

**立法會**  
**Legislative Council**

LC Paper No. CB(2)1093/11-12  
(The minutes have been seen  
by the Administration)

Ref : CB2/PL/ED

**Panel on Education**

**Minutes of special meeting  
held on Tuesday, 12 July 2011, at 2:30 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 Albert HO Chun-yan  
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 WONG Kwok-hing, MH  
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, JP  
Hon CHEUNG Kwok-che  
Hon Mrs Regina IP LAU Suk-ye, GBS, JP  
Dr Hon Samson TAM Wai-ho, JP  
Hon Tanya CHAN  
Hon WONG Yuk-man
- 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 CHAN Tsze-ying  
Member, Ad Hoc Committee on Moral and National  
Education, Curriculum Development Council

Professor LAU Kwok-keung  
Member, Ad Hoc Committee on Moral and National  
Education, Curriculum Development Council

Ms Lilian LAW Suk-kwan  
Member, 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

**Attendance by invitation** : *Session One*

Mr Stanley LEE

Mr Samuel LI

The Hong Kong Polytechnic University Students' Union

Mr Frank HUNG  
President

Mr Rowan TANG

Mr YIM Kwai-fung

Open University Student Union

Mr Leroy TONG  
External Vice President

The Hong Kong Federation of Students

Miss Daisy CHAN  
Secretary-General

Association of Hong Kong Flag-guards

Mr HUI Chun-lung  
Commissioner

Hong Kong Teacher Association of Chinese History

Mr LEE Wai-hung  
Chairman

Mr NG Wai-ming

New Power for Students Rights

Mr MOK Hiu-fung  
Founder

Teachers' Power

Mr HO Tin-yau  
President

Hong Kong Association of Youth Development

Mr LAM Cheung-chi  
Chief Executive

Hong Kong New Generation Friends

Mr LUI Chi-ling  
President

Tsinghua Alumni Association of Hong Kong Future Leaders

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Mr LI Kin-hang  
Committee Member

Mr LEE Chee-chong

Mr CHAN Hon-yuen

Mr FAN Ying-ming

Kowloon Region School Heads Association

Ms Emily MOK Fung-yee  
Chairlady

Committee of Promotion of Chinese Culture, HKUGA

Mr Aaron AU  
Deputy Chief Executive Officer

Hok Yau Club

Ms CHAN Wing-man  
Standing Committee Member

Hong Kong United Youth Association Limited

Mr Andy KWOK  
Standing Vice Secretary-General

Creative Teacher Association (CTA) Limited

Ms LEUNG Lai-sim  
Chairman

Hong Kong Federation of Woman's Centres

Mr NGAI Chi-tat  
Advocacy and Training Officer

Hong Kong Tertiary Student Forum

Mr LEE Lap-tak  
Secretary

Children Caring Network

Mr LEUNG Ka-yue  
Chairman

Mr LAM Lok

青年政治學堂

Mr LEE Kwok-fai  
總幹事

Hong Kong Development Forum

Mr TSZ Ping-kin  
Vice-convenor

Alliance of Civic Education

Mr TANG Wing-fai  
Representative

Hong Kong Women Teachers' Organization

Ms Peggy CHING Sau-wai  
Executive Committee Member

Session Two

Joint Committee for the Promotion of the Basic Law of  
Hong Kong

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Miss NG Wai-ling  
Administrative Officer

Hong Kong Youth Exchange Promotion United Association

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Mr George LUNG Chee-ming  
Founding Chairman

Committee on Education Policies of Democratic Party

Mr CHING Cheung-ying  
Convener

The Hong Kong Federation of Youth Groups

Ms Amy FUNG  
Deputy Executive Director

Hong Kong Ningxia Youth Exchange Promotion Association

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Mr TSUI Siu-lung  
Chairman

Faculty of Education Alumni Association, The Chinese University of Hong Kong

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Dr YIP Kwok-hung  
Chairman

Hong Kong Association For Continuing Education

Ms Jessica LI  
Chairperson

The Y. Elites Association Ltd.

Mr Frank PAK  
Chairman

Asian Pacific Education Exchange Centre

Dr CHOI Yu-leuk  
Chairman

U-post

Miss Iris LU Yun-mei  
Chief Editor

Hong Kong Youth & Tertiary Students Association

Mr LEUNG Hang-fat  
President

沙田國民教育委員會

Mr WONG Tsz-man  
Committee member

Mr YUEN Ka-ho

Action Health Ltd.

Mr TIK chi-yuen  
Chairman

The Hong Kong Institute of Family Education

Mr YU Wing-fai  
Director

Bamboo Society

Mr Eddie CHAN Shu-fai  
President

Victoria Park Candlelight Seminar

Mr Kenneth LI Hon-fung  
Member

Hong Kong Alliance Youth Group

Mr Desmond LEUNG Wan-him  
Executive Member

New Youth

Miss Sherman WONG Yik-man  
Secretary

New Youth Editor Team

Mr Oscar LO Chun-man  
Chief Editor

Mr SONG Sio-chong

The Alliance of anti-patriotic education

Mr WU Chun-lung  
Member

Wofoo Social Enterprises Ltd.

Mr Ivan TAM  
Senior Consultant

Tiananmen Mothers Campaign

Miss CHAN Sze-wan  
Representative

Dr LEUNG Yan-wing

Subsidized Primary Schools Council

Mr SIN Kim-wai  
Vice Chairman

Hong Kong Unison

Ms Fermi WONG  
Executive Director

Hong Kong Subsidized Secondary Schools Council

Mr LIU Ah-chuen  
Chairman

**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 ("LegCo") Secretariat [LC Paper No. CB(2)2172(10-11)(02)].

Session One

Oral presentation by deputations/individuals

*Mr Stanley LEE*

2. Mr Stanley LEE said that as the proposed MNE curriculum covered mainly the positive sides of the Mainland and did not include controversial issues such as the 4 June Incident and the jerry-built projects, it ran counter to the Education Bureau's ("EDB") objective of enhancing students' critical thinking under the new senior secondary ("NSS") curriculum. He further expressed concern about the lack of clear guidelines on the curriculum time arrangements and deployment of teachers for the MNE subject. He pointed out that teachers and students were already facing immense pressure under the NSS curriculum. Schools had difficulties in completing the intensive NSS curriculum at regular lessons and it would be difficult for them to allocate time for the MNE subject. The implementation of MNE would also increase teachers' workload. He was also concerned about possible overlap in resources deployment as the Liberal Studies ("LS"), General Studies ("GS") and Chinese History subjects already comprised MNE related contents.

*Mr Samuel LI*

3. Mr Samuel LI said that he was a member of the Executive Committee of the Hong Kong University Students' Union ("HKUSU") and the representative of HKUSU in The Hong Kong Federation of Students. He criticized that the MNE subject would not encourage students to probe into the sensitive issues of the Mainland as the proposed MNE curriculum focused only on the positive sides of the Mainland such as its economic development. Such form of national education would only foster young people who obeyed the political authority blindly, which would not be beneficial to the development of the country. The country needed nationals with critical thinking who could give their views objectively for the betterment of the country. He stressed that to be loyal to one's country did not mean that one was not allowed to criticize it for its wrong doings.

*The Hong Kong Polytechnic University Students' Union*

4. Mr Frank HUNG, President of The Hong Kong Polytechnic University Students' Union, said that it was important for students to develop critical thinking and to learn from the experiences of failure. He was concerned that the MNE subject would not facilitate such learning as it would cover only the positive issues of the Mainland but not the negative ones. He stressed that students should not be encouraged to merely receive information without analysing them critically. He urged the Administration to seriously consider whether the proposed MNE should be implemented after the consultation exercise.

*Mr Rowan TANG*

5. Mr Rowan TANG considered that the proposed implementation of MNE would not help achieve the aim of facilitating students to build up their national identity. He said that many young people did not have a strong sense of belonging to the country, as negative issues such as the tainted formula milk incident and imprisonment of rights defence activists had seriously affected the image of China. In his view, in order to foster young people's national identity, the authorities should implement policies which were truly in the interests of the public.

6. Mr Rowan TANG further opined that the proposed MNE curriculum would not help enhance students' critical thinking given the prevailing rote-learning culture and the intensely competitive study environment. He was also concerned that the proposed MNE would only foster blind obedience to the Government should its curriculum be provided by the Administration.

*Mr YIM Kwai-fung*

7. Mr YIM Kwai-fung opined that not all the learning elements in the five domains (i.e. personal, family, social, national and global) would facilitate the development of students' critical thinking. While the learning elements in the personal, family, social and global domains might achieve such a purpose, those in the national domain would not as they did not touch upon the real national situations. He criticized that the proposed MNE was a brainwashing tool.

*Open University Student Union*

8. Mr Leroy TONG said that what Hong Kong needed was civic education and not national education. He pointed out that there was only a very brief account of important incidents such as the 4 June Incident and the Cultural Revolution in the Chinese History subject. In his view, these incidents would likely be treated in the same manner in the MNE curriculum and controversial issues such as the tainted formula milk incident, jerry-built projects and the AI Weiwei incident would certainly be excluded. This was tantamount to brainwashing and political indoctrination which would only foster extreme nationalists. In his view, the Administration should, through civic education, enhance students' understanding of their rights to participate in public affairs and develop their critical thinking so that they could use such skills to help China face and tackle its challenges and problems.

*The Hong Kong Federation of Students*  
[LC Paper No. CB(2)2336/10-11(01)]

9. Miss Daisy CHAN presented the views of The Hong Kong Federation of Students as detailed in its submission.

*Association of Hong Kong Flag-guards*  
[LC Paper No. CB(2)2483/10-11(01)]

10. Mr HUI Chun-lung presented the views of Association of Hong Kong Flag-guards as detailed in its submission.

*Hong Kong Teacher Association of Chinese History*  
[LC Paper No. CB(2)2565/10-11(01)]

11. Mr LEE Wai-hung presented the views of Hong Kong Teacher Association of Chinese History as detailed in its submission.

*Mr NG Wai-ming*

12. Mr NG Wai-ming expressed support for the implementation of MNE as it would provide a dedicated platform for students to discuss national issues and learn more about the country through information from different sources. He was of the view that the MNE curriculum should cover not only the success of China but also the problems it was facing such as great disparity of wealth. Through their understanding of the challenges faced by China, students would develop a sense of responsibility to contribute to the improvement of their country. The implementation of MNE could also help students broaden their perspective and reflect on their future career.

*New Power for Students Right*

*[LC Paper No. CB(2)2336/10-11(02)]*

13. Mr MOK Hiu-fung presented the views of New Power for Students Right as detailed in its submission.

*Teachers' Power*

*[LC Paper No. CB(2)2565/10-11(02)]*

14. Mr HO Tin-yau presented the views of Teachers' Power as detailed in its submission.

*Hong Kong Association of Youth Development*

*[LC Paper No. CB(2)2336/10-11(03)]*

15. Mr LAM Cheung-chi presented the views of Hong Kong Association of Youth Development as detailed in its submission.

*Hong Kong New Generation Friends*

*[LC Paper No. CB(2)2336/10-11(04)]*

16. Mr LUI Chi-ling presented the views of Hong Kong New Generation Friends as detailed in its submission.

*Tsinghua Alumni Association of Hong Kong Future Leaders*

17. Mr LI Kin-hang said that Tsinghua Alumni Association of Hong Kong Future Leaders supported the Curriculum Guide on Moral and National Education (Consultation Draft) ("the Curriculum Guide") but considered that improvements could be made to it. The Administration should make it clear that civic education and MNE were neither mutually exclusive nor

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contradictory. MNE could help strengthen civic education and enhance students' sense of responsibility to the nation and the society. To address the concern about MNE being a brainwashing tool, the Administration should explain to the public that developing students' positive values was not tantamount to teaching them to love their country blindly. National education aimed at cultivating students' positive values and attitudes, such as responsibility and respect for others, rather than teaching them to refrain from criticizing the country's wrong doings.

*Mr LEE Chee-chong*

*[LC Paper No. CB(2)2336/10-11(05)]*

18. Mr LEE Chee-chong presented his views as detailed in his submission.

*Mr CHAN Hon-yuen*

*[LC Paper No. CB(2)2336/10-11(06)]*

19. Mr CHAN Hon-yuen presented his views as detailed in his submission.

*Mr FAN Ying-ming*

*[LC Paper No. CB(2)2336/10-11(07)]*

20. Mr FAN Ying-ming presented his views as detailed in his submission.

*Kowloon Region School Heads Association*

*[LC Paper No. CB(2)2336/10-11(08)]*

21. Ms Emily MOK Fung-ye presented the views of Kowloon Region School Heads Association as detailed in its submission.

*Committee of Promotion of Chinese Culture, HKUGA*

*[LC Paper No. CB(2)2348/10-11(01)]*

22. Mr Aaron AU presented the views of Committee of Promotion of Chinese Culture, HKUGA as detailed in its submission.

*Hok Yau Club*

*[LC Paper No. CB(2)101/11-12(01)]*

23. Ms CHAN Wing-man presented the views of Hok Yau Club as detailed in its submission.

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*Hong Kong United Youth Association Limited*  
*[LC Paper No. CB(2)2336/10-11(09)]*

24. Mr Andy KWOK presented the views of Hong Kong United Youth Association Limited as detailed in its submission.

*Creative Teacher Association (CTA) Limited*  
*[LC Paper No. CB(2)2383/10-11(01)]*

25. Ms LEUNG Lai-sim presented the views of Creative Teacher Association (CTA) Limited as detailed in its submission.

*Hong Kong Federation of Women's Centres*

26. Mr NGAI Chi-tat was concerned that the Curriculum Guide emphasised on praising China's success in economics and technologies but neglected the problems brought about by its development such as the wealth gap between the rich and the poor and environmental pollution. Referring to the content of the Curriculum Guide, he elaborated by way of illustration that students were taught to understand that they should lend a helping hand to the victims of natural disasters in China but there was no mentioning of the damages caused by man-made problems such as the jerry-built projects. While promoting understanding of the collaborative political culture of China, it was silent on the detention and arrests of human right activists. Given that only selective information would be disseminated to students, it was doubtful whether the proposed MNE curriculum could enhance students' critical thinking. He further opined that the distinction between national interests and global interests and the grouping of universal values such as freedom, peace, democracy and human rights under the global rather than the national domain connoted that these values were not applicable to certain countries and hence provided an excuse to underplay the importance of human rights in the country.

*Hong Kong Tertiary Student Forum*

27. Mr LEE Lap-tak said that the Forum was overall supportive of the implementation of MNE. However, some areas of concern should be addressed. To address the concern about brainwashing students, the Administration should consider including sensitive and controversial issues in the MNE curriculum such as the widening gap between the rich and the poor, the Cultural Revolution and the June 4 incident with a view to balancing the learning content. He highlighted the importance of providing teachers with adequate training and resources to teach the subject.

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*Children Caring Network*  
[LC Paper No. CB(2)2454/10-11(01)]

28. Mr LEUNG Ka-yue presented the views of Children Caring Network as detailed in its submission.

*Mr LAM Lok*

29. Mr LAM Lok said that national education should be implemented as soon as possible with a view to developing students' national identity. He considered it important for students to identify themselves not only as Hong Kong people but also as Chinese.

*青年政治學堂*  
[LC Paper No. CB(2)2565/10-11(03)]

30. Mr LEE Kwok-fai presented the views of 青年政治學堂 as detailed in its submission.

*Hong Kong Development Forum*  
[LC Paper No. CB(2)2348/10-11(02)]

31. Mr TSZ Ping-kin presented the views of Hong Kong Development Forum as detailed in its submission.

*Alliance of Civic Education*

32. Mr TANG Wing-fai said that education could not be separated from politics. Given that the Administration was not accountable to the public and the absence of an effective mechanism for the public to monitor its policies and performance, there was scepticism about MNE being a tool to brainwash students. There was also concern that as many teachers' lacked basic understanding of the rule of law and human rights, there might be inadequate emphasis on the importance of human rights when the MNE subject was taught. While promoting universal values such as respect for the rule of law, human rights, equality and democracy in the global domain, the Curriculum Guide stressed that these universal values should be understood from the perspective of the situation of China. This had worried the public that there might be hidden motives for implementing MNE. He considered it not necessary to introduce MNE as an independent subject as elements of the MNE curriculum had already been included in many existing subjects. He stressed that the implementation of MNE would not be successful if it was forced upon the students.

*Hong Kong Women Teachers' Organization*  
*[LC Paper No. CB(2)2483/10-11(02)]*

33. Ms Peggy CHING Sau-wai presented the views of Hong Kong Women Teachers' Organization as detailed in its submission.

Response by the Administration and the Ad Hoc Committee on MNE

34. Under Secretary for Education ("US(Ed)") said that civic education had borne fruit since the curriculum reform in 2001. It was therefore now an opportune time to introduce MNE to cultivate students' moral and national qualities through systematic learning. The Administration had all along been promoting positive values and attitudes in basic education and students would not be taught to identify themselves with the Government and the country blindly. On the contrary, they were encouraged to think independently, be open-minded to dissenting views and be responsible citizens. MNE aimed at enhancing the moral and national qualities of the next generation, which would benefit the long-term development of Hong Kong and China.

35. Prof LEE Chack-fan, Chairperson of the Ad Hoc Committee on MNE ("the Ad Hoc Committee"), said that since the Ad Hoc Committee started its work about six months ago, more than 10 focus group interviews and eight consultation seminars with over 1 600 participants had been held to obtain views from the education sector on the MNE curriculum. Written views had also been received from the public and some 100 deputations and individuals had given views at two Panel meetings. The Ad Hoc Committee would consider these views carefully and further improve the MNE curriculum.

36. Prof LEE Chack-fan further said that the development of students' abilities to think independently and rationally and to differentiate the right from the wrong were the key objectives of MNE. Under the proposed MNE curriculum, students were encouraged to explore political, social, national and global issues from multiple perspectives to deepen their understanding of these issues.

Discussions

37. Ms Audrey EU said that the implementation of MNE was highly controversial and enquired whether the Administration would consider conducting a proper consultation to solicit views, particularly from teachers, parents and students, on the implementation of MNE.

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38. Ms Audrey EU further said that as pointed out by some deputations, there were many complaints from teachers and students about not having sufficient time to complete the existing curriculum. Given that the proposed MNE curriculum had overlapped with that of LS and GS, she considered it necessary for the Administration to rationalize its curriculum to avoid overlapping and address the concern about the allocation of lesson time for the MNE subject. She requested the Administration to provide a written response in this regard.

39. US(Ed) responded that in introducing a new subject, it had been the established practice to set up an ad hoc committee under the Curriculum Development Council to formulate the content and curriculum guide for the subject and conduct a formal consultation to collect public views. The consultation exercise for MNE had commenced on 5 May 2011 and would end on 31 August 2011 to solicit views from the education sector, teachers, students and the public on the Curriculum Guide. In addition to the eight consultation seminars, the Administration had listened to the views of over 100 deputations at two Panel meetings. Questionnaires had also been sent to all schools to seek their views on the implementation of MNE. The Administration noted the concerns expressed by some deputations about the implementation details and would take steps to rationalize the curriculum content to avoid overlapping and make better arrangements for the curriculum time. As suggested in the Curriculum Guide, schools could implement the MNE subject flexibly, e.g. during regular lesson time designated for MNE, regular MNE lessons complementing the form-teacher periods, religious education lessons or personal growth programmes. The Administration would consider carefully the views of the education sector and strive to improve the Curriculum Guide to address their concerns.

40. In response to Ms Audrey EU's request for more information on the assessment of MNE, US(Ed) said that as the objective of the subject was to develop students' positive values and national qualities, examination was not a desirable method of assessing students' performance. Teachers were also not required to give marks on students' learning outcome. The multiple-perspective assessment strategy suggested by the Ad Hoc Committee as set out in Chapter V of the Curriculum Guide was effective in helping students nurture their moral and national qualities.

41. Ms Audrey EU invited Ms Emily MOK Fung-yee of Kowloon Region School Heads Association to elaborate on her view that the teaching and learning materials on MNE should be produced by the Administration. She said that many people were worried that the content of MNE would be controlled by the Administration if the teaching and learning materials were to

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be provided by the Administration. In response, Ms Emily MOK Fung-ye said that the Administration had the resources to develop a comprehensive curriculum for MNE after conducting thorough consultation with the education sector. On the basis of the curriculum framework developed by the Administration, teachers should have the autonomy to select the appropriate teaching and learning materials.

42. At the invitation of Ms Audrey EU, Mr HO Tin-Yau of Teachers' Power elaborated on his views on MNE. Mr HO said that he agreed to the need to implement MNE to enhance students' ability to consider issues from a macro perspective. To facilitate effective implementation of MNE, adequate support and training should be provided for teachers. He expressed worry that teachers might not have the time or the ability to prepare teaching materials for the subject. It would therefore be helpful if the Administration could provide teaching materials for MNE, which could also ensure the quality of the curriculum.

43. Mrs Regina IP noted from the Administration's paper that the essential elements of MNE had been embedded in the respective key learning areas for primary and secondary education since the curriculum reform in 2001. However, after 10 years of national education, instead of enhancing their national identity, she noted that many young people had become more critical of the country. She said that unpleasant incidents had also taken place in many other countries but their nationals would not react in the same manner. She sought explanation from the Administration on the cause of the negative sentiments of young people towards the Mainland.

44. US(Ed) responded that academic research had shown that the implementation of civic and moral education over the past 10 years had been effective in enhancing students' moral and national qualities. While some young people had negative views about the country, many others were contributing actively to the community and the nation and hence the effectiveness of civic and moral education should not be denied. With the solid foundation built up in the past 10 years, the Administration considered it an opportune time now to further enhance the cultivation of students' moral and national qualities in the domains of personal, family, society, nation and the world in a systematic manner.

45. Mr Samuel LI said that young people were not resentful towards their country. On the contrary, they had great affection for it. It was China's ruling regime that they disliked. He pointed out that there was a clear distinction between the country and the ruling regime in western countries and their people could love their country but hate the ruling regime. He was concerned

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that local students would be brainwashed if MNE was implemented under the existing political system in China.

46. Miss Daisy CHAN of The Hong Kong Federation of Students said that young people criticised their country out of their love for it and their desire to improve it. To have a better understanding of the Mainland, students should know the problems it encountered in the process of development. However, such problems were not covered in the proposed MNE curriculum as it would influence the stability and harmony of the society. She stressed that a person's affection for his country could not be imposed upon by education or the rulers.

47. Mr CHAN Hon-yuen said that students should learn more about the history and situations of China so as to have a better understanding of the relation between the Communist Party and modern China. Teachers should enhance their knowledge on the Mainland to assist students in learning MNE. He disagreed to the view of some deputations that the Mainland authorities did not allow any criticisms of the Government.

48. Mr LEUNG Ka-yue of Children Caring Network opined that in order to nurture students' affection for the country, they should be encouraged to discuss openly different issues about the country including sensitive and controversial ones.

49. Mr Albert HO said that it was natural for a person to love and care for his country. As stated in the motion he moved at a Council meeting a few weeks ago, it was important to teach students to understand the relationship of the state, the nation, the Government and political parties with the people and to differentiate love and care for the country from support for the Government, political parties and the ruling regime.

50. Mr Albert HO further said that love for one's country was more than taking pride in its honours and success. More importantly, students should be taught to have a deeper and objective understanding of the problems faced by China and to contribute to its improvement. In his view, genuine and deep affection for one's country was the courage to criticize the wrong doings of the country for its improvements even when subjected to political pressure. He pointed out that in countries such as Canada, New Zealand and Japan, their nationals would not hesitate to fight against their governments for equality and justice. He stressed that criticizing the government and the ruling regime was not tantamount to not loving one's country.

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51. Ms Cyd HO was concerned that the Ad Hoc Committee's proposal of requiring parents to assess their children's performance in MNE would interfere with family education and enquired about the rationale for the proposal. She also invited Mr LEUNG Ka-yue's view on the approach a parent should adopt in completing the assessment form and whether such assessment would affect parents' relationship with their children.

52. US(Ed) reiterated that there would not be any public examinations for the MNE subject and students would not be given marks on the subject. Assessments were however necessary to evaluate students' learning outcome. Assessment by parents was proposed as parents were in a better position to evaluate the performance of their children in certain aspects such as their willingness to communicate with their family members. Mr LEUNG Wai-kit, Member of the Ad Hoc Committee, supplemented that the assessment forms in the Curriculum Guide were for reference only and teachers were free to modify their contents. The assessment forms were set out in the Curriculum Guide with a view to soliciting more views from schools and teachers on the assessment for the MNE subject.

53. Mr LEUNG Ka-yue said that parents would tend to give positive comments on their children's performance in MNE even if they had not achieved the learning objectives. He considered that such assessment would put pressure on parents and queried its usefulness.

54. Ms LEUNG Lai-sim of Creative Teacher Association (CTA) Limited said that interaction between parents and teachers was essential in assessing students' performance in MNE. Given the divergent views on the implementation of MNE, all parties concerned should be open-minded in the discussions. The Administration should strive to narrow the differences through wider consultation and more communication with the stakeholders before implementing MNE.

55. Mr CHEUNG Man-kwong commended Mr Samuel LI and Miss Daisy CHAN on their responses to Mrs Regina IP's question. He said that Mr AI Qing, a famous Chinese poet and a patriot, had stopped composing poems for a long time as he was not allowed to write freely. Mr AI Qing resumed writing only after the vindication of the April 5 Tiananmen Incident. The experience of Mr AI Qing and Mr AI Weiwei had puzzled some students as they did not understand why criticizing China would lead to an arrest. He shared the view expressed by some students at the meeting that young people criticized their country because they loved it and hoped to see improvements in it.

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56. Mrs Regina IP said that she noted from the deputations' responses to her question that they were dissatisfied with the political system of China. She shared the view that there were contradicting values in the society and enquired how the Administration would deal with such contradictions in the context of national education. She expressed dissatisfaction that the Administration had not attached much importance to the teaching of Chinese History in the secondary school curriculum and model texts in the Chinese Language subject. To facilitate students' better understanding of the history and culture of China, she considered it imperative to enhance these aspects in the MNE curriculum. Noting some deputations' concerns that MNE could not meet the objective of enhancing students' critical thinking, she sought elaboration on the meaning of critical thinking.

57. US(Ed) said that the Administration had in fact attached greater importance to the Chinese History subject since the handover of the sovereignty. Schools were mandated to allocate 5% of their lesson time to the Chinese History subject at junior secondary levels. He clarified that Chinese History had never been a compulsory subject at senior secondary levels. In designing the NSS curriculum, the Administration had studied the curriculum time arrangements thoroughly and considered it not suitable for Chinese History to be a compulsory subject. This notwithstanding, the number of schools offering the Chinese History subject as an elective had been increasing over the years.

58. Regarding critical thinking, US(Ed) stressed that the Administration had never avoided touching on controversial and sensitive issues in school curriculum. It was the Administration's aim to enhance students' abilities to think independently and differentiate the right from the wrong through the MNE subject. Mr CHAN Tsze-ying, Member of the Ad Hoc Committee, supplemented that Hong Kong was a diversified community and there was no cause for concern about restriction on students' exposure to what was happening around the world. According to his personal experience as a front-line teacher, schools discussed topical issues openly with students including sensitive ones such as the 4 June incident and students would not be forbidden from discussing certain topics at schools.

59. The Chairman thanked the deputations for their attendance and declared the end of session one.

Session Two

Oral presentation by deputations/individuals

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*Joint Committee for the Promotion of the Basic Law of Hong Kong  
[LC Paper No. CB(2)2336/10-11(26)]*

60. Miss NG Wai-ling presented the views of Joint Committee for the Promotion of the Basic Law of Hong Kong as detailed in its submission.

*Hong Kong Youth Exchange Promotion United Association  
[LC Paper No. CB(2)2336/10-11(10)]*

61. Mr George LUNG Chee-ming presented the views of Hong Kong Youth Exchange Promotion United Association as detailed in its submission.

*Committee on Education Policies, Democratic Party*

62. Mr CHING Cheung-ying said that while the Democratic Party did not object to the implementation of national education, it had reservations about the proposal in the Curriculum Guide for implementing MNE as an independent subject and the proposed implementation modes. He then highlighted issues of concern about the Curriculum Guide, including the lack of emphasis on universal values in the learning content; placing too much emphasis on considering controversial issues from the perspective of a global citizen and having regard to national situations with a view to downplaying the negative sides and wrong doings of the country; emphasizing too much on national pride and using national emotions to suppress rationality of the nation; the absence of elaboration on the differences between the concepts of state, nation, government, political parties and ruling regime; and being evasive about Chinese politics as evidenced by the absence of the term "Communist Party" in the Curriculum Guide.

*The Hong Kong Federation of Youth Groups  
[LC Paper No. CB(2)2336/10-11(11)]*

63. Ms Amy FUNG presented the views of The Hong Kong Federation of Youth Groups as detailed in its submission.

*Hong Kong Ningxia Youth Exchange Promotion Association  
[LC Paper No. CB(2)2336/10-11(12)]*

64. Mr TSUI Siu-lung presented the views of Hong Kong Ningxia Youth Exchange Promotion Association as detailed in its submission.

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*Faculty of Education Alumni Association, The Chinese University of Hong Kong*

*[LC Paper No. CB(2)2336/10-11(13)]*

65. Dr YIP Kwok-hung presented the views of Faculty of Education Alumni Association, The Chinese University of Hong Kong as detailed in its submission.

*Hong Kong Association For Continuing Education*

*[LC Paper No. CB(2)2336/10-11(14)]*

66. Ms Jessica LI presented the views of Hong Kong Association For Continuing Education as detailed in its submission.

*The Y. Elites Association Ltd.*

*[LC Paper No. CB(2)2454/10-11(02)]*

67. Mr Frank PAK presented the views of The Y. Elites Association Ltd. as detailed in its submission.

*Asian Pacific Education Exchange Centre*

*[LC Paper No. CB(2)2336/10-11(16)]*

68. Dr CHOI Yu-leuk presented the views of Asian Pacific Education Exchange Centre as detailed in its submission.

*U-post*

*[LC Paper No. CB(2)2454/10-11(03)]*

69. Miss Iris LU Yun-mei presented the views of U-post as detailed in its submission.

*Hong Kong Youth & Tertiary Students Association*

*[LC Paper No. CB(2)2336/10-11(17)]*

70. Mr LEUNG Hang-fat presented the views of Hong Kong Youth & Tertiary Students Association as detailed in its submission.

*沙田國民教育委員會*

71. Mr WONG Tze-man said that *沙田國民教育委員會* supported the implementation of MNE. A report on the Committee's work in the past three years would be submitted to the Administration and the Panel for consideration.

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*Mr YUEN Ka-ho*

*[LC Paper No. CB(2)2483/10-11(03)]*

72. Mr YUEN Ka-ho presented his views as detailed in his submission.

*Action Health Ltd.*

73. Mr TIK Chi-yuen said that many parents welcomed in principle the implementation of MNE to enhance the cultivation of students' moral and national qualities through systematic learning. To ensure the success of the implementation of MNE, the Administration should provide adequate resources and training to teachers who played a pivotal role in guiding students' development of positive values and critical thinking. The Administration should also encourage schools to collaborate with community organizations which had rich experience in organizing MNE related learning activities. Furthermore, families should work together with schools in developing the moral and national qualities of their children.

*The Hong Kong Institute of Family Education*

74. Mr YU Wing-fai opined that the proposed implementation of MNE as an independent subject required more thorough consideration and discussion in the community. He pointed out that development of positive values, one of the learning objectives of MNE, was already included in the curriculum of some existing subjects. To enhance students' understanding of the country, he considered that Chinese History should be made a compulsory subject and more experiential visits and Mainland exchange programmes should be organized. He also expressed concern that the proposed implementation of MNE would further add to the heavy workload of teachers.

*Bamboo Society*

*[LC Paper No. CB(2)2336/10-11(19)]*

75. Mr Eddie CHAN Shu-fai presented the views of Bamboo Society as detailed in its submission.

*Victoria Park Candlelight Seminar*

*[LC Paper No. CB(2)2336/10-11(20)]*

76. Mr Kenneth LI Hon-fung presented the views of Victoria Park Candlelight Seminar as detailed in its submission.

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*Hong Kong Alliance Youth Group*  
[LC Paper No. CB(2)2336/10-11(21)]

77. Mr Desmond LEUNG Wan-him presented the views of Hong Kong Alliance Youth Group as detailed in its submission.

*New Youth*  
[LC Paper No. CB(2)2454/10-11(04)]

78. Miss Sherman WONG Yik-man presented the views of New Youth as detailed in its submission.

*New Youth Editor Team*  
[LC Paper No. CB(2)2454/10-11(05)]

79. Mr Oscar LO Chun-man presented the views of New Youth Editor Team as detailed in its submission.

*Mr SONG Sio-chong*  
[LC Paper No. CB(2)2336/10-11(22)]

80. Mr SONG Sio-chong presented his views as detailed in his submission.

*The Alliance of anti-patriotic education*  
[LC Paper No. CB(2)2336/10-11(23)]

81. Mr WU Chun-lung presented the views of The Alliance of anti-patriotic education as detailed in its submission.

*Wofoo Social Enterprises Ltd.*  
[LC Paper No. CB(2)2348/10-11(03)]

82. Mr Ivan TAM presented the views of Wofoo Social Enterprises Ltd. as detailed in its submission.

*Tiananmen Mothers Campaign*  
[LC Paper No. CB(2)2348/10-11(04)]

83. Miss CHAN Sze-wan presented the views of Tiananmen Mothers Campaign as detailed in its submission.

*Dr LEUNG Yan-wing*  
[LC Paper No. CB(2)2348/10-11(05)]

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84. Dr LEUNG Yan-wing presented his views as detailed in his submission.

*Subsidized Primary Schools Council*  
*[LC Paper No. CB(2)2565/10-11(04)]*

85. Mr SIN Kim-wai presented the views of Subsidized Primary Schools Council as detailed in its submission.

*Hong Kong Unison*  
*[LC Paper No. CB(2)2528/10-11(01)]*

86. Ms Fermi WONG presented the views of Hong Kong Unison as detailed in its submission.

*Hong Kong Subsidized Secondary Schools Council*  
*[LC Paper No. CB(2)2336/10-11(25)]*

87. Mr LIU Ah-chuen presented the views of Hong Kong Subsidized Secondary Schools Council as detailed in its submission.

Response by the Administration and the Ad Hoc Committee

88. Noting some deputations' concern about training for teachers, US(ED) said that the Administration would provide the necessary support and training to teachers for the implementation of MNE. Apart from conducting workshops on the learning objectives and curriculum of MNE, Mainland visits and exchange programmes would also be organized for teachers to gain personal experience in and a better understanding of different aspects of China. The Administration would also work with schools to rationalize the curricular of subjects with MNE elements to minimize overlapping of contents.

89. On the learning of MNE by the ethnic minority students, US(Ed) said that the MNE curriculum comprised not only the national domain but also the cultivation of positive values and attitudes in the personal, family, social, and global domains. Hence, the learning contents of MNE were also applicable to ethnic minority students. He stressed that the Administration would neither require the ethnic minorities to be loyal to China nor to abandon their tradition or lifestyle. As a matter of fact, it had been an established policy to encourage school management to create a racially harmonious learning environment. He added that adjustments would be made to the assessment of ethnic minority students' learning outcome in MNE as appropriate.

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90. US(Ed) shared the view expressed by some deputations that co-operation between parents and schools was imperative in enhancing students' learning of MNE. Parent-school associations would play an important role in the implementation of MNE.

91. On some deputations' concern about the handling of controversial issues in the MNE curriculum, Ms Lilian LAW, member of the Ad Hoc Committee, said that reference could be made to Chapter 4.4.2.1 of the Curriculum Guide which stated that during discussion of such issues, students' freedom of expressing views should not be suppressed. As regards assessment for MNE, she said that given the wide scope of MNE, different assessment strategies should be used to evaluate the effectiveness of students' learning in the different domains. The Ad Hoc Committee would further discuss parents' involvement in this regard in the light of the views expressed by deputations and members.

Discussions

92. Mr CHEUNG Man-kwong said that there were heated discussions and divergent views in the community on the proposed implementation of MNE. He cautioned that implementing MNE in a top-down, hasty manner and in the absence of consensus would polarize the society, and urged the Administration to withdraw the Curriculum Guide and further consider the matter thoroughly. He did not see any urgency in implementing MNE given that elements of MNE had been incorporated in some existing subjects. Furthermore, teachers and students were already under great pressure under the NSS curriculum.

93. US(Ed) responded that while there was objection to the implementation of MNE, some quarters of the community had indicated support and considered that the Administration should speed up its implementation. Some others supported in principle the objectives of MNE but were concerned about the proposed curriculum and the implementation timetable. At this stage, the Administration would continue to listen to more public views. After the end of the consultation period, the Ad Hoc Committee would examine in detail the views collected and strive to address the concerns of the education sector including the overlapping of the MNE curriculum with existing subjects, lesson time arrangements and training for teachers.

94. Mr CHEUNG Man-kwong pointed out that Hong Kong Professional Teachers' Union, Hong Kong Subsidized Secondary Schools Council and Grant Schools Council had expressed their objection to the Administration's

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proposal on MNE, showing that the education sector had a consensual view on the matter. He cautioned that the Administration should take the consensual view of the education sector seriously and implementing MNE forcibly would only backfire.

95. Ms Cyd HO disagreed with US(Ed)'s comment that ethnic minorities were not required to declare their allegiance to the country. In her view, all nationals had the responsibility to protect their country and its people, and such protection might take the form of preventing the Government from inflicting harm on its people through abuse of power. Civic education included cultivation of students' affection and allegiance for the country and enhancing their understanding of the history, culture, geography and economics of the country to facilitate their participation in public affairs. She was concerned that the Government officials responsible for implementing MNE lacked a clear understanding of civic and national education. She cautioned that implementing MNE forcibly would only intensify the conflicts in the society.

96. Ms Audrey EU noted that even those who were supportive of the introduction of MNE as an independent subject had reservations about the proposed implementation timetable and were concerned whether there would be adequate training for teachers. She considered that conditions were not ripe for the implementation of MNE and urged the Administration to seriously reconsider its proposal. In her view, instead of introducing MNE as an independent subject, a better approach was to deepen the content of current subjects containing MNE elements such as Chinese History, LS, GS and Humanities.

97. US(Ed) responded that the most important issue was that MNE was worth pursuing for the well-being of the next generation. There was an established and proven mechanism for the development of a new subject, under which the Curriculum Development Council would collaborate with principals, front-line teachers and academics to develop a curriculum which suited practical needs. The Ad Hoc Committee would continue to listen to public views during the consultation period and make refinements to the Curriculum Guide as appropriate. He was confident that the Administration and the Ad Hoc Committee would come up with implementation modes which were acceptable to the stakeholders.

98. The Chairman thanked the deputations for their views. She called on the Administration and the Ad Hoc Committee to consider carefully the views raised by different stakeholders and address their concerns.

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**II. Any other business**

99. There being no other business, the meeting ended at 7:00 pm.

Council Business Division 2  
Legislative Council Secretariat  
1 March 2012