

立法會
Legislative Council

LC Paper No. CB(4)1453/17-18

(These minutes have been seen
by the Administration)

Ref : CB4/PL/ED

Panel on Education

**Minutes of meeting
held on Friday, 2 February 2018 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 LEUNG Yiu-chung
Hon Tommy CHEUNG Yu-yan, GBS, JP
Hon Starry LEE Wai-king, SBS, JP
Dr Hon Priscilla LEUNG Mei-fun, SBS, 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 Dennis KWOK Wing-hang
Dr Hon Fernando CHEUNG Chiu-hung
Dr Hon Helena WONG Pik-wan
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 Abraham SHEK Lai-him, GBS, JP
Hon Mrs Regina IP LAU Suk-yee, GBS, JP
Hon CHAN Han-pan, JP
Hon LEUNG Che-cheung, SBS, MH, JP
Hon HO Kai-ming

Public Officers attending : Agenda item III

Dr CHOI Yuk-lin, JP
Under Secretary for Education

Mrs Elina CHAN
Principal Assistant Secretary
(Infrastructure & Research Support)
Education Bureau

Dr Verena LAU
Principal Education Officer (Special Education)
Education Bureau

Agenda item IV

Dr CHOI Yuk-lin, JP
Under Secretary for Education

Mr WOO Chun-sing
Deputy Secretary for Education (4)

Mr NG Ka-shing
Principal Education Officer (Curriculum Development)
Education Bureau

Agenda item V

Mr Kevin YEUNG, JP
Secretary for Education

Mr NG Ka-shing
Principal Education Officer (Curriculum Development)
Education Bureau

Mr LO Pui-lam
Chief Curriculum Development Officer (Chinese)
Education Bureau

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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I. Information paper(s) issued since the last meeting

Members noted that no information paper had been issued since the last meeting.

II. Items for discussion at the next meeting

(Appendix I to LC Paper No. CB(4)535/17-18	-- List of outstanding items for discussion
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Appendix II to LC Paper No. CB(4)535/17-18	-- List of follow-up actions)
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2. Members agreed to discuss the following items at the next regular meeting on 2 March 2018 at 10:45 am:

- (a) Promotion of moral and civic education (values education) in schools;
- (b) Community Care Fund Assistance Programme — Provision of subsidy to needy primary and secondary students for purchasing mobile computer devices to facilitate the practice of e-learning; and

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- (c) Arrangement for transition from kindergarten to primary school for students with special educational needs and related educational support.

3. Dr Priscilla LEUNG referred to item 9 on the List of outstanding items for discussion and urged for an early discussion of the curriculum, teaching methods and materials, and assessment framework for the subject of Liberal Studies. The Chairman advised that issues related to Liberal Studies had been discussed in the 2016-2017 session, but the Secretariat would follow up with the Administration on Dr LEUNG's request.

(Post-meeting note: Dr Priscilla LEUNG's letter dated 14 February 2018 requesting early discussion on the subject of Liberal Studies and the Administration's response to her letter were issued to members vide LC Paper Nos. CB(4)715/17-18(01) and CB(4)715/17-18(02)(revised) on 9 and 16 March 2018 respectively.)

4. The Deputy Chairman said that the Administration would announce the arrangements for the Basic Competency Assessment ("BCA") shortly, and suggested the Chairman to consult members in due course on whether a special meeting on BCA should be conducted. Mr SHIU Ka-chun considered it necessary to hold a special meeting to receive deputations' views if the Administration decided to resume BCA. The Chairman assured members that the issue would be scheduled for discussion. She would, depending on when the announcement was made, consider whether to arrange the discussion at a regular Panel meeting or at a special meeting.

5. Mr SHIU Ka-chun informed members that the Research Office of the Legislative Council had just prepared an information note on overall study hours and student well-being in Hong Kong and suggested the Panel to discuss the subject matter. The Chairman advised that the Panel would invite staff of the Research Office to attend the meeting if the subject matter was discussed in future.

6. Mr CHEUNG Kwok-kwan referred to his letter dated 31 January 2018 to the Chairman, requesting the Panel to follow up with the Administration on the present position of the HKSAR Government Scholarship Fund. The Chairman advised that Mr CHEUNG's letter had been forwarded to the Administration for its consideration.

(Post-meeting note: Mr CHUENG Kwok-kwan's letter and the Administration's response were issued to members on 13 February 2018 vide LC Paper Nos. CB(4)601/17-18(01) and (02) respectively.)

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III. 8033ED – Provision of boarding section of Hong Chi Pinehill School and re-provisioning of boarding section of Hong Chi Pinehill No. 2 School in Tai Po

(LC Paper No. CB(4)535/17-18(01) -- Paper provided by the Administration)

7. 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 interest, if any, in the subject under discussion.

Briefing by the Administration

8. Under Secretary for Education ("US(Ed)") briefed members on the Administration's proposal to construct a new block at the Pinehill Village, Tai Po to accommodate a new boarding section for the Hong Chi Pinehill School, a school for students with moderate intellectual disability ("MoID"), and re-provision the existing boarding section of the Hong Chi Pinehill No. 2 School ("the proposed project"), a school for students with severe intellectual disability ("SID"). Details of the proposal were set out in the Administration's paper [LC Paper No. CB(4)535/17-18(01)].

Discussion

Provision of boarding places in special schools

9. Dr Fernando CHEUNG supported the proposed project and asked how many of the 60 new MoID boarding places of Hong Chi Pinehill School would be reserved for its existing students. US(Ed) advised that boarding places in special schools were planned on a territory-wide basis without regional constraints. The new boarding places would therefore cater for by children with MoID in the whole territory. However, priority for admission of the students of Hong Chi Pinehill School and the 15 students who resided in Tai Po but attended special schools in other districts would be considered together with the other students waiting for the boarding service.

10. Given the remote location of Hong Chi Pinehill School, Dr Fernando CHEUNG was worried that some boarders had to travel daily to and from the boarding section and the special schools they were attending in other districts. He expressed grave concern about the transportation arrangement, students' safety on the way to school/boarding section and collaboration between the boarding section and the schools attending by boarders in taking care of these children both physically and mentally. US(Ed) explained that the provision of school/boarding places in special schools were planned on a territory-wide basis

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while the principle of vicinity was taken into account in the allocation. US(Ed) took note of Dr CHEUNG's concerns and affirmed that the Administration would explore feasible measures to address potential problems.

11. Mr CHEUNG Kwok-kwan and the Deputy Chairman expressed concern about the adequacy of the provision of the 60 new MoID boarding places to meet the demand. Mr CHEUNG asked whether the new provision was sufficient to cope with the intake projection of Hong Chi Pinehill School, and whether there was a need for expansion of the new boarding block to increase the number of boarding places in future. The Deputy Chairman enquired about the number of students on the waiting list and the waiting time for the provision of a MoID boarding place, and the number of waitlistees and the amount of waiting time that could be reduced with the provision of the 60 new MoID boarding places.

12. US(Ed) advised that the demand for MoID boarding places was relatively pressing. As at September 2017, there were 127 students on the waiting list for MoID boarding places and the average waiting time was 1.4 years. The Administration had not projected the average waiting time that could be shortened upon the completion of the project, but it was anticipated that the provision of 60 MoID boarding places should be able to meet the demand in the Tai Po and North Region and relieve the territory-wide demand.

13. Mr Tommy CHEUNG said that the Liberal Party was supportive of the proposed project. While recognizing the Administration's difficulties in setting up special schools for children with ID in each district owing to local community objection, he asked whether the plot ratio had been maximized to make optimal utilization of the project site. He considered it necessary for the Administration to draw up a long-term plan for the construction of special schools with boarding places for students with MoID and suggested the Administration to increase the supply of MoID boarding places through converting vacant school premises to special school premises. US(Ed) advised that Administration had put in place various measures, including making use of suitable vacant school premises, to increase the supply of school places/boarding places for children with MoID/SID. In fact, apart from the proposed project, three special school building projects were in the pipeline. The Administration envisaged that the additional boarding places to be provided by these projects could help alleviate the overall shortfall of MoID boarding places. US(Ed) assured members that the Administration would make the best use of available space for the provision of appropriate special education services according to the needs of the students.

14. Dr Fernando CHEUNG pointed out that some children with MoID had to stay in private residential care homes for adults with disabilities, among which some were of poor quality, owing to the severe shortage of boarding places. To enhance protection for these children, the Working Group on the Review of Ordinances and Codes of Practice for Residential Care Homes established under the Social Welfare Department was considering amending relevant legislation to

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prohibit these residential care homes from admitting children with ID. To this end, the Administration should devise concrete plans to ensure sufficient provision of boarding places for children with ID in the future. Furthermore, as no boarding service was provided for students with mild ID under the prevailing policy, the Administration should extend the boarding service to these children.

Reprovisioning of special schools

15. While expressing support for the reprovisioning of the boarding section of Hong Chi Pinehill No. 2 School, the Deputy Chairman enquired about the number of special schools operating in sub-standard premises that required reprovisioning or redevelopment. He called on the Administration to devise a plan to upgrade sub-standard special school environment. US(Ed) explained that different special schools were built in different years and the figures of sub-standard special school premises had not been maintained. Notwithstanding, over the years, the Government had put in place various measures to enhance the facilities of school premises according to needs of the schools so as to improve their teaching and learning environment.

Environmental implications of the proposed project

16. Mr CHEUNG Kwok-kwan enquired about the Administration's measures to minimize the nuisances to be caused by the construction works to nearby residents and road users. US(Ed) explained that firstly, the proposed project was located within the campus. There was no residential developments nearby and the project would not affect the residents in the vicinity. Secondly, as most students boarded at the existing boarding section, the traffic condition would not be affected. Thirdly, given the height restriction of the boarding blocks, the project would not cause any visual blockage.

Summing up

17. The Chairman concluded that the Panel supported the Administration's submission of the proposal to the Public Works Subcommittee.

IV. Overview of sex education and prevention and handling of sexual harassment in schools

(LC Paper No. CB(4)535/17-18(02) -- Paper provided by the Administration)

Briefing by the Administration

18. US(Ed) briefed members on the general implementation of sex education, the measures for preventing sexual harassment in schools and the procedures for

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handling such cases by schools, details of which were set out in the Administration's paper [LC Paper No. CB(4)535/17-18(02)].

Discussion

Guidelines on Sex Education in Schools

19. Dr Helena WONG, Mr SHIU Ka-chun, the Deputy Chairman, Ms Tanya CHAN and Ms Starry LEE considered it necessary to update the "Guidelines on Sex Education in Schools" ("the Guidelines") which had been revised 21 years before, in 1997. Dr WONG said that the Guidelines was far more outdated as compared with the International Technical Guidance on Sexuality Education published by the United Nations Educational, Scientific and Cultural Organization.

20. US(Ed) advised that sex education was part of values education, an integral component of the school curriculum. It was not an independent subject but interrelated with moral education, health education and life education, etc. Since the introduction of curriculum reform in 2001, learning elements related to sex education had been included in the Key Learning Areas ("KLAs"), the moral and civic education curriculum as well as the curriculum of relevant subjects of primary and secondary schools, such as General Studies at the primary level, Liberal Studies at the secondary level. As regards the International Technical Guidance on Sexuality Education, schools could make reference to it in organizing sex education learning activities if they so wished. Principal Education Officer (Curriculum Development)1 ("PEO(CD)1") added that the Guidelines was only for the reference of schools in implementing sex education. In fact, schools should teach the topics/themes relating to sex education included in the school curricula and organize related learning activities such as assemblies, talks, etc.

21. Mr CHAN Chi-chuen pointed out that the Guidelines contained biased information such as classifying transgender identity under abnormal sexual practices. He considered it necessary to review the Guidelines even though it was designed for schools' reference only. PEO(CD)1 advised that schools had been informed clearly that sex education elements were integrated in most of KLAs/subjects in the school curricula, and information regarding sex education could be found on the website of the Education Bureau ("EDB"). Meanwhile, EDB would continue to renew the relevant curricula, update learning and teaching materials and strengthen teachers' professional development to address the changes in society.

22. Noting that the Guidelines was optional and more updated information relating to sex education had been produced, Mr CHAN Chi-chuen asked whether the Guidelines would be withdrawn. In response, US(Ed) advised that the Guidelines was just something like a "historical document".

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Implementation of sex education

23. Mr Michael TIEN said that according to a non-government organization, most victims in cases of suspected child sexual abuse were aged four to six. He therefore urged EDB to implement sex education in kindergarten stage, with focus on teaching kindergarten students to identify good and bad touch so as to raise their awareness of self-protection. Ms Tanya CHAN shared the view that sex education should be implemented in kindergarten stage.

24. US(Ed) said that EDB would give due consideration to Mr Michael TIEN's view. PEO(CD)1 added that topics such as understanding the body, awareness of self-protection, etc. were covered in the Kindergarten Education Curriculum Guide (2017) ("the Guide") which would be updated whenever necessary.

25. Dr Helena WONG and Mr HUI Chi-fung questioned about the effectiveness of sex education in the light of the findings of relevant studies conducted by, for example, the Family Planning Association of Hong Kong, that young people lacked positive sexual attitudes and knowledge of sexual health, contraception, sexually transmitted infections, etc. US(Ed) explained that EDB would heed the findings of relevant studies, take appropriate follow-up actions and encourage schools to strengthen sex education as necessary.

26. As schools were allowed to plan their own sex education curriculum, Dr Helena WONG and the Deputy Chairman considered it necessary for EDB to conduct surveys to gain a full understanding of how individual schools implemented sex education. The Deputy Chairman also pointed out that surveys on the implementation of sex education had been conducted in secondary schools in 1987, 1990 and 1994.

27. Mr HUI Chi-fung was worried that if sex education was not an independent subject, some schools might not be willing to spend much time on sex education given the loaded curriculum. Mr HUI and the Deputy Chairman asked how the Administration could ensure that schools had taught the sex education elements set out in the relevant curricula.

28. US(Ed) advised that in the midst of the rapidly changing society, school-based sex education programmes allowed flexibility for individual schools to plan for a suitable sex education curriculum according to students' needs. EDB would validate the effectiveness of the implementation of relevant curricula with learning elements related to sex education, and give schools suggestions for improvement through different channels, such as school visits and external school reviews. PEO(CD)1 supplemented that since 2001, sex education elements had been incorporated into various subjects as set out in the curriculum guides and documents. Schools were required to follow the relevant curricula to teach sex education. The question of not teaching sex education in schools would not arise.

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29. Mr SHIU Ka-chun enquired about the percentage of lesson time for sex education out of the total lesson time in schools. US(Ed) advised that EDB had not maintained such statistics, however, lesson time requirements had been set for values education. US(Ed) undertook to provide, as far as practicable, the approximate percentages of lesson time spent by individual schools on sex education. The Chairman suggested EDB to consider setting lesson time and lesson content of sex education.

(Post-meeting note: The Administration's response was issued to members vide LC Paper No. CB(4)675/17-18(01) on 1 March 2018.)

30. Dr Elizabeth QUAT said that the outdated sex education in Hong Kong had resulted in multifarious social problems, such as teenage pregnancy, compensated dating, HIV/AIDS epidemic, etc. To address the problems, comprehensive sexuality education should be made compulsory in school curriculum. Moreover, the Administration should critically review sex education, map out a constructive way forward for the implementation of sex education in different learning stages, and revert to the Panel expeditiously the direction and concrete plan for the development of sex education.

31. Ms Tanya CHAN considered that sex education needed to be carried out by families and schools. She asked if EDB knew whether parents would give sex education to their children and whether support had been given to parents in doing so.

32. Dr Fernando CHEUNG said that effective sex education in schools would prevent child sexual abuse cases. To curb the growing incidence of child sexual abuse, children's knowledge and awareness of professionals working with children about child sexual abuse should be increased through the implementation of sex education. In his view, a curriculum with sex education as core element should be devised.

33. US(Ed) concurred that there was a need to enhance the support to schools in implementing sex education. As such, EDB would continue to strengthen teachers' professional development and update learning and teaching resources to keep teachers abreast of the new developments in sex education, and conduct reviews and enhancement regarding sex education in a timely manner. EDB would also work collaboratively with different government departments in providing student guidance service and educating parents on how to give sex education to their children.

34. Dr Elizabeth QUAT and Mr SHIU Ka-chun were gravely concerned about students' easy access to the huge amount of inappropriate sex-related information on the Internet. Mr LAU Kwok-fan considered it important for schools to help students clarify misleading information on the Internet and steer them in the right direction. US(Ed) responded that collaborative efforts would

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be made among government departments to ensure students' healthy use of the Internet.

Training and support for teachers

35. Ms Starry LEE considered there a need to provide teachers teaching sex education with the necessary training to enhance their professional capability in fostering students' positive values and attitudes. She also suggested the Administration to produce a series of educational television programmes on sex education, featuring real life cases, for different learning stages from kindergartens to secondary schools and upload them onto YouTube. Mr LAU Kwok-fan suggested EDB to seek assistance from relevant experts and organizations in developing sex education teaching materials so as to alleviate the pressure on teachers.

36. US(Ed) advised that EDB had organized seminars, workshops, etc. for teachers to help them keep abreast of the development of sex education, such as the latest issues and pedagogy. Professional staff, such as school social workers, student guidance teachers, etc. would deliver guidance programmes as required.

37. In response to the Chairman's enquiry as to whether pre-employment training on sex education was provided for teachers or social workers, US(Ed) advised that EDB would co-organize with related government departments and organizations training programmes on sex education for serving teachers from time to time.

38. Dr Priscilla LEUNG held another view that it was not necessary to set a percentage of lesson time or train teachers specifically for teaching sex education. In her opinion, it was the quality of sex education that mattered. Furthermore, Dr LEUNG drew members' attention that some controversial issues relating to sex education as mentioned in paragraph 5 of the Administration's paper had not yet been covered by the existing law and questioned whether schools were required to teach such issues which still had no general consensus across the community. She further pointed out that Article 141 of the Basic Law guaranteed religious organizations to run schools according to their religious belief. However, to her understanding, some parents had challenged the long-standing beliefs of some school sponsoring bodies in areas of moral education and the hiring of teachers. EDB should be prudent in handling the controversial issues relating to sex education.

Procedures for handling sexual harassment cases in schools

39. Mr CHEUNG Kwok-kwan asked whether there were schools which did not establish a school-based mechanism and procedures to handle sexual harassment complaints on the basis of the Equal Opportunities Commission's "Framework for Sexual Harassment Policies in Schools" ("EOC's Framework");

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if so, whether the complaint handling mechanisms established by those schools met the required standard. US(Ed) explained that in the spirit of school-based management, schools were allowed to take into account their utilization of resources, size or management, and decide on their own mechanism to handle sexual harassment complaints on the basis of EOC's Framework. However, schools were required to consult their stakeholders, including the School Management Committees/Incorporated Management Committees, teaching staff and parents, in drawing up the relevant procedures. Schools might also consult EDB as needed. As such, the school-based mechanism should not depart from the principles stipulated in EOC's Framework. US(Ed) added that EDB had not maintained statistics on schools which did not establish sexual harassment complaints handling mechanism on the basis of EOC's Framework.

40. Mr Holden CHOW said that according to EOC's Framework, schools should establish both informal and formal mechanisms for handling sexual harassment complaints. He enquired whether schools were required to report annually to EDB the respective numbers of formal and informal complaints handled. US(Ed) responded that EDB had not maintained statistics on such cases. In the past five years, schools had reported to EDB 11 sexual harassment cases, of which 10 were not substantiated and one was under investigation. Mr CHOW considered it necessary to keep statistics on formal and informal sexual harassment complaints handled by schools so as to gain an understanding of the prevalence of sexual harassment in schools.

41. Mr LAU Kwok-fan urged EDB to ensure that there were procedures to facilitate teachers' early identification of students having sex-related problems and avenues for students to seek help.

42. The Deputy Chairman urged the Administration to formulate a policy for preventing sexual harassment in kindergartens and put in place stringent appointment procedures for teachers and other personnel in close contact with children, with a view to reducing sexual harassment in schools.

43. Mr CHAN Chi-chuen urged the Administration to seriously look into the bullying problem faced by sexual minority students in schools, and consider conducting surveys on sexual bullying in schools. US(Ed) stressed that the Administration had all along attached great importance to promoting a caring and harmonious school culture among students and ensured that incidents of bullying in schools were handled in a serious manner.

Motions

44. The Chairman referred members to the three motions proposed respectively by Mr Michael TIEN, Mr SHIU Ka-chun and Dr Helena WONG (wording of the motions in **Appendices I to III** respectively).

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45. Regarding the motion proposed by Mr Michael TIEN urging for the implementation of sex education starting from the kindergarten stage, the Deputy Chairman remarked that sex education had already been included in the Guide. Mr Michael TIEN responded that his motion sought to request the Administration to place the focus of sex education in kindergartens on raising children's basic awareness of self-protection.

46. The Chairman put the motion moved by Mr Michael TIEN to vote. A majority of the members present voted for the motion. The Chairman declared that the motion was carried.

47. The Chairman put the motion moved by Mr SHIU Ka-chun to vote. Six members voted for the motion, eight members voted against it and no member abstained. The Chairman declared that the motion was negated.

48. The Chairman put the motion moved by Dr Helena WONG to vote. Six members voted for the motion, nine members voted against it and no member abstained. The Chairman declared that the motion was negated.

(Post-meeting note: The Administration's response to the motion passed at the meeting was issued to members vide LC Paper No. CB(4)675/17-18(01) on 1 March 2018.)

V. Promotion of reading

(LC Paper No. CB(4)535/17-18(03) -- Paper provided by the Administration)

49. Members noted the Administration's paper entitled "Promotion of reading" at LC Paper No. CB(4)535/17-18(03).

Discussion

Existing measures to promote reading

50. Mr MA Fung-kwok sought concrete information on EDB's on-site professional support services provided to kindergartens, primary and secondary schools as referred to in paragraphs 11 and 12 of the Administration's paper, and the reading activities to be jointly organized by EDB and the publishers as referred to in paragraph 20. Principal Education Officer (Curriculum Development) explained that EDB would render advice to kindergartens, primary and secondary schools on the implementation of reading-related initiatives in the light of school-based needs. EDB would continue to provide professional development programmes to facilitate school leaders, teachers and teacher-librarians in undertaking holistic planning and conducting reading

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activities such as parent-child reading, theme-based reading and story-telling etc.

51. Mr MA Fung-kwok further pointed out that according to a survey jointly conducted by his office and the Hong Kong Publishing Professionals Society, 60% of the respondents under 18 who had not read a single book in the past year said that they did not have a reading habit. The findings might suggest that the Administration's measures in nurturing students' reading habit were not effective. He asked how the Administration would assess the effectiveness of its existing measures to promote reading, and whether a review would be conducted in this regard.

52. Mr CHAN Chi-chuen highlighted the findings of the Progress in International Reading Literacy Study 2016 that Hong Kong Primary 4 students came last in terms of engagement in reading amongst the 50 participating countries or regions, and just 36% said they enjoyed reading very much, a figure that was much lower than the international average of 43%. Mr CHAN expressed disappointment that these problems were not addressed in the Administration's paper. He enquired about the quantitative indicators for assessing students' reading interest, and the measures to be taken by the Administration to foster a culture of reading for pleasure in the community.

53. The Secretary for Education ("SED") concurred that there was still room for improvement in Hong Kong students' motivation and engagement in reading. He added that the Administration would work in close partnership with the key stakeholder groups, including public libraries, publishers, schools and parents, to promote a reading culture in the community and nurture in children a love for reading starting from early childhood. He considered setting quantitative indicators to measure students' reading interest inappropriate as this might turn them off reading for pleasure.

(At about 12:40 pm, the Chairman directed that the meeting be extended for 15 minutes to 1:00 pm to allow sufficient time for discussion and handling of motions put forth by some members.)

54. Mr SHIU Ka-chun drew EDB's attention that the Hong Kong Education City ("HKEdCity") might not be so effective in promoting online reading because its website was much less popular than other online forums such as the Hong Kong Discuss Forum. SED advised that given the different nature of HKEdCity and other online forums, it was inappropriate to compare their page views and draw a conclusion on whether HKEdCity was effective in promoting online reading. Nonetheless, he concurred that HKEdCity should further enhance its services to help students use the latest information technology to support reading.

Proposed measures to promote reading

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55. Mr Michael TIEN opined that the Administration could promote a reading culture in the community by giving people easier access to books through, for example, book-crossing activities, to trigger their impulse reading behaviour. He also pointed out that the self-service public library station launched by the Leisure and Cultural Services Department ("LCSD") in Sai Wan Ho had received positive feedback from parents. He asked EDB to collaborate with LCSD to set up these stations in 18 districts. SED responded that the setting up of self-service public library stations was not under the purview of EDB. Nonetheless, he believed that LCSD would be very willing to set up more self-service public library stations if positive feedback was received, subject to venue availability and financial feasibility. He undertook to follow up with LCSD.

56. Mr LAU Kwok-fan shared SED's view that setting quantitative indicators for students' reading interest might discourage students from reading. He suggested the Administration to explore more measures to make access to books easier such as organizing book-crossing activities in shopping malls and make better use of the information technology such as book-based computer games to gauge students' interest in reading and learning.

57. The Deputy Chairman considered it important to raise students' reading interest. However, he was concerned that the Administration seemed to place much emphasis on promoting e-books. He pointed out that according to many relevant research studies, children seldom finished reading an entire e-book and extensive computer use by children would increase risk of autism. To nurture students' reading habit, he called on the Administration to ensure that the number of books in a school library was in proportion to the number of students in the school and that the books collected could arouse students' reading interest. He asked whether there were any statistics regarding the ratio between school library collection and student population, and frequency of updating book collection in school libraries.

58. SED clarified that the Administration aimed to promote reading and not e-books. EDB developed e-books simply because many young people preferred reading on electronic devices. As regards school libraries, SED advised that in supporting schools to promote reading, schools were provided with sufficient resources and given autonomy to handle the operational issues. He did not see any school encountering financial difficulties in purchasing reading materials.

59. The Deputy Chairman further pointed out that as reflected by Hong Kong Teacher-Librarians' Association, many teacher-librarians had to take up duties other than the work related to school libraries, leaving them not much time to cultivate students' reading interest. He asked whether guidelines on the duties of teacher-librarians would be formulated, as those provided for Special Educational Needs Coordinators. SED responded that school heads/deputy heads had been advised to ensure that sufficient capacity and space were provided to teacher-librarians so that they could carry out their major duties

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effectively. The Administration would consider drawing up a more detailed guide on the duties of teacher-librarians when such need arose.

60. Ms Starry LEE was worried that heavy homework load and drilling exercises had a negative impact on student's reading interest. To enhance students' motivation to read, she suggested EDB to make reference from the experience of other countries with a stronger reading culture in formulating measures to promote reading, and encourage schools to organize reading award schemes and invite awardees to share the books they love. SED responded that to his knowledge, some schools would organize reading competitions to give students an incentive to read a certain number of books within a specified period of time. The Administration would continue to explore with the education sector effective ways to enhance students' reading interest and take into account overseas practices in promoting reading.

(At about 12:55 pm, with the consent of all members present, the Chairman further extended the meeting for 15 minutes to 1:15 pm.)

61. Dr Fernando CHEUNG urged the Administration to take concrete measures to reduce unnecessary drilling, assessment and homework so as to allow more time for students to read, play and rest. SED concurred with Dr CHEUNG's view that students should be given more time to read, play and rest. In collaboration with parents, schools, Members and the community, the Administration would actively identify measures to alleviate students' academic pressure and promote reading.

62. Mr SHIU Ka-chun pointed out that many studies had revealed a positive relationship between parents' reading interest and students' reading attainment. However, parents in Hong Kong generally did not have time to read with children owing to the long working hours. He considered that working hours should be shortened to create a favourable reading environment in the community. SED concurred with Mr SHIU that the reading habit of parents was important, and added that EDB would step up measures to promote reading with focus on ways to motivate people to read in their leisure time.

Motions

63. The Chairman referred members to the two motions proposed by Mr Michael TIEN (wording of the motions in **Appendices IV and V** respectively).

64. The Chairman directed that the voting bell be rung for five minutes to notify members of the voting.

(At about 1:13 pm, with the consent of all members present, the Chairman further extended the meeting beyond 1:15 pm to deal with the motions.)

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65. As a quorum was not present at the expiry of the five minutes, the Chairman announced that the motions could not be put to vote.

VI. Any other business

66. There being no other business, the meeting ended at 1:16 pm.

Council Business Division 4
Legislative Council Secretariat
30 July 2018

教育事務委員會
Panel on Education

在2018年2月2日的會議上
就議程項目"性教育的概況和預防及處理校園性騷擾"提出的議案
Motion proposed under the agenda item
"Overview of sex education and prevention and handling of
sexual harassment in schools" at the meeting on 2 February 2018

議案措辭

本委員會促請政府當局研究從幼稚園開始性教育，讓兒童在認識身體、分辨善意／不善意的身體接觸、學習求助等方面有基本認知，以加強兒童的自我保護意識。

(田北辰議員動議)

Wording of the Motion

(Translation)

This Panel urges the Administration to study the implementation of sex education starting from the kindergarten stage so as to enhance children's sense of self-protection by fostering their basic awareness of understanding the body, identifying appropriate/inappropriate physical contacts, learning how to seek help, etc.

(Moved by Hon Michael TIEN Puk-sun)

教育事務委員會
Panel on Education

在2018年2月2日的會議上
就議程項目"性教育的概況和預防及處理校園性騷擾"提出的議案
Motion proposed under the agenda item
"Overview of sex education and prevention and handling of
sexual harassment in schools" at the meeting on 2 February 2018

議案措辭

"由於《學校性教育指引》從 1997 年至今一直未有檢討。本委員促請政府盡快檢討學校性教育指引，並申明性教育該佔總課時的某個百分點。另外，本委員認為性教育必須包括性別平等教育。"

(邵家臻議員動議)

Wording of the Motion

(Translation)

"Given that the Guidelines on Sex Education in Schools have not been reviewed since 1997, this Panel urges the Government to review expeditiously the Guidelines on Sex Education in Schools and stipulate a certain percentage of time for sex education in the total lesson time. Moreover, this Panel considers that sex education must include gender equity education."

(Moved by Hon SHIU Ka-chun)

教育事務委員會
Panel on Education

在2018年2月2日的會議上
就議程項目"性教育的概況和預防及處理校園性騷擾"提出的議案
Motion proposed under the agenda item
"Overview of sex education and prevention and handling of
sexual harassment in schools" at the meeting on 2 February 2018

議案措辭

"本委員會促請政府全面檢視全港中、小學及幼稚園推行性教育的情況，包括課時、目標及內容，並評估其成效。確保學校推行「校本」的性教育，會參考聯合國教科文組織擬訂的《國際性教育技術指導綱要》(2018)，全面推行以人權及性別平等為綱領，並以年青人的最佳利益為依歸的學校性教育，並為教師提供適切及專業的培訓。"

(黃碧雲議員動議)

Wording of the Motion

(Translation)

"This Panel urges the Government to comprehensively examine the implementation of sex education in primary and secondary schools as well as kindergartens over the territory, including the lesson time, objectives and contents; to evaluate its effectiveness; to ensure that schools will draw reference from the International Technical Guidance on Sexuality Education (2018) drawn up by the United Nations Educational, Scientific and Cultural Organization when implementing "school-based" sex education; to implement, in a holistic manner, sex education in schools which is based on a framework of human rights and gender equity and serves the best interests of young people; and to provide teachers with appropriate and professional training."

(Moved by Dr Hon Helena WONG Pik-wan)

教育事務委員會
Panel on Education

在2018年2月2日的會議上
就議程項目"閱讀推廣"提出的議案
Motion proposed under the agenda item "Promotion of reading"
at the meeting on 2 February 2018

議案措辭

本委員會促請政府當局透過跨部門合作，合力推廣閱讀，例如研究將24小時自助圖書機擴展至18區，並擬定建議書目，讓更多能引起學生閱讀興趣的書籍得以在自助圖書機上架。

(田北辰議員動議)

Wording of the Motion

(Translation)

This Panel urges the Administration to make concerted efforts to promote reading through inter-departmental cooperation, such as exploring the feasibility of setting up round-the-clock self-service library stations in 18 districts and drawing up a list of recommended books, so that more books that may arouse students' reading interest can be included into the stations' collection.

(Moved by Mr Michael TIEN)

教育事務委員會
Panel on Education

在2018年2月2日的會議上
就議程項目"閱讀推廣"提出的議案
Motion proposed under the agenda item "Promotion of reading"
at the meeting on 2 February 2018

議案措辭

本委員會促請政府當局研究，在學校推廣舊書轉贈、「漂書」等活動，讓學生有更多機會選擇自己喜歡的圖書，鼓勵好書共享，減少浪費。

(田北辰議員動議)

Wording of the Motion

(Translation)

This Panel urges the Administration to conduct studies on promoting the organization of used books donation campaigns, "book-crossing" activities, etc. in schools, so that students can be given more opportunities to choose the books they like, thereby encouraging the sharing of good books and reducing waste.

(Moved by Mr Michael TIEN)