-fung said that he did not understand the Administration's rationale for combining moral education and national education into one subject. In his view, national education was concerned with developing students' national identity. To foster students' sense of affection for the country and build up their national identity, they should understand both the positive and negative aspects of the country's situations. As for moral education, he considered that students should learn moral values from their parents since they were young, instead of teaching it as a subject in schools.

*National Education Services Centre*  
*[LC Paper No. CB(2)2240/10-11(08)]*

62. Dr WONG Chi-ming presented the views of National Education Services Centre as detailed in its submission.

*Dr Regina KO Mo-lin*  
*[LC Paper No. CB(2)2184/10-11(07)]*

63. Dr Regina KO Mo-lin presented her views as detailed in her submission.

*Mr TANG Fei*

64. Mr TANG Fei considered that the public should adopt an open-minded attitude on the implementation of MNE. In his view, Chinese traditions and culture should be the core values taught in the MNE curriculum. Students should be encouraged to learn more about local affairs. He also considered it important to ensure that students in primary and junior secondary levels were not required to discuss complex issues which were beyond their comprehension. He stressed that the Administration should ensure the provision of adequate resources to schools for implementing MNE.

*Student Union of the Chinese University of Hong Kong*

65. Quoting the Chinese conventional maxim which stated that "a man had to cultivate his moral character and put his family matters in order before he could run the country well and ultimately achieve universal peace", Mr LAI Ming-chak opined that the Curriculum Guide had not put sufficient emphasis on the importance of cultivating one's moral character and managing one's family matters. He pointed out that the "nation" referred to in the Curriculum Guide was the modern China starting from 1949 or even 1978 but did not cover the ancient China with a long history of 5 000 years. He stressed that one should not love his or her country blindly. It was important for students to learn both the positive and negative aspects of the national situations so that they could analyse different aspects of the country before forming a stance on different issues.

*Miss Tiffany WONG*

66. Miss Tiffany WONG said that it was reasonable for the public to consider MNE as a tool for brainwashing students as the proposed curriculum covered only the positive side of the Mainland while sensitive and controversial issues were not touched upon. For example, under the national domain in the learning content, the provision of disaster relief to the victims of the Sichuan earthquake was covered but not the "jerry-built" projects. This showed that political considerations had been taken into account by the Administration when designing the MNE curriculum. She further pointed out that love for one's country would not be fostered by the mere raising of national flag or singing of the national song. In her view, teaching of history would help foster such affection in students. As there was already the subject of Chinese History, she did not see the need to introduce a separate subject of MNE.

*The Hong Kong Institute of Education Students' Union*

67. Mr Zero LIU said that resources for education were already inadequate and queried the need for making MNE a mandatory subject. He pointed out that while national education was taught in many western countries, their people were not asked to obey their governments blindly. Instead, they were encouraged to fulfil their civic duties, including speaking out against unjust policies and matters, and play an active role in promoting their countries' development. This however was not the case in China. He stressed that country and ruling political party were different and they should not be mingled together. In his view, MNE was a political tool of the Community Party to brainwash students. He also criticized the Administration for not consulting students in the consultation exercise on MNE.

*Mr CHENG Sze-lut*

68. Mr CHENG Sze-lut said that unlike the curriculum guide on civic education which emphasised the rights and responsibilities of citizens in the different arenas of individual, family, society, nation and the world, the Curriculum Guide focused only on national education. He criticized that the Curriculum Guide was lopsided as only positive expressions were used to praise the civilization and development of the Mainland, which would not help nurture students' critical thinking. He further said that a school-based approach had all along been adopted in the teaching of civic education which promoted the universal values of democracy, rule of law and freedom. In his

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view, students could only learn how to become a good citizen from an all-round education, and not from a single subject.

*Lingnan University Student Union*

69. Mr Daren LEUNG expressed dissatisfaction that the proposed MNE curriculum had not covered development in human rights, politics and livelihood in the Mainland. He stressed that to love his country, a person must understand the problems it is facing. In his view, persons giving dissenting views should not be regarded as not loving their country and it was important that students should be encouraged to voice their opinions for the betterment of their country.

Discussions

70. Ms Audrey EU said that it was stated clearly in the 2010-2011 Policy Address that MNE was to be developed as an independent subject. On the other hand, it was proposed in the Curriculum Guide that MNE might be implemented in different modes having regard to school contexts and student needs and it was unclear whether MNE would be implemented as an independent subject. She further said that teachers and students were already overloaded under the existing school curriculum. Many schools had to arrange make-up classes during the summer vacation. The implementation of the NSS curriculum had also put much pressure on teachers and students. Coupled with the concern expressed by the education sector about the lack of adequate consultation on MNE, she queried whether 2012 and 2013 was the opportune time for implementing MNE in primary and secondary schools respectively as proposed by the CDC.

71. Ms Audrey EU further said that many existing subjects such as Civic Education and LS already contained elements of MNE. She was concerned that unlike these existing subjects, the proposed MNE curriculum did not emphasize the importance of critical thinking, particularly in the national domain. She urged the Administration to consider strengthening the learning of Chinese history and civic education instead of implementing MNE.

72. US(Ed) responded that according to the established practice, a subject should have a curriculum framework, designated curriculum time and a set of curriculum guidelines. In response to the views of the education sector, the Ad Hoc Committee had proposed to allow flexibility in the implementation modes of MNE. Apart from regular lesson time, MNE could also be taught in form-teacher periods, Moral and Civic Education lessons and personal growth programmes.

73. On the implementation timetable, US(Ed) said that as Moral and Civic Education had been implemented in primary and secondary schools for many years, there was a solid foundation for the implementation of MNE and it was considered feasible to implement MNE in primary schools in 2012 and in secondary schools in 2013. The Administration would ensure that teachers were provided with the required training for the MNE curriculum. The Administration would continue to listen to public views on the Curriculum Guide including the implementation timetable.

74. Dr Priscilla LEUNG opined that moral education was very important and shared the view that the Administration should render teachers with the necessary support for the teaching of MNE. To cultivate students' interests in learning MNE, there should not be any examinations on the subject. She also suggested that MNE be combined with LS to alleviate teachers' workload. Citing the complaints she had received on the pedagogies of some LS teachers, Dr LEUNG called on the Administration to monitor the teaching of LS and capitalize on the experience gained from LS in the implementation of MNE.

75. Dr Priscilla LEUNG added that she shared Mr TANG Fei's view that the MNE curriculum should suit the learning levels of primary and secondary school students. In her view, the curriculum for primary students should focus on the establishment of positive values rather than critical thinking skills which were mainly for university students.

76. US(Ed) reiterated that it was proposed in the Curriculum Guide that there should not be any public examinations on MNE and students should not be assessed by grades. Students should be encouraged to reflect on their performance in MNE through peer discussions and feedbacks from parents. He noted some parents' concern as to whether peer assessments could truly reflect students' performance. The Administration would ensure that the assessments were comprehensive and able to evaluate the learning effectiveness of students from multiple perspectives. US(Ed) added that the Administration noted Dr Priscilla LEUNG's concerns about LS and would consider ways to address the concerns as appropriate.

77. Ms Cyd HO said that teachers could not teach national education effectively if they were not provided with comprehensive and accurate information on the relevant issues. She pointed out that despite her repeated requests, the Administration had refused to provide the relevant agreement on the Overall Development Plan on Hong Kong/Shenzhen Co-operation on Modern Service Industries in Qianhai Area, which was part of the National 12<sup>th</sup> Five-year Plan. Students should not be asked to support the National 12<sup>th</sup>

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Five-year Plan without a thorough understanding of it. If MNE was to be implemented, EDB should ensure the provision of comprehensive information on relevant issues to facilitate the teaching of MNE. In her view, requiring students to support government/national policies in the absence of necessary information was tantamount to brainwashing.

78. US(Ed) stressed that the Administration would not require students to support any government policies through MNE. The objective of MNE was to cultivate students' positive values and attitudes and facilitate their identity-building in the personal, family, social, national and global domains. He added that the Administration would collaborate with relevant parties to develop suitable teaching resources for MNE.

79. Mr CHENG Sze-lut did not subscribe to the view that critical thinking should be confined to university students, pointing out that it was not uncommon for primary and secondary students to discuss in class different arguments on prevailing social issues. He stressed that the MNE curriculum should not refrain from touching upon controversial issues.

80. Echoing Mr CHENG Sze-lut's view, Miss Tiffany WONG said that critical thinking was important for all students, irrespective of their age. She reiterated her view that national education should facilitate students to learn both the positive and negative sides of their country. Controversial issues such as the jerry-built projects revealed after the Sichuan earthquake and the contaminated milk incident should not be excluded from the MNE curriculum.

81. Mr CHEUNG Chi-fung of the Concern Group of Education on Scourging Nation and Banning Citizens Group said that critical thinking was an essential skill which should be learnt starting from primary school. National education was meaningless and patriotism would be built on shaky foundation if students were not taught to distinguish the right from the wrong.

82. Mr LAI Ming-chak of the Student Union of the Chinese University of Hong Kong said that students had all along been taught since their primary education to understand the rationale of different values rather than merely accepting them blindly.

83. US(Ed) thanked the deputations/individuals for their views and said that the Administration would take account of their views and improve the MNE curriculum. The Administration would strive to provide the necessary support to teachers for the implementation of MNE and continue to engage in active dialogue with schools on the suitable implementation modes for MNE.



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84. Prof LEE Chack-fan also thanked the deputations/individuals for their views which would be carefully considered by the Ad Hoc Committee. He said that as pointed out in the Curriculum Guide and at the consultation sessions, teachers were encouraged to guide students to explore issues from different angles to nurture their critical thinking skills, which were particularly important for secondary school students. On some deputations' suggestion of attaching greater importance to life education, Prof LEE said that life education and moral education were closely related. Moral education and national education were combined under one curriculum as a person's national qualities would be enhanced with good moral qualities.

**II. Any other business**

85. There being no other business, the meeting ended at 8:15 pm.

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