

**立法會**  
**Legislative Council**

LC Paper No. CB(4)571/17-18  
(These minutes have been seen  
by the Administration)

Ref : CB4/PL/ED

**Panel on Education**

**Minutes of meeting**  
**held on Friday, 3 November 2017 at 10:45 am**  
**in Conference Room 3 of the Legislative Council Complex**

**Members present** : Dr Hon CHIANG Lai-wan, JP (Chairman)  
Hon IP Kin-yuen (Deputy Chairman)  
Hon Abraham SHEK Lai-him, GBS, JP  
Hon Tommy CHEUNG Yu-yan, GBS, JP  
Hon Starry LEE Wai-king, SBS, JP  
Hon Mrs Regina IP LAU Suk-yee, GBS, JP  
Hon Claudia MO  
Hon Michael TIEN Puk-sun, BBS, JP  
Hon MA Fung-kwok, SBS, JP  
Hon Charles Peter MOK, JP  
Hon CHAN Chi-chuen  
Hon CHAN Han-pan, JP  
Hon LEUNG Che-cheung, SBS, MH, JP  
Hon Dennis KWOK Wing-hang  
Dr Hon Fernando CHEUNG Chiu-hung  
Dr Hon Elizabeth QUAT, BBS, JP  
Ir Dr Hon LO Wai-kwok, SBS, MH, JP  
Hon CHU Hoi-dick  
Dr Hon Junius HO Kwan-yiu, JP  
Hon Holden CHOW Ho-ding  
Hon SHIU Ka-chun  
Hon Wilson OR Chong-shing, MH  
Hon Tanya CHAN  
Hon CHEUNG Kwok-kwan, JP  
Hon HUI Chi-fung  
Hon LAU Kwok-fan, MH  
Dr Hon CHENG Chung-tai

**Members absent** : Hon LEUNG Yiu-chung  
Dr Hon Priscilla LEUNG Mei-fun, SBS, JP  
Dr Hon Helena WONG Pik-wan  
Hon HO Kai-ming

**Public Officers attending** : Agenda Item IV

Mr Kevin YEUNG, JP  
Secretary for Education

Mr Brian LO, JP  
Acting Permanent Secretary for Education /  
Deputy Secretary for Education (1)

Mr David LEUNG  
Deputy Secretary-General (2)  
University Grants Committee Secretariat

Agenda item V

Mr Kevin YEUNG, JP  
Secretary for Education

Mrs Michelle WONG, JP  
Deputy Secretary for Education (3)

Mr LEE Kam-kwong  
Principal Assistant Secretary for Education  
(School Development)

**Clerk in attendance** : Ms Angel WONG  
Chief Council Secretary (4)4

**Staff in attendance** : Ms Mina CHAN  
Senior Council Secretary (4)4

Miss Mandy NG  
Council Secretary (4)4

Ms Sandy HAU  
Legislative Assistant (4)4

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Action

**I. Matters arising from the policy briefing on 31 October 2017**

- (LC Paper Nos. CB(4)153/17-18(01) and (02) -- Wording of motions to be moved by Hon Michael TIEN Puk-sun
- LC Paper No. CB(4)153/17-18(03) -- Wording of a motion to be moved by Hon IP Kin-yuen
- LC Paper No. CB(4)153/17-18(04) -- Wording of a motion to be moved by Hon Claudia MO
- LC Paper Nos. CB(4)153/17-18(05) and (06) -- Wording of motions to be moved by Hon SHIU Ka-chun)

The Chairman recapitulated that due to insufficient time, six motions proposed by Mr Michael TIEN, the Deputy Chairman, Ms Claudia MO and Mr SHIU Ka-chun respectively could not be dealt with at the policy briefing on 31 October 2017. As a practice in the last session, motions proposed at special Panel meetings were generally not carried forward to the following meeting. However, as the six motions were related to the education initiatives in the Chief Executive's 2017 Policy Address, they were carried forward to be dealt with at this meeting.

2. The Chairman put the motion moved by Mr Michael TIEN to vote (wording of motion at **Appendix I**). More members voted in favour of the motion than those who voted against it. The Chairman declared that the motion was carried.

3. The Chairman put another motion moved by Mr Michael TIEN to vote (wording of motion at **Appendix II**). More members voted in favour of the motion than those who voted against it and five members abstained. The Chairman declared that the motion was carried.

4. The Chairman put the motion moved by the Deputy Chairman to vote (wording of motion at **Appendix III**). All members present voted for the motion. The Chairman declared that the motion was carried.

5. The Chairman put the motion moved by Ms Claudia MO to vote (wording of motion at **Appendix IV**). All members present voted for the motion. The Chairman declared that the motion was carried.

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6. The Chairman put the motion moved by Mr SHIU Ka-chun to vote (wording of motion at **Appendix V**). All members present voted for the motion. The Chairman declared that the motion was carried.

7. The Chairman put another motion moved by Mr SHIU Ka-chun to vote (wording of motion at **Appendix VI**). All members present voted for the motion. The Chairman declared that the motion was carried.

**II. Information paper(s) issued since the last meeting**

(LC Paper No. CB(4)1437/16-17(01) -- Joint letter dated 3 July 2017 from Hon Tanya CHAN, Hon Dennis KWOK and Hon Alvin YEUNG concerning the support for non-Chinese speaking students in learning the Chinese Language and making school choices

LC Paper No. CB(4)1437/16-17(02) -- Administration's written response dated 19 July 2017 to the joint letter dated 3 July 2017 from Hon Tanya CHAN, Hon Dennis KWOK and Hon Alvin YEUNG concerning the support for non-Chinese speaking students in learning the Chinese Language and making school choices

LC Paper No. CB(4)1486/16-17(01) -- Letter dated 13 July 2017 from Hon Dennis KWOK concerning the priority measures to support quality education

LC Paper No. CB(4)1486/16-17(02) -- Administration's written response dated 28 July 2017 to the letter dated 13 July 2017 from Hon Dennis

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KWOK concerning the priority measures to support quality education

LC Paper No. CB(4)1490/16-17(01) -- Information paper entitled "Injection into the Language Fund – Implementation of Initiatives" provided by the Education Bureau

LC Paper No. CB(4)1500/16-17(01) -- Referral from the Public Complaints Office of the Legislative Council ("LegCo") Secretariat regarding issues related to enhancing the school-based management framework  
(*Restricted to members only*))

8. Members noted that the above papers had been issued since the last meeting.

**III. Items for discussion at the next meeting**

(Appendix I to LC Paper No. CB(4)129/17-1 -- List of outstanding items for discussion

Appendix II to LC Paper No. CB(4)129/17-18 -- List of follow-up actions)

9. Members agreed to discuss the following items at the next regular meeting on 1 December 2017 at 10:45am:

- (a) Hostel Development Fund for the University Grants Committee ("UGC")-funded Sector; and
- (b) Implementation of whole-day schooling/homework policy and School-based After-school Learning and Support Programmes.

10. The Chairman informed members that she and the Deputy Chairman had reflected to the Administration members' views on the discussion items for the current session during the work plan meeting and the list of outstanding items for discussion had been updated accordingly.

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**IV. Injection into the Research Endowment Fund**

(LC Paper No. CB(4)129/17-18(01) -- Paper provided by the Administration

LC Paper No. CB(4)129/17-18(02) -- Background brief entitled "Issues related to the Research Endowment Fund" prepared by the LegCo Secretariat

LC Paper No. CB(4)165/17-18(01) -- Paper provided by Hon IP Kin-yuen)

Briefing by the Administration

11. The Secretary for Education ("SED") briefed members on the Administration's proposal to inject \$3 billion into the Research Endowment Fund ("REF") to generate investment income for providing studentships for local students enrolled in UGC-funded research postgraduate ("RPg") programmes, details of which were set out in the Administration's paper [LC Paper No. CB(4)129/17-18(01)]. Subject to members' views, the Administration would submit the proposal to the Finance Committee ("FC") for approval as soon as possible.

12. Members noted the Deputy Chairman's paper submitted under this agenda item [(LC Paper No. CB(4)165/17-18(01)].

Declaration of interest

13. The Chairman drew members' attention to Rule 83A of the Rules of Procedure which provided that a Member shall not move any motion or amendment relating to a matter in which he had a pecuniary interest, whether direct or indirect, or speak on any such matter, except where he disclosed the nature of that interest. She reminded members to declare interests, if any, in the matter under discussion.

14. The Deputy Chairman and Mr CHEUNG Kwok-kwan declared interest as Court members of the University of Hong Kong ("HKU"). Mr Abraham SHEK declared interest as a Court and Council member of HKU. Dr Helena WONG declared interest as a lecturer of the Hong Kong Polytechnic University.

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Discussion

*Policy objective*

15. While supporting the proposed injection into REF to provide studentships for local RPg student, Mr HUI Chi-fung enquired about the objective of the proposed studentships scheme ("the scheme"). He was concerned whether the objective might be contrary to the Administration's internationalization policy of higher education. SED advised that the objective of the scheme was to provide non-means-tested studentships to all local RPg students to alleviate their financial burden, thereby incentivizing more local students to engage in research work. The Education Bureau ("EDB") would state the objective expressly in the FC paper. While attaching importance to internationalization of higher education, the Administration proposed the scheme because it saw a need to implement new initiatives to incentivize more local students to apply for admission to RPg programmes given the declining number of local applicants. The implementation of the scheme would not be contrary to the Administration's internationalization policy.

*Support measures for local students*

16. The Deputy Chairman, Mr CHEUNG Kwok-kwan and Dr Helena WONG welcomed the proposed injection. However, they expressed grave concern that the number of local RPg students had been on a decline and doubted whether the scheme alone would suffice to attract more local students to undertake RPg programmes. The Deputy Chairman said that students' financial and career considerations were important factors in deciding whether they would pursue RPg studies. The Administration should explore some more measures to address students' concerns. Mr CHEUNG relayed the concern of RPg students over uncertain career prospects and urged the Administration to improve the career prospects for RPg graduates to attract more local elite students to undertake RPg programmes. Dr WONG suggested the Administration to consider increasing the approved UGC-funded student number for RPg programmes, reserving a certain proportion of RPg places for application by local applicants only, and offering stipend to local RPg students.

17. SED responded that the scheme which covered the tuition fees for the normative study period would help encourage local students to pursue RPg studies in some way. However, whether local students chose to pursue RPg studies, and if so where, was a matter of personal choice. Nevertheless, the Administration would continue to step up its efforts to attract local students to undertake RPg programmes. For instance, the Innovation and Technology Bureau ("ITB") would launch a \$500 million "Technology Talent Scheme", including the establishment of a "Postdoctoral Hub", to encourage technology talents to pursue a career in innovation and scientific research. The Research

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Grants Council had since 2009 launched the Hong Kong PhD Fellowship Scheme to attract top international students to undertake doctoral studies in Hong Kong. Various financial assistance schemes were launched for needy students by the Working Family and Student Financial Assistance Agency. On Dr WONG's suggestion of reserving RPg places for local students, SED explained that in order to ensure the best candidates were engaged to boost the level of local research programmes, UGC-funded universities admitted RPg students on a merit basis, taking into account the students' academic results and research capability, regardless of their place of origin. As a matter of fact, the success rate for non-local students applying for enrolment in UGC-funded RPg programmes was less than 15%. The success rate for local students was more than 50%, far higher than the success rate for non-local students. This indicated that local students did have an edge over their non-local counterparts. Moreover, UGC-funded universities currently had yet to fully utilize their over-enrolment capacity of UGC-funded RPg student places. If outstanding local students applied to study RPg programmes, the universities would still have spare capacity to consider their admission on a merit basis. Hence, there was no need to set aside a number of places for local students.

18. While supporting the promotion of research and development in science and technology, Mr CHEUNG Kwok-kwan further suggested the Administration to attach equal weight to other disciplines, such as arts, humanities and social sciences, in allocating resources to RPg programmes. Mr Michael TIEN concurred with Mr CHEUNG's view. He considered ITB's establishment of the "Postdoctoral Hub" to provide funding support for enterprises to recruit postdoctoral talent for scientific research and product development a good initiative. As education was the key to nurturing talent, Mr TIEN suggested EDB to explore feasible measures to encourage enterprises to recruit RPg graduates from non-science-related disciplines so as to attract more local students to pursue RPg studies.

19. SED responded that the Administration attached equal importance to RPg studies of different disciplines. The "Postdoctoral Hub" was established as there was a need to train more technology talents to promote the development of innovation and technology. The Administration would implement other initiatives to pool talents together to meet the needs of different career fields, if necessary. Nonetheless, SED undertook to relay Mr TIEN's suggestion to relevant policy bureaux/departments for their consideration.

*Expected investment return*

20. Mr HUI Chi-fung sought further information on the expected investment return from the proposed injection into REF. SED explained that no cap would be imposed on the number of studentship recipients because the scheme sought to encourage more local students to apply for admission to RPg programmes. UGC would use its own resources to cover any shortfall if the number of local



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RPg students was more than expected or if the accumulated investment return generated by the proposed injection was lower than expected. If local student enrolment continued to increase, the Administration would consider seeking additional funding from the Legislative Council to sustain the operation of the scheme.

*Admission policy*

21. Dr Helena WONG was of the view that UGC should revise the prevailing mechanism for allocating UGC-funded RPg places under which HKU, the Chinese University of Hong Kong and the Hong Kong University of Science and Technology were allocated most of the places. She suggested UGC to invite the eight UGC-funded universities to submit proposals on how they could attract local talents to apply for admission to their RPg programmes and allocate the RPg places based on the merits of their proposals. SED took note of Dr WONG's suggestion and advised that there was an established mechanism to allocate RPg places among UGC-funded universities. The Administration had all along been committed to supporting the research work of these universities, and would seek additional resources for them where necessary.

22. Dr Helena WONG further said that according to her observation, the number of Master of Philosophy ("MPhil") programmes offered by UGC-funded universities had been declining. This might be a factor attributing to the decrease in local RPg students. She requested UGC to look into the matter and sought information on the respective approved and actual student intakes of these programmes by university for the past five academic years. SED undertook to provide the information after the meeting and EDB would look into the situation to find out whether the number of MPhil programmes offered was declining and if so, the reasons behind.

*(Post-meeting note: The Administration's written response was issued to members vide LC Paper No. CB(4)300/17-18(01) on 28 November 2017.)*

23. The Deputy Chairman pointed out that UGC-funded universities admitted non-local students to their undergraduate programmes up to a level not exceeding 20% of the approved UGC-funded student number whereas no quota restriction was imposed on the admission of non-local RPg students since the 2003-2004 academic year. He was worried that the increasing number of non-local students would lead to a decrease in local students' education opportunities, and considered it necessary for the Administration to find out the reasons for the decline and review the current admission policy for these programmes to ensure that the resources available to local students would not be compromised as a result of recruitment of non-local students. To his understanding, overseas universities would put in place measures to ensure that local students would not be displaced as a result of admission of non-local students. For instance, universities in Singapore would charge local and non-local RPg students different levels of tuition fee.

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24. SED explained that the Administration accepted UGC's recommendation in 2002 that the quota for non-local RPg students should be removed from the UGC-funded universities. Such recommendation was formulated after extensive consultations with the higher education sector. Admitting outstanding research talents to RPg programmes on a merit basis was in line with the common practice of the international academic community. In fact, the number of local students pursuing UGC-funded RPg programmes was determined by a number of factors, such as prevailing employment opportunities in the market, and personal career orientation. The scheme, which would have the effect of differentiating tuition fees between local and non-local RPg students, was proposed to attract more local students. Given that policies on funding and fees for non-local RPg students might vary among universities across the world according to individual circumstances, he considered it not appropriate to make direct comparisons of the relevant practices elsewhere with Hong Kong.

25. Notwithstanding SED's response, the Deputy Chairman still considered it necessary for the Administration to review its higher education policy, particularly the future direction of talent nurturing.

*Retaining of non-local graduates*

26. The Chairman echoed members' grave concern that non-local students might take up precious public resources at the expense of local students. As a considerable investment had been made on non-local students, she considered it necessary for the Administration to retain more non-local graduates to help strengthen Hong Kong's human capital, and requested for the statistics on whether non-local RPg graduates remained to work in Hong Kong. SED advised that on average, about 30% of non-local graduates of UGC-funded RPg programmes stayed to work in Hong Kong over the past few years. In fact, non-local RPg graduates, irrespective of whether they decided to stay in Hong Kong, had established close ties with local universities, which was beneficial to the long-term research development of Hong Kong. These graduates had also contributed to the higher education sector by propelling local research development during their course of study in Hong Kong. SED agreed to provide after the meeting the number of non-local RPg graduates of UGC-funded universities for the past five years and the respective numbers of these graduates who took up employment in Hong Kong and those who returned to their country of origin.

*(Post-meeting note: The Administration's written response was issued to members vide LC Paper No. CB(4)300/17-18(01) on 28 November 2017.)*

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*Summing up*

27. The Chairman concluded that members raised no objection to the Administration's submission of the funding proposal for consideration by FC.

**V. Implementation of School-based Management**

(LC Paper No. CB(4)129/17-18(03) -- Paper provided by the Administration

LC Paper No. CB(4)129/17-18(04) -- Updated background brief entitled "Issues related to the school-based management policy" prepared by the LegCo Secretariat)

Briefing by the Administration

28. SED briefed members on the implementation of school-based management ("SBM") and the way forward with a view to supporting schools to further strengthen the effectiveness of school governance, details of which were set out in the Administration's paper [LC Paper No. CB(4)129/17-18(03)].

Discussion

*Implementation of SBM*

29. The Deputy Chairman pointed out that the purpose of SBM was to devolve the decisions on student learning and resource deployment to schools to enable them to make school-based policies which better meet the needs of students and enhance their learning outcomes. In an incorporated management committee ("IMC"), the principal and teacher manager(s) should be the ones who understood most thoroughly the daily operations of the schools and the diverse learning needs of their students. However, according to his observation, teachers had not been given ample opportunity for full participation in school decision-making over the years of implementation of SBM. He suggested the Administration to strengthen/reactivate the consultative arrangements between teachers and IMC/EDB.

30. SED responded that principals and teachers did play a key role in the decision-making of policies relating to students' learning. There had been diverse channels for the communication between EDB and teachers. For instance, officers from Regional Education Offices would conduct regular teacher liaison visits to respective schools and officials would hold meetings

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with teacher associations and School Councils. On the communication between IMC and teachers, SED explained that different schools would adopt different consultative mechanisms according to their actual circumstances. EDB would offer advice to promote effective communication between the two parties whenever necessary. In response, the Deputy Chairman urged EDB to conduct regular meetings separately with teacher representatives on top of the existing school visits.

31. Mr HUI Chi-fung said that to his understanding, there was an increase in the number of litigation cases arising from school misgovernance under the SBM policy. The chaotic management of Hing Tak School not only made parents worried, but also gave the public an impression that EDB had stalled in the matter. While noting that IMCs and SSBs should be provided with autonomy in school management, Mr HUI enquired how the Administration would strike a balance between respecting the autonomy of schools and exercising regulation under the SBM framework. SED explained that EDB had approached the school concerned upon receiving complaints from parents and teachers several months before. Under the SBM policy, EDB would first advise the school in question how to make improvements and give it reasonable time to rectify the problems. EDB would step in when the school failed to deal with the complaints even with EDB's advice. As regards the number of litigation cases arising from school-based management, SED advised that EDB had not specifically maintained such statistics and it was difficult to determine whether certain cases were caused by the implementation of the SBM policy.

*Measures to enhance school governance*

32. While supporting the implementation of SBM, Mr CHEUNG Kwok-kwan was concerned that not all IMC teacher, parent and alumni managers could perform their managing roles effectively. Sharing his experience as an IMC alumni manager, Mr CHEUNG said that regarding promotion of teachers, he only received very limited information (such as the name of the teacher and his/her years of service) shortly before the IMC meeting, and hence could not have much participation in the discussion. He enquired whether the Administration would implement any measures to further strengthen the effectiveness of school governance, such as setting timeline for the provision of IMC papers. Echoing Mr CHEUNG's views, the Deputy Chairman said that due to conflicts of interest, some IMC managers might not be allowed to take part in the discussion of certain items, such as promotion of teachers. Under such circumstances, they were unable to fully perform their governing roles.

33. SED advised that as mentioned in paragraph 16 of the Administration's paper, multi-pronged enhancement measures would be introduced to further strengthen the effectiveness of school governance. In gist, a review on the implementation of SBM would be conducted, monitoring mechanism would be strengthened, existing support measures would be enhanced, and the roles and

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responsibilities between the EDB, SSBs and the IMCs would be further clarified. SED added that IMC managers should reflect to EDB if SSBs or principals had not kept them informed of school operations.

34. Mr CHAN Chi-chuen was of the view that the Administration conducted a review on the implementation of SBM policy and strengthened the monitoring mechanism by conducting school development visits solely because of the mismanagement of Hing Tak School. He enquired how many schools would be visited in the year ahead, how EDB would give advice to IMC operation during the visits, whether an IMC grading system would be implemented and whether the grading of IMCs or EDB's observations on IMC operation would be publicly announced for parents' reference in selecting schools. SED clarified that the SBM review was conducted because the SBM policy had been implemented for years. The Chief Executive saw the need to conduct a review to clearly define the roles and responsibilities of SSB, IMC and EDB, remove encumbrances for the education sector and relieve teachers' administrative work arising from the SBM policy. As regards the enhancement of monitoring mechanism, EDB was still working on the detailed arrangements. Also, EDB would try to implement enhanced measures in such a way that not much pressure would be imposed on schools. EDB had no intention to make the observations on IMC operation public as the aim of the enhanced measures was to provide advice and support to enhance the IMC operation of schools. It was expected that school governance would be bettered through the enhancement measures.

35. Sharing his past experience as IMC members of different types of schools, Mr Tommy CHEUNG doubted how schools could be benefitted from EDB's external school reviews given the limited number of reviews and the limited information available from schools. In his opinion, each IMC should set up an audit committee with professionals to safeguard the use of funds by schools and committees on specific areas to help schools optimize their learning outcomes. SED took note of Mr CHEUNG's suggestion and would further discuss the matter with Mr CHEUNG after the meeting.

36. The Chairman suggested EDB to consider appointing professionals to IMCs to strengthen school governance. SED responded that he did not see a need for EDB to appoint IMC managers given that the IMC operation of schools was in general well-coordinated, systematic and effective. Moreover, an IMC comprised independent members in accordance with the Education Ordinance (Cap. 279) ("the Ordinance"). It would therefore be more desirable for EDB to step in only if the circumstances so warranted.

*Review on the implementation of SBM*

37. Dr Helena WONG expressed support for the setting up of a Task Force to review the implementation of the SBM policy, and considered that the review should cover the composition and teacher/parent/alumni manager election

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systems of IMC with a view to enhancing the democratization of school management.

38. To avoid SSBs and principals to wield too much power under the SBM framework, Dr CHENG Chung-tai considered it necessary for EDB to monitor the operation of IMCs in a systematic way and set a concrete direction for the review of the SBM policy, particularly in respect of the composition of IMC and the procedures and nomination of IMC managers.

39. SED undertook to convey members' views to the Task Force for consideration and pointed out that the Ordinance clearly stipulated the composition of an IMC and provided for matters relating to manager elections. Schools should conduct the manager elections in accordance with the Ordinance and IMC constitution. EDB would only appoint managers to certain IMCs when there was a genuine need.

*(At 12:25 pm, the Deputy Chairman took the chair.)*

40. Mr SHIU Ka-chun considered that EDB should play a key role under the SBM framework. He hoped that EDB would not shrink its responsibility by devolving more responsibilities to the schools. The roles and responsibilities of different parties participating in the SBM framework should be reviewed and well defined. Furthermore, Mr SHIU suggested that the democratization of school management under the SBM policy should be reviewed and enhanced. To his understanding, although all stakeholders were represented in IMCs, not all teacher/parent managers had voting rights. As a result, SSB managers who accounted for the majority of the composition of IMC, dominated in the decision-making. Schools might engage in black-box operation under the SBM policy. SED did not subscribe to Mr SHIU's views and explained that IMC comprised stakeholders from different sectors to ensure transparency of school administration. Under the SBM framework, the number of SSB managers represented 60% of the total number of managers of IMC so as to ensure that the mission of the school set out by SSB was realized.

*(At 12:40 pm, the Deputy Chairman directed that the meeting be extended by 15 minutes to allow sufficient time for discussion.)*

41. The Deputy Chairman considered the SBM review essential to enable IMC managers to better understand their roles and responsibilities and suggested the Task Force to include representatives from teacher associations in addition to the principals. SED took note of the Deputy Chairman's suggestion.

*(At 12:43 pm, the Chairman resumed the Chair.)*

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42. Mr HO Kai-ming pointed out that as aided schools received financial assistance from the Administration, their IMCs tended to resort to litigation instead of mediation in employment disputes. He considered this practice undesirable. Moreover, he found that staff of these schools was generally unfamiliar with the Employment Ordinance. He enquired whether and how the Administration would facilitate schools to settle employment disputes efficiently. SED undertook to study the matter and remarked that aided schools should be prudent in financial management because they were using public money.

**VI. Any other business**

43. There being no other business, the meeting ended at 12:50 pm.

Council Business Division 4  
Legislative Council Secretariat  
5 February 2018

**教育事務委員會**  
**Panel on Education**

**在2017年11月3日的會議上**  
**就議程項目"2017年10月31日政策簡報會的續議事項"**  
**通過的議案**

**Motion passed under the agenda item**  
**"Matters arising from the policy briefing on 31 October 2017"**  
**at the meeting on 3 November 2017**

**議案措辭**

本委員會促請政府當局盡快全面檢討教育理念及制度，審視不同學習階段(尤其是幼稚園和小學階段)的教育目標，研究將培養學童的學習興趣(包括但不限於學習中文和英文的興趣)、求知欲、情緒管理和適應能力等納入幼小階段的主要教育目標，並就如何評估上述目標展開研究。

(田北辰議員動議)

**Wording of the Motion**

(Translation)

This Panel urges the Administration to expeditiously review in a comprehensive manner its education philosophies and system; examine the education goals at different learning stages, in particular kindergarten and primary schooling stages; study the incorporation of nurturing students' learning interests (including but not limited to their interests in learning Chinese and English), learning desire, emotion management, adaptability, etc. into the major education goals of the kindergarten and primary schooling stages; and commence a study on how to evaluate the aforesaid goals.

(Moved by Hon Michael TIEN Puk-sun)



**教育事務委員會**  
**Panel on Education**

**在2017年11月3日的會議上**  
**就議程項目"2017年10月31日政策簡報會的續議事項"**  
**通過的議案**

**Motion passed under the agenda item**  
**"Matters arising from the policy briefing on 31 October 2017"**  
**at the meeting on 3 November 2017**

**議案措辭**

本委員會促請政府當局研究以隔年、隨機抽樣、不記名／校方式，進行今年及日後的全港性系統評估／基本能力評估。當局並可研究在不記名／校的前提下，為被抽選或自願參與的學校提供一式兩份試卷，一份讓學校自行參考答題情況，檢視弱項；一份則與其他學校的試卷混合，再交上香港考試及評核局作數據分析，以助政府制定政策，調撥資源。

(田北辰議員動議)

**Wording of the Motion**

(Translation)

This Panel urges the Administration to examine the conduct of this year's and future Territory-wide System Assessment/Basic Competency Assessment in alternate years on a random sampling basis and with anonymity of students/schools. The authorities may also examine, on the premise of anonymity of students/schools, the provision of examination papers in duplicate to participating schools on a random sampling or voluntary basis. One copy of the papers is made available to individual schools for them to identify their own weaknesses by making reference to the performance of their students in answering the questions in the examination papers, while the other copy is submitted together with those of other schools to the Hong Kong Examinations and Assessment Authority for data analysis, so as to assist the Government in formulating policies and deploying resources.

(Moved by Hon Michael TIEN Puk-sun)

**教育事務委員會**  
**Panel on Education**

**在2017年11月3日的會議上**  
**就議程項目"2017年10月31日政策簡報會的續議事項"**  
**通過的議案**

**Motion passed under the agenda item**  
**"Matters arising from the policy briefing on 31 October 2017"**  
**at the meeting on 3 November 2017**

**議案措辭**

本委員會促請政府就今後是否及如何進行全港性系統評估／基本能力評估的問題，成立一個有充分代表性的委員會加以檢視，並進行公眾諮詢。

(葉建源議員動議)

**Wording of the Motion**

(Translation)

This Panel urges the Government to set up a fully representative committee to examine whether and how the Territory-wide System Assessment/Basic Competency Assessment should be implemented in future, and to conduct public consultations.

(Moved by Hon IP Kin-yuen)

**教育事務委員會**  
**Panel on Education**

**在2017年11月3日的會議上**  
**就議程項目"2017年10月31日政策簡報會的續議事項"**  
**通過的議案**

**Motion passed under the agenda item**  
**"Matters arising from the policy briefing on 31 October 2017"**  
**at the meeting on 3 November 2017**

**議案措辭**

本委員會促請教育局盡快研究改革"中國語文課程第二語言學習架構"，為非華語學生制定以粵語為本的中國語文課程，改善非華裔人士的聽講讀寫能力，以助他們更容易融入社會。

(毛孟靜議員動議)

**Wording of the Motion**

(Translation)

This Panel urges the Education Bureau to conduct expeditiously a study on the revamp of the "Chinese Language Curriculum Second Language Learning Framework" to develop for non-Chinese speaking students a Cantonese-based Chinese Language curriculum so as to improve the abilities of non-ethnic Chinese to listen, speak, read and write, and to help them integrate into the community more easily.

(Moved by Hon Claudia MO)

**教育事務委員會**  
**Panel on Education**

**在2017年11月3日的會議上**  
**就議程項目"2017年10月31日政策簡報會的續議事項"**  
**通過的議案**

**Motion passed under the agenda item**  
**"Matters arising from the policy briefing on 31 October 2017"**  
**at the meeting on 3 November 2017**

**議案措辭**

本委員會促請政府在規劃五十億開支的分佈時，必須考慮對基層學生的支援，例如為基層學童購買電腦及檢討學生資助制度(已逾10年未有檢討)，建議增設恒常課外活動津貼，如每月提供250元資助予領取全額書簿津貼及綜合社會保障援助的學童。

(邵家臻議員動議)

**Wording of the Motion**

(Translation)

This Panel urges the Government, in planning the distribution of the \$5 billion expenditure, to consider the provision of support for grass-roots students, such as the procurement of computers for grass-roots students, a review of the student financial assistance system which has not been reviewed for over 10 years, the introduction of an extra-curricular activities grant on a recurrent basis by, say, offering a monthly grant of \$250 to students receiving full grant textbook assistance and the Comprehensive Social Security Assistance.

(Moved by Hon SHIU Ka-chun)

**教育事務委員會**  
**Panel on Education**

**在2017年11月3日的會議上**  
**就議程項目"2017年10月31日政策簡報會的續議事項"**  
**通過的議案**

**Motion passed under the agenda item**  
**"Matters arising from the policy briefing on 31 October 2017"**  
**at the meeting on 3 November 2017**

**議案措辭**

本委員會促請政府在規劃五十億開支的分佈時，必須考慮基層大學生的支援，檢視現行各個專上學生貸款計劃，包括：(一)放寬專上學生貸款計劃的入息審查限額並取消資產審查；(二)改善還款政策，讓還款與收入掛勾，以畢業生入息作為基數計算還款額；(三)檢討免入息審查貸款計劃，將免入息審查貸款計劃的利息"由貸款發放當日起計算"之規定改至與需審查之貸款計劃一樣，以減少學生的負債壓力。

(邵家臻議員動議)

**Wording of the Motion**

(Translation)

This Panel urges the Government, in planning the distribution of the \$5 billion expenditure, to consider the provision of support for grass-roots university students by reviewing the existing various loan schemes for post-secondary students, including: (1) relaxing the income limits of the income tests and abolishing the asset tests under the loan schemes for post-secondary students; (2) improving the repayment policy by pegging loan repayment to the graduate's income which should be used as the base in calculating the repayment amount; (3) reviewing various non-means-tested loan schemes and, in respect of the interests chargeable under the non-means-tested loan schemes, bringing the requirement that "interest is accrued upon loan drawdown" in line with that of means-tested loan schemes, so as to alleviate the debt burden on students.

(Moved by Hon SHIU Ka-chun)