

# 立法會

## *Legislative Council*

LC Paper No. CB(2)2222/11-12  
(These minutes have been seen  
by the Administration)

Ref : CB2/PL/HA

### **Panel on Home Affairs and Panel on Education**

#### **Minutes of joint meeting held on Friday, 13 May 2011, at 9:00 am in Conference Room A of the Legislative Council Building**

**Members present** : Members of the Panel on Home Affairs

- Hon IP Kwok-him, GBS, JP (Chairman)
- \* Hon KAM Nai-wai, MH (Deputy Chairman)
- Hon James TO Kun-sun
- \* Hon CHEUNG Man-kwong
- Hon Mrs Sophie LEUNG LAU Yau-fun, GBS, JP
- Hon Emily LAU Wei-hing, JP
- Hon Timothy FOK Tsun-ting, GBS, JP
- \* Hon WONG Kwok-hing, MH
- Hon CHEUNG Hok-ming, GBS, JP
- \* Prof Hon Patrick LAU Sau-shing, SBS, JP
- # Hon Cyd HO Sau-lan
- \* Dr Hon LAM Tai-fai, BBS, JP
- Hon CHAN Hak-kan
- \* Hon CHEUNG Kwok-che
- Hon WONG Sing-chi
- \* Hon Tanya CHAN
- \* Hon WONG Yuk-man

#### Members of the Panel on Education

- Hon Starry LEE Wai-king, JP (Chairman)
- Hon Albert HO Chun-yan
- Hon LEUNG Yiu-chung
- Hon TAM Yiu-chung, GBS, JP
- Hon Audrey EU Yuet-mee, SC, JP
- Hon Paul CHAN Mo-po, MH, JP

Dr Hon Priscilla LEUNG Mei-fun

(# Also Deputy Chairman of the Panel on Education)

(\* Also members of the Panel on Education)

**Member :** Hon LEE Wing-tat  
**attending**

**Members :** Members of the Panel on Home Affairs  
**absent**

Dr Hon Philip WONG Yu-hong, GBS  
Hon WONG Yung-kan, SBS, JP  
Hon Miriam LAU Kin-ye, GBS, JP  
Hon Paul TSE Wai-chun

Members of the Panel on Education

Hon LEE Cheuk-yan  
Hon Tommy CHEUNG Yu-yan, SBS, JP  
Hon Abraham SHEK Lai-him, SBS, JP  
Hon Andrew LEUNG Kwan-yuen, GBS, JP  
Hon Mrs Regina IP LAU Suk-ye, GBS, JP  
Dr Hon Samson TAM Wai-ho, JP

**Public Officers :** Agenda item II  
**attending**

Education Bureau

Dr Catherine CHAN  
Deputy Secretary for Education (5)

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

Home Affairs Bureau

Miss Salina YAN  
Deputy Secretary for Home Affairs (3)

Leisure and Cultural Services Department

Ms Cynthia LIU  
Assistant Director (Performing Arts)

Agenda item III

Home Affairs Bureau

Mr Jonathan McKinley, JP  
Deputy Secretary for Home Affairs (2)

Mr Benjamin MOK  
Principal Assistant Secretary for Home Affairs  
(Recreation and Sport)

Education Bureau

Ms Amy WONG  
Principal Assistant Secretary  
(Higher Education)

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

Leisure and Cultural Services Department

Mr Bobby CHENG, JP  
Deputy Director (Leisure Services)

Hong Kong Sports Institute

Dr Trisha Leahy  
Chief Executive

**Clerk in attendance** : Mr Thomas WONG  
Chief Council Secretary (2)2

**Staff in attendance** : Ms Alice LEUNG  
Senior Council Secretary (2)2

Ms Yvonne OA-YANG  
Council Secretary (2)2

Miss Monique TSEUNG  
Legislative Assistant (2)2 (Acting)

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**I. Election of Chairman**

Ms Starry LEE nominated Mr IP Kwok-him as the Chairman for the joint meeting. Ms Emily LAU seconded the nomination. Mr IP accepted the nomination. As there was no other nomination, Mr IP Kwok-him was elected as the Chairman for the joint meeting.

**II. Promotion of arts and cultural education in schools**  
[LC Paper Nos. CB(2)1700/10-11(01) and (02)]

2. At the Chairman's invitation, Deputy Secretary for Education (5) ("DS/ED(5)") presented the Administration's paper on the promotion of arts and cultural education in Hong Kong and the measures to strengthen co-ordination and to create synergy among different stakeholders [LC Paper No. CB(2)1700/10-11(01)].

Support for students in financial difficulty

3. Noting from paragraph 72 of the Administration's paper that the School-based Grant ("SBG") provided by the School-based After-school Learning and Support Programme ("the Programme") of the Education Bureau ("EDB") for students in financial difficulty had been increased from \$200 to \$400 per target student per annum starting from the 2010-2011 school year, Mr WONG Kwok-hing expressed concern about the adequacy of the subsidy and sought information on the criteria for assessing the financial eligibility for SBG. Ms Cyd HO also opined that \$400 was hardly adequate to meet students' needs for participation in arts and cultural activities.

4. DS/ED(5) advised that EDB had established the Programme to provide SBG for students in receipt of the Comprehensive Social Security Assistance and the full-grant under the Student Financial Assistance Schemes to participate in activities for broadening their learning

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experiences outside the classroom. Schools, which managed the funding on behalf of eligible students, could decide on which life-wide learning activities to be subsidized and what amount to be subsidized. Given that students' family backgrounds varied, schools could establish their own eligibility criteria for students in financial difficulty. The Government also provided recurrent resources for the promotion of arts education in schools. Schools could use the resources to organize various activities, such as artist-in-school programmes and inviting arts groups to provide training and performances, to broaden students' horizons in the arts and enhance their arts abilities.

5. In response to Mr WONG Kwok-hing's enquiry about the measures for monitoring SBG, DS/ED(5) advised that the School Management Committees of individual schools could decide on the usage of the grants and subsidies allocated for them in organizing school-based life-wide learning activities including arts and cultural programmes. Schools would prepare a report on the activities organized and the funds spent every year.

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6. At Mr WONG Kwok-hing's request, the Administration undertook to provide details of the Programme and SBG, including the criteria for determining the eligibility for SBG and the monitoring of the use of it.

*[Post-meeting note: the Administration's written response was issued to members vide LC Paper No. CB(2)213/11-12 on 2 November 2011.]*

Free admission to arts performances

7. Mr CHEUNG Man-kwong, Ms Cyd HO and Miss Tanya CHAN shared the view that to promote arts education in schools, students should be provided with sufficient opportunities to attend various arts activities and performances. Pointing out that many major arts and cultural facilities were in urban districts, Mr CHEUNG Man-kwong called on the Administration to consider providing students with a financial subsidy, which should cover the admission fees for arts and cultural performances and the full transportation expenses incurred, to attend such performances. Miss Tanya CHAN considered that students should be given opportunities to attend arts and cultural performances at least once every year. Ms Cyd HO said that she had suggested to the Chief Executive and the Chief Secretary for Administration that the Government should provide a subsidy, in the form of education vouchers, for students to meet expenses for participating in or attending arts activities and training

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programmes.

8. DS/HA(3) advised that under the existing LCSD's policy, 50% discount tickets were offered to full-time students for attending LCSD-sponsored arts programmes. The nine major performing arts groups had also offered concessionary tickets to encourage students to attend their performances. To help schools enhance students' abilities in appreciating the arts, EDB had launched, with support from LCSD and various arts groups, a scheme called "A Journey on Learning the Arts for New Senior Secondary ("NSS") Students", which aimed at providing senior secondary students with an opportunity to attend a variety of arts performances and exhibitions free of charge at least once a year. Assistant Director (Performing Arts) of LCSD ("AD(PA)/LCSD") added that the sale of student tickets for LCSD events was very good every year and of the total tickets sold in 2010-11, about 14% was for students (around 270,000 tickets). As full-time students might receive a 50% discount on the admission fees for LCSD-sponsored arts programmes, the lowest price for some student tickets was only \$30 to \$40.

Artist-in-school programmes

9. Ms Starry LEE sought information on the programmes for inviting arts groups to schools. AD(PA)/LCSD advised that most of the arts groups participated in these programmes were small or medium-sized and the programmes covered a wide range of art forms such as music, drama, dance and Cantonese opera. In response to the Chairman's enquiry about whether Hong Kong Chinese Orchestra had performed in schools, DS/HA(3) replied in the affirmative.

10. Miss Tanya CHAN noted from paragraph 65 of the Administration's paper that schools could use the Operating Expenses Block Grant and Extended Operating Expenses Block Grant to conduct artist-in-school programmes. She sought information on the number of students participated in these programmes and whether the Government had provided any subsidy to the participating artists.

11. AD(PA)/LCSD advised that there were about 10 to 20 arts groups giving performances, work shops and training to schools. LCSD organized some 600 arts and cultural activities (e.g. visits to museums and library talks) for students every year and most of these activities were free of charge. More than 500 schools had participated in these activities and they were provided with education materials.

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12. In the light of members' concerns, the Chairman requested the Administration to provide information on details of the artist-in-school programmes, including the number of participating schools and students, the names and number of participating arts groups/artists, the mode of delivery of the programmes, whether any allowance was paid to the participating arts groups/artists, and the party responsible for paying the allowance, if any, etc.

[*Post-meeting note*: the Administration's response was issued to members vide LC Paper No. CB(2)213/11-12 on 2 November 2011.]

Audience building

13. Ms Starry LEE considered that the Administration should bring arts and culture to the public and build up a solid audience base for arts and cultural activities, as this would help improve the career prospects of arts practitioners and encourage students to take part in the arts and culture. To popularize arts and culture in the community, the Government should encourage schools to invite arts groups/artists to display their arts works in schools.

14. AD(PA)/LCSD advised that LCSD had implemented the Venue Partnership Scheme to foster a partnership between LCSD-managed venues and performing arts groups with the objectives of, among others, enlarging the audience base and encouraging community involvement in arts development. For example, the Absolutely Fabulous Theatre Connection was the venue partner of the Sai Wan Ho Civic Centre, which focused on arts education programmes. The Yau Ma Tei Xiqu Activity Centre was a dedicated venue for Cantonese opera, especially for the performances, rehearsals and training of budding Cantonese opera artists and troupes.

15. The Chairman shared Ms Starry LEE's view that building a broad audience base was important. While the Administration's paper had provided much information on the Administration's initiatives/measures for promoting arts education in schools, their effectiveness remained to be seen. He considered it important to preserve and transmit the tradition of Chinese culture and cultivate the public's interest in the arts and culture.

16. DS/HA(3) advised that in allocating funding to the nine major performing arts groups, including Hong Kong Chinese Orchestra, Chung Ying Theatre and Zuni Icosahedron, they were required to devote efforts to organize educational programmes and audience building activities.

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Chung Ying Theatre and Zuni Icosahedron also participated in the Arts Experience Scheme for Senior Secondary Students organized by LCSD in coloration with EDB. The programmes offered were complemented by pre- and post-performance talks, demonstrations and interactive workshops, with a view to enhancing students' understanding of and interest in the arts.

17. Ms Emily LAU considered that the Administration should provide information on the relevant overseas experience in the promotion of arts education in schools. In her view, developing arts talents and cultivating the appreciation of arts at the community level were equally important to the construction of a broad audience base for arts activities, including those to be held in the West Kowloon Cultural District ("WKCD").

Promotion of arts education in schools

18. Prof Patrick LAU expressed concern about whether the subject of Arts had been included in the primary and secondary school curricula. He considered that the lack of career opportunities for fine artists in Hong Kong was a major reason for parents and students not attaching importance to arts or arts-related subjects, and consequently discouraged the nurturing of arts talents.

19. DS/ED(5) advised that arts education was one of the eight Key Learning Areas ("KLAs") in the school curriculum and every student was entitled to arts education. Visual Arts was a compulsory subject at the primary and junior secondary levels. There were many cross-curricular learning opportunities under KLAs, enabling students to study the arts from different perspectives and gain insights into the arts and other subject areas. Students could select Visual Arts as an elective subject under the New Senior Secondary ("NSS") curriculum. The NSS curriculum also provided students with arts learning opportunities as well as diversified opportunities for sustaining contacts with the arts, developing creativity and cultural and artistic accomplishments. Aesthetic development learning experiences was an essential component in Other Learning Experiences under the NSS curriculum and could help enhance the interface between arts learning at basic education and senior secondary levels.

20. Ms Cyd HO expressed concern that under the NSS curriculum, Visual Arts would easily become examination-oriented and neglect the cultural nurturing of students. She considered that more resources should be provided to secondary schools, with a view to including more teaching about literature study and arts criticism in the secondary school

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curriculum.

21. DS/ED(5) advised that senior secondary school students selecting Visual Arts as an elective subject would learn through a balanced programme of study consisting of two strands, viz. visual arts appreciation and criticism in context and visual arts making. Equal weight would be given to the assessment of these two strands. She added that the NSS arts elective subjects provided students with an opportunity for in-depth studies and helped lay a good foundation for further studies as well as careers in the arts and creative industries. In the 2009-2010 school year, there were 29% and 2% increases in student enrolment in NSS Music and Visual Arts respectively when compared with the figures of the Hong Kong Certificate of Education Examination in 2009.

22. Mr CHEUNG Kwok-che sought information on the number of students participated in the activities under the LCSD-organized Arts Experience Scheme for Senior Secondary Students mentioned at Annex A to the Administration's paper. Noting that only around 2 000 students had enrolled in the Arts-related Applied Learning Courses in the 2010-2012 school year (as set out in Annex B to the Administration's paper), which represented a small percentage of the total number of students in Hong Kong, Mr CHEUNG asked about the actions to be taken by the Administration in promoting arts education in secondary schools.

*[Post-meeting note: The Administration subsequently advised that over 20 000 students participated in the activities of LCSD's Arts Experience Scheme for Senior Secondary Students]*

23. DS/ED(5) reiterated that the Administration had implemented various measures, as set out in paragraphs 4 to 23 of the Administration's paper, for developing students' aesthetic sensitivity and enhancing their interest in the arts. The Administration would continue to build on this foundation in promoting the arts and culture. DS/ED(5) also advised that the first batch of NSS students would graduate in 2012. EDB would monitor and review the implementation of the NSS curriculum and its impact on schools and students. The findings would be used as a basis for improving the implementation process in schools and support measures for teachers.

Nurturing of arts talents

24. In response to Mr WONG Kwok-hing's question about the measures for nurturing arts talents, DS/ED(5) advised that details of the measures were set out from paragraphs 36 to 48 in the Administration's

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paper. EDB advocated the nurturing of arts talents through a "three-tier model" under which students were nurtured at the "classroom", "pull-out" and "exceptionally gifted" levels. At classroom level, students were provided with opportunities for discovering and nurturing their arts talents through exposure to different art forms. To pull out arts talents for further development, schools could provide additional programmes and accelerated programmes within for talented students. For exceptionally gifted students identified through different platforms, such as territory-wide competitions, extended learning opportunities were arranged by EDB to help them set their personal development plan and advance their aspiration for higher achievements.

Support for arts teachers in schools

25. Mr CHEUNG Man-kwong said that according to a survey conducted by the Hong Kong Arts Development Council in 2010, about two-third of the arts teachers had been required to teach non-arts subjects. In his view, this situation was undesirable as arts subjects required more interactions between teachers and students. Mr CHEUNG asked whether EDB would implement small class teaching to improve the teacher-to-student ratio, thereby enhancing the teaching quality of arts education. He also sought information on the teacher-to-student ratio of arts subjects in primary and secondary schools.

26. DS/ED(5) advised that the deployment of arts teachers to teach other subjects could bring about a synergy effect on the teaching of arts subjects. For example, teachers could enhance students' Chinese language through the development of their appreciation for Cantonese opera. When conducting a review on the NSS curriculum, EDB would study the impact of deploying arts teachers to teach other subjects on teaching quality.

27. Mr LEUNG Yiu-chung raised concern as to whether students were provided with sufficient opportunities to pursue further studies in the arts and culture after graduating from secondary schools. DS/ED(5) advised that notable improvements had been observed regarding students' creativity and interest in the arts since the curriculum reform. According to the results of a EDB's survey, students' interest in aesthetic and physical activities had been enhanced. As regards the opportunities for professional training in the arts, DS/ED(5) advised that there were some 2 000 post-secondary student places for arts administration and arts-related courses. Apart from the Hong Kong Academy for Performing Arts, the University Grants Committee ("UGC")-funded institutions and

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the Vocational Training Council, there were some other self-financing post-secondary institutions (e.g. the Savannah College of Art and Design) offering education programmes on arts-related disciplines.

28. Mr CHEUNG Kwok-che and Mrs Sophie LEUNG expressed concern about the support for and in-service professional development of arts teachers. Mr CHEUNG Kwok-che asked whether EDB had provided any resource platform for arts teachers to exchange ideas and share their teaching experiences. Mrs Sophie LEUNG suggested EDB to consider using electronic platform to enhance teachers' teaching capability and students' creativity and help them keep abreast of the latest arts curriculum development.

29. DS/ED(5) advised that to support the implementation of the arts and culture education in schools, EDB had provided abundant resources, and collaborated with tertiary institutions and experts, to develop learning and teaching materials, which covered a wide range of themes and had been disseminated to schools in the form of booklets, DVDs and downloadable versions available on the Internet.

Post-secondary professional training

30. Mr LEUNG Yiu-chung raised concern about the possible phasing out of arts courses in local universities owing to the competition-based model applied by UGC to its allocation of funding to universities. He enquired about the truthfulness of the news concerning the possible closing down of the Department of Fine Arts of the Chinese University of Hong Kong ("CUHK"). Ms Cyd HO was also worried that the Department of Fine Arts of CUHK might be shut down eventually, having regard to less funding from UGC to such non-popular university courses, which could not offer good career prospects for students. DS/ED(5) advised that she was not aware of any news about CUHK's plan to close the Department of Fine Arts.

**III. Promotion of sports education in schools**

[LC Paper Nos. CB(2)1700/10-11(03) and (04)]

Provision of public sports facilities

31. Mr WONG Kwok-hing noted from paragraph 18 of the Administration's paper (LC Paper No. CB(2)1700/10-11(03)) that the number of schools opening up their sports facilities after school hours for Hong Kong student team training or inter-school competitions had

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increased from 22 in 2007 to 61 in 2011. Pointing out that the 61 schools only represented a small percentage of the total number of schools in Hong Kong, he asked why many schools had been reluctant to open up their sports facilities, and whether the Government would provide any incentive to encourage schools to open up such facilities.

32. Deputy Secretary for Home Affairs (2) ("DS/HA(2)") explained that schools had been increasingly willing to open up their facilities after school hours for Hong Kong student team training or inter-school competitions. Although there were more than 1 000 schools in Hong Kong, not many of them were equipped with sports facilities up to the standards for training and competition.

Use of public sports facilities

33. Mr WONG Kwok-hing, Mr CHEUNG Man-kwong, Ms Starry LEE and Miss Tanya CHAN raised concern about the decreasing trend in the total hours of school use of LCSD's six major facilities since 2008-2009 as shown in Annex II to the Administration's paper. Mr CHEUNG Man-kwong considered that these facilities might be far away from schools and suggested that the Administration should take into account the number and location of schools in a district when planning and constructing sports facilities in that district. Ms Starry LEE considered that LCSD's sports facilities should be easily accessible to students. She urged the Administration to conduct a review on schools' accessibility to public sports facilities by school districts. Mr WONG Kwok-hing and Miss Tanya CHAN requested the Administration to explain in writing reasons for the continued decrease in the total number of hours of use of major sports facilities by schools from 2008-2009 to 2010-2011 and a breakdown of the number by the 18 districts.

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34. DS/HA(2) and Deputy Director (Leisure Services) of the Leisure and Cultural Services Department ("DD(LS)/LCSD") advised that -

- (a) with a view to facilitating schools to have greater access to public sports facilities, LCSD had put in place a priority booking arrangement under which schools were allowed to reserve facilities one academic year in advance. To encourage schools to organize sports activities, schools were allowed to use specified facilities free of charge for a specified period of time;
- (b) LCSD had implemented the School Sports Programme ("SSP") as a sports promotion platform in schools. SSP offered activities, such as sports demonstrations and tours of sports venues, and provided

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students with opportunities to watch high-level international competitions as well as sports training. Schools were encouraged to make use of SSP to offer "pull-out" programmes, such as interest groups and team training, for students to take part in systematic and intensive training in selected sports outside the classroom, and provide students with opportunities to compete in inter-school sports events;

- (c) as detailed in paragraph 15 of the Administration's paper, there were a number of new sports facilities under construction or planning. These new facilities would provide more easily accessible sports venues for training and competitions; and
- (d) during the period from 2008-2009 to 2010-2011, the total number of schools dropped from some 1 200 to 1 066 in Hong Kong. The drop might be a contributing factor to the decrease in the total number of hours of use of major public sports facilities by schools. The Administration would study the reasons for such a decrease and revert to the Panel.

35. Miss Tanya CHAN said that as stipulated in private recreational leases ("PRLs"), lessees (such as private sports clubs) were required to open up their facilities to outside bodies. She asked how the Administration would encourage schools to use such facilities. DS/HA(2) advised that a number of schools had already regularly used the facilities of the clubs operating under PRLs for training and competitions.

Support for elite athletes

36. Mr KAM Nai-wai opined that there were a number of problems with the Government's policy on sports education, including insufficient lesson time for students to take Physical Education ("PE") lessons, inadequate sports facilities student training and competitions and insufficient support for student athletes to develop their sports career. He recalled the view expressed by the Hong Kong Sports Institute ("HKSI") to the Panel on Home Affairs that to attract more student athletes to pursue a sporting career on a full-time basis, there was a need for a flexible education system in Hong Kong.

37. Principal Assistant Secretary (Curriculum Development) of EDB ("PAS(CD)/EDB") advised that the Administration's current education policy had provided flexibility for students to balance their high-level sports participation with study needs. Leave had been granted to students to take part in training and competitions, and extra assistance relating to

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academic studies had been provided to them. There were also tailor-made training programmes offered by schools themselves or in collaboration with other institutions for student athletes to help them strike a balance between study and sports career. EDB would provide all necessary support to assist them in completing their secondary school education.

38. Ms Emily LAU called on the Administration to put in place a flexible education system to take care of the training and competition needs of student athletes and the career prospects for retired athletes.

39. Chief Executive/HKSI considered that in Hong Kong, the existing education system lacked flexibility for student and elite athletes to pursue their education and sports career. To help elite athletes achieve excellence in international competitions, she considered it more appropriate and desirable for them to undergo full-time training programmes and continue their education after they retired from competitions. She added that to enhance educational and career development support to elite athletes and address the needs of retired elite athletes, the Sports Federation & Olympic Committee of Hong Kong, China had launched the Hong Kong Athletes Career and Education Programme.

40. PAS(CD) of EDB said that under the NSS academic structure, all students would receive six-year secondary education. The existing education system had allowed flexibility for students to extend their years of study. Schools were encouraged to make arrangements for high-level student athletes to attend make-up classes, defer studies or apply for leave to take part in training and competitions.

41. Dr Priscilla LEUNG suggested that the Administration should consider allowing retired elite athletes who had not received professional teacher training to be employed as PE teachers in schools. DS/HA(2) advised that HKSI had offered tailor-made coach training through the Elite Coaching Apprenticeship Programme to help elite athletes become coaches after retirement.

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42. The Chairman requested the Administration to relay the views of HKSI on the need to introduce a flexible educational system in Hong Kong to enhance support for elite athletes in education and career development to EDB for consideration and provide a paper on the Administration's views on the implementation of a flexible education system in Hong Kong when members revisited the subject in future.

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Promotion of sports

43. Mr CHEUNG Man-kwong considered that to attract more young audiences and broaden the existing audience base, the Administration should consider allowing students to attend sports competitions, such as local football matches, free of charge.

44. Dr LAM Tai-fai declared that he was the Supervisor and Chairman of School Management Committee of Lam Tai Fai College ("the College"). He considered that the Government had not provided sufficient support for the promotion of sports in schools. It was also important to foster a sporting culture in Hong Kong by engaging all the stakeholders, including the Government, schools, teachers, students and parents. Ms Starry LEE shared a similar view.

Suggestion of holding another joint meeting

45. Ms Emily LAU suggested that the Panel on Home Affairs and the Panel on Education should hold another joint meeting to further discuss members' concerns about the arts and sports education in schools. Experts, practitioners and school teachers in these fields should also be invited to give views at such a meeting. The Chairman advised that he would discuss with the Chairman of the Panel on Education the need for another Joint Panel meeting on the subject when appropriate.

**IV. Any other business**

46. There being no other business, the meeting ended at 10:50 am.