

立法會
Legislative Council

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Panel on Education

Subcommittee on Integrated Education

Meeting on 29 October 2013

Work plan for Stage II of work

Purpose

This paper invites members to note the work plan for Stage II of the Subcommittee's work and the need for it to continue its work in the 2013-2014 session.

Stage I of work

2. The Subcommittee commenced work in January 2013. In view of the wide range and complexity of the issues under study, the Subcommittee has taken forward its work in stages. It has concluded Stage I of its work in the 2012-2013 legislative session. Under Stage I, the Subcommittee has held a total of seven meetings, including five thematic meetings attended by 155 deputations and individuals to give views on the difficulties in implementing integrated education ("IE") with respect to students with the following types of special educational needs ("SEN") and students with mental derangement :

- (a) Specific Learning Difficulties;
- (b) Attention Deficit and Hyperactivity Disorders;
- (c) Autistic Spectrum Disorders;
- (d) Emotional and Behavioural Difficulties;
- (e) Communication Difficulties;
- (f) Hearing impairment;
- (g) Visual impairment;
- (h) Physical disabilities; and
- (i) Intellectual disability.

3. To facilitate further consideration by the Subcommittee, the Chairman has asked the Secretariat to prepare consolidated summaries of views/concerns raised at these meetings [LC Papers No. CB(4) 824/12-13(01) and CB(4)945/12-13(01)] highlighting key issues. The Administration has also provided its written responses thereto [LC Papers No. CB(4) 952/12-13(01) and CB(4) 1007/12-13(01) Chinese version only, English version to follow]. In addition, the Subcommittee has visited two schools and met with school personnel to exchange views on the implementation of IE at the school level.

Stage II of work

4. As it has become clear from Stage I that a number of key issues have emerged in the implementation of IE, the Chairman has advised that the Subcommittee should follow up with the Administration in Stage II of its work. According to Rule 26(c) of the House Rules, the Subcommittee should complete its work within 12 months of its commencement, i.e. by early January 2014. Otherwise, it should, after obtaining the endorsement of the Panel, apply to the House Committee for an extension of the 12-month period. On the assumption that the Subcommittee would apply for such an extension and permission is given by the House Committee, a list of issues to be followed up under Stage II¹ and the proposed timing for discussion are set out in the **Appendix**. It is envisaged that the Subcommittee will need to work until 30 September 2014.

Advice sought

5. Members are invited to note the work plan set out in the **Appendix**, as well as the need for the Subcommittee to continue its work until 30 September 2014. Upon members' agreement, a draft paper to the House Committee will be prepared for circulation to the Subcommittee, and to the Panel for endorsement.

Council Business Division 4
Legislative Council Secretariat
28 October 2013

¹ The list has incorporated the suggestions raised by Subcommittee members as set out in Annex II of the minutes of meeting held on 8 January 2013 [LC Paper No. CB(4)372/12-13].

Work plan for Stage II of the Subcommittee's work

Timing	Issues
November 2013	(i) The operation of the existing mechanism for early and timely identification of SEN students and early intervention
December 2013	(ii) Current mechanism for placing SEN students into mainstream primary and secondary schools, including parental choice and home-school cooperation (iii) New Funding Model for IE in primary and secondary schools and the adequacy or otherwise of the funding
January 2014	(iv) Capacity of and professional development and training for teachers to support SEN students (v) Measures/plans to improve facilities of schools to better meet the needs of their SEN students
February 2014	(vi) Issues related to the articulation of SEN students from special schools to mainstream schools and vice versa (vii) The role of former skills opportunity schools
March 2014	(viii) Opportunities of university/higher education for SEN students, the admission of these students to higher education institutions and the availability of support provided to them in pursuit of further education

April, May and June 2014	<p>(ix) Provision of Individual Education Plans</p> <p>(x) The Administration's stance on policy issues, namely :</p> <ul style="list-style-type: none">➤ Introduction of legislation on IE➤ Whether to amend existing copyright legislation to give effect to the "Marrakesh Treaty to Facilitate Access to Published Works for Persons who are Blind, Visually Impaired, or otherwise Print Disabled"➤ The establishment of a cross-departmental and cross-sectoral working group for effective implementation of IE➤ Subsidized provision of external speech processors (as part of the cochlear implant) on par with the provision of hearing aids➤ Whether mental derangement would be specified as a type of SEN in the implementation of IE <p>(xi) Policy responsibility for IE, including the existing organizational set-up and the resources allocated for implementing the IE policy</p>
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Note : Members are invited to note that sufficient time is required for preparation and consideration of the Subcommittee's report after the Subcommittee has wrapped up its deliberations.