

立法會
Legislative Council

LC Paper No. CB(2)1072/00-01
(These minutes have been seen
by the Administration)

Ref : CB2/PL/ED

LegCo Panel on Education

Minutes of meeting
held on Monday, 18 December 2000 at 4:30 pm
in Conference Room A of the Legislative Council Building

Members Present : Dr Hon YEUNG Sum (Chairman)
Hon YEUNG Yiu-chung (Deputy Chairman)
Hon David CHU Yu-lin
Hon Cyd HO Sau-lan
Prof Hon NG Ching-fai
Hon CHEUNG Man-kwong
Hon LEUNG Yiu-chung
Hon SIN Chung-kai
Hon Jasper TSANG Yok-sing, JP
Hon Emily LAU Wai-hing, JP
Hon SZETO Wah
Hon Tommy CHEUNG Yu-yan, JP
Hon Michael MAK Kwok-fung
Dr Hon LO Wing-lok
Hon WONG Sing-chi

Members Absent : Hon Eric LI Ka-cheung, JP
Hon Andrew WONG Wang-fat, JP
Hon LAU Kong-wah

Public Officers Attending : Item IV
Mrs Fanny LAW
Secretary for Education and Manpower

Mr Joseph LAI
Deputy Secretary for Education and Manpower (3)

Mr Patrick LI
Principal Assistant Secretary for Education and
Manpower (2)

Mr Matthew CHEUNG, JP
Director of Education

Mr H F LEE
Senior Assistant Director of Education (Support)

Mr Peter P Y LEUNG
Assistant Director of Education (Special Duties)

Mr W K HUI
Chief Town Planner of Planning/Metro Group (Atg)

Item V

Mrs Avia LAI
Principal Assistant Secretary for Education and
Manpower (3)

Mr Matthew CHEUNG, JP
Director of Education

Dr K K CHAN
Chief Executive, Curriculum Development Institute of
Education

Item VI

Mr Joseph LAI
Deputy Secretary for Education and Manpower (3)

Mr Patrick LI
Principal Assistant Secretary for Education and
Manpower (2)

Mr Matthew CHEUNG, JP
Director of Education

Mr Peter P Y LEUNG
Assistant Director of Education (Special Duties)

Clerk in Attendance : Miss Flora TAI
Chief Assistant Secretary (2)2

Staff in Attendance : Mr Stanley MA
Senior Assistant Secretary (2)6

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I Confirmation of minutes
[Paper No.CB(2)506/00-01]

The minutes of the meeting held on 31 October 2000 were confirmed.

II Information paper issued since the last meeting

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

III Items for discussion at the next meeting
[Appendix I to Paper No. CB(2)504/00-01]

3. Members agreed to discuss the following items at the next meeting scheduled for 15 January 2001 -

- (a) Regulation of tutorial schools;
- (b) Recurrent funding for the University Grants Committee-funded institutions in the 2001-02 to 2003-04 triennium;
- (c) Book grant for teachers; and
- (d) Injection of new funds to the Language Fund.

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4. Miss Emily LAU proposed that the Panel should discuss teacher training for basic education and the Administration's plans to enhance the quality of the teaching force at a future meeting. Secretary for Education and Manpower (SEM) responded that the Administration might be ready to discuss the item in March 2001.

IV Reservation of school sites

[Paper No. CB(2)504/00-01(01)]

5. At the invitation of the Chairman, Assistant Director of Education (Special Duties) (ADE(SD)) briefed members on the salient points of the Administration's paper on the subject.

School development on reserved sites

6. Mr CHEUNG Man-kwong noted that in order to reduce class sizes of aided primary and secondary schools to 32.5 and 35 respectively, a further 27 primary schools and 49 secondary schools would need to be built. He enquired whether the Administration would seriously consider expediting the development work of the 200 reserved sites for constructing new schools so that the target class sizes could be achieved by the 2007-08 school year.

7. In response, Chief Town Planner/Metro Group (Atg) (CTP/MG(Atg)) said that in preparing town plans and considering comprehensive development projects, the Planning Department (PlanD), in collaboration with the Education Department (ED), had reserved over 200 school sites on the basis of the needs for school in accordance with the Hong Kong Planning Standards and Guidelines (HKPSG). He pointed out that the majority of these sites were not intended to be readily available in the coming few years because they were planned to serve long-term population growth. Their availability had to tie in with site preparation and infrastructure works to match population in-take. However, the Administration had identified adequate sites to be developed in the next five years, with the remaining sites to be made available gradually through works programmes.

8. Mr CHEUNG Man-kwong expressed strong dissatisfaction with the Administration's response. He said that it was unacceptable that scarce land resources earmarked for school development was left idle when school sites were inadequate. Mr CHEUNG requested the Administration to provide the Panel with details of the 200 sites reserved for school development. He urged the Administration to identify the sites which could be developed by 2007-08 and specify the reasons for those which could not be developed before 2007-08.

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In view of the importance of reducing class sizes in improving primary and secondary school learning environment, the Administration should resolve the technical problems in site formation and construction of infra-structural facilities to expedite the construction of the required 27 and 49 primary and secondary schools by 2007-08.

9. CTP/MG (Atg) responded that the majority of the reserved sites were located at new towns or developments such as the former Kai Tak Airport site, the proposed Hung Shui Kiu Strategic Growth Area and the new developments in Tung Chung district. They would have to be made available through reclamation and site preparation works. The Administration had been monitoring the pace of development of these sites to ensure their availability to meet population growth. He added that according to the paper presented, adequate sites had already been reserved to meet the demand for additional school places due to population growth and whole-day primary schooling by 2007-08, and an expanded senior secondary school sector by 2003-04.

10. SEM explained that most of these 200 reserved sites were not readily available in the coming few years broadly because of the following four reasons -

- (a) some sites depended on comprehensive development or redevelopment projects;
- (b) some sites required extensive site formation;
- (c) some sites needed infra-structural facilities; and
- (d) some sites might not be suitably located for purposes such as providing replacement accommodation for schools undergoing in-situ redevelopment.

11. SEM pointed out that depending on the location and the availability of infra-structural facilities, development of schools on these sites could incur substantial public expenditure. The community as a whole would have to determine the priority for the allocation of public resources. Even if all the necessary sites were made readily available, it was doubtful whether the Public Works Programme could accommodate a large number of school development projects within a short period of time. For in-situ redevelopment of schools, the Administration had to give due regard to the will of the parents and students concerned. District Council's support would have to be sought for site development which required infra-structural facilities.

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12. Miss Cyd HO opined that LegCo Members with party affiliation should urge their party members who were also District Council members to give priority consideration to school development projects discussed at District Council meetings.

Redevelopment of existing school premises and school estates

13. Mr SIN Chung-kai was of the view that the Government should formulate a policy on redevelopment of existing schools and provide incentives to facilitate in-situ redevelopment and reprovisioning of existing schools. He also suggested that the Administration should construct more school estates in major development or redevelopment projects in urban areas such as the South East Kowloon Development.

14. SEM responded that the Administration had launched the School Improvement Programme (SIP) in mid-1994 to provide additional space and improve the learning environment of existing public sector schools which were built according to old planning standards. Nevertheless, around 10% - 20% of the existing schools were classified as technically non-feasible for SIP and should be redeveloped or reprovisioned according to current standards of accommodation and design. She undertook to examine whether the South East Kowloon Development could accommodate additional school estates.

15. Deputy Secretary for Education and Manpower (3) (DS(EM(3))) supplemented that the Administration would submit two financial proposals to the Finance Committee in January 2001 to seek funding approval for implementing SIP for 80 schools and additional SIP works for 23 schools under phase IV, and to conduct SIP feasibility study for the remaining 342 schools under SIP. Long-term improvement options including in-situ redevelopment or reprovisioning would be considered for schools which were assessed as not suitable for SIP due to site constraints or poor physical state of the school premises.

Space requirement for post-secondary institutions

16. Mr YEUNG Yiu-chung noted the assumption in paragraph 8 of the Administration's paper that the site of a purpose-built post-secondary college should be equivalent to that of a secondary school site. He asked whether the Government had prescribed a standard of space requirement for post-secondary institutions.

17. SEM responded that it would be difficult to prescribe a standard of physical space for post-secondary institutions since it should depend on a

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number of factors such as the course programmes and layout of the college premises. To facilitate achievement of the policy target, the Administration would encourage post-secondary college operators to consider purchasing conveniently located buildings as college premises, as well as potential providers to maximise the use of their existing land and physical resources to provide the additional student places. She added that the Administration would make references to existing premises of post-secondary institutions wherever appropriate.

Allocation of land for school development

18. Mr LEUNG Yiu-chung questioned why the majority of the reserved sites were located in isolated and undeveloped areas pending basic infrastructural developments. In response to Mr LEUNG's enquiry, CTP/MG (Atg) said that school sites in these areas were reserved in accordance with the HKPSG to meet the demand of the future population in these areas. The construction of schools would then tie in with the programme of the development, the provision of infra-structural facilities and the timing of population in-take. ADE(SD) supplemented that as highlighted in the Administration's paper, sufficient sites had been allocated for meeting new demand for school places due to population growth in different districts up to 2007-08. In addition, adequate number of sites had been reserved for major policy commitments such as achieving the 60% target of whole-day primary schooling by 2002-03 and expanding senior secondary education to all secondary three students who had the ability and wish to continue with their study by 2003-04.

19. Miss Emily LAU asked whether sufficient school sites had been reserved for school development up to 2007-08. She pointed out that she was given the impression at previous meetings with the Administration that in bidding for new school sites, ED would have to compete for land allocation. SEM responded that with the support of PlanD and other government departments, sufficient sites had been reserved to meet the short-term requirements for new schools. ED would continue to work closely with the PlanD to bid for more sites to meet future need of other education initiatives such as provision of more post-secondary places and reduction of class size.

20. Miss Emily LAU asked about the priority for allocation of sites to schools. She stressed that as education was crucial to the future development of Hong Kong, school development should be given priority insofar as allocation of land resources was concerned. She urged ED to co-ordinate with relevant departments to ensure sufficient supply of new schools so as to materialize the commitments as highlighted in the Chief Executive's Policy Address 2000.

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21. CTP/MG (Atg) explained that in reserving land for open space, roads, housing, education, etc., the PlanD would endeavour to meet the demand of various departments to aim at achieving a “balanced development”. However, he was unable to give a definitive undertaking to Miss Emily LAU’s question about allocating priority of land resources to schools because there were policy implications.

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22. Miss Emily LAU expressed disappointment that no representative from the Planning and Lands Bureau and other related bureaux and departments was attending the meeting. At the Chairman’s request, SEM undertook to provide the Panel with details on the reserved school sites including their tentative availability dates and factors affecting their availability for further discussion at the next meeting. She pointed out that the Secretary for Planning and Lands supported allocation of additional sites for school development. However, availability of the reserved sites for school development hinged on various factors as described in paragraph 10. She called upon LegCo members to support in this regard. Miss LAU also requested SEM to co-ordinate attendance of relevant bureaux and departments for the next meeting.

23. The Chairman concluded the discussion by saying that members were in support of whole-day primary schooling, reduction of class sizes of primary and secondary schools, and the principle of vicinity for provision of primary school places. The Panel would continue the discussion at the next meeting when detailed information on the reserved sites for school development was available.

V Curriculum Reform

[Paper No. CB(2)504/00-01(02)]

24. At the invitation of the Chairman, Chief Executive, Curriculum Development Institute of Education (CE/CDI) said that the Curriculum Development Council (CDC) had completed the first and second stages of the "Holistic Review of the Hong Kong School Curriculum" in July 2000. Based on the findings and views collected, CDC had published the current consultation document on 24 November 2000, adopting "Learning to Learn" as the main theme to characterize this final stage of consultation. The proposed curriculum reform aligned with the main theme of the "Reform Proposals for the Education System in Hong Kong" put forwarded by the Education Commission (EC) which stressed that education should encourage every person to pursue life-long learning and attain all-round development in the domains of ethics, intellect, physique, social skills and aesthetics.

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25. CE/CDI stressed that to enable students to learn how to learn, students should be taught to grasp the basic learning skills and to gain a thorough understanding of the concepts to be learnt. They did not just learn by rote, but should learn to transcend and apply what they had learnt to proactively and independently tackle new problems which they would come across in the future. They should also be able to enhance their problem solving skills through continuing education. In other words, students should -

- (a) build up their capabilities to learn independently;
- (b) be able to use different ways of learning;
- (c) develop diverse ways of learning in accordance with their interests, needs, and abilities; and
- (d) have broad and diversified learning space to learn.

26. CE/CDI briefly introduced the eight key learning areas (KLAs) which, under an open and flexible curriculum framework, could facilitate schools to flexibly rearrange, modify or replace their school curriculum in response to the needs of the society. She stressed that the eight KLAs were not equivalent to eight key subjects. They were not meant to replace current subjects or to do away with certain subjects, but served to provide a platform to enhance cross-subject cooperation and facilitate students to learn how to learn. She pointed out that curriculum reform would be carried out in an incremental and interactive manner. She also explained the recommended development strategies as well as support and resources strategies for implementing the short-term (2000-2005), medium-term (2005-2010) and long-term (2010 and beyond) measures to members. The reform proposals and implementation strategies were detailed in the consultation document.

27. The Chairman informed the meeting that the deadline of the consultation was 15 February 2001. He invited members to raise questions on the curriculum reform proposals of CDC.

Support to teachers and schools

28. Mr CHEUNG Man-kwong said that as expressed at the seminars conducted by CDC, teachers were most concerned about the additional workload arising from implementing the proposed curriculum reform, particularly the development of school-based curricula. He pointed out that teachers were already overloaded with the various educational initiatives introduced in recent years. He enquired about the provision of additional

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resources and support to schools and teachers in implementing the reform proposals such as the "Seed" Projects.

29. CE/CDI said that additional resources had been provided to primary and secondary schools to create more room for teachers to implement EC's education reform proposals which should include curriculum reform. In effect, successful curriculum reform would lead to the development of a new culture of teaching and learning which would contribute to reducing teacher's workload. In school-based curriculum development, CDC would provide guidelines for schools and teachers to develop their curricula by flexible changes and adaptation to suit different student needs. The whole process was expected to be completed by 2005. To facilitate implementation, a range of collaborative research and development "Seed" projects on key curriculum changes would be conducted in partnership with schools, consultants and ED. The projects would generate useful experiences and evidence-based learning/teaching/assessment materials for the reference of other schools.

30. Mr CHEUNG Man-kwong enquired about the details of the development programmes such as training on curriculum and curriculum leadership for teachers and principals. Given that teachers were already required to attend Information Technology (IT) and language training classes, he expressed reservations about the availability of teachers to attend the training courses in school-based curriculum development.

31. CE/CDI said that a variety of professional development programmes would be provided to in-service teachers and school principals based on the needs of curriculum change, as well as the development needs of teachers in individual KLAs/subjects. Unlike attending IT and language training, teachers and principals might choose to take up courses which were relevant to their needs. Depending on individual needs, they might need to spend three to thirty hours in completing the necessary training programmes which would also be made available on the Internet. Furthermore, a school-based In-service Teacher Education Programme would be provided to help school-based staff development.

32. Director of Education (DE) supplemented that the Administration understood the concerns of front-line educators and their worries. It had set aside a provision of \$150 million for teachers' professional development in the next five years. The CDI school-based curriculum development (primary and secondary) teams would provide on-site advice to help schools to strengthen learning to learn in existing curricula, to promote curriculum leadership, and develop a school-based curriculum along the lines of the new curriculum framework through taking part in research and development projects or on the

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basis of their own plans. Schools may also use the capacity enhancement grant, the services of Regional Education Offices, ED and other sources of flexible funding such as the Quality Education Fund to meet different needs.

33. Mr CHEUNG Man-kwong was of the view that additional manpower should be provided for implementing the curriculum reform. He pointed out that teachers were willing to attend the 30-hour training to learn the necessary skills and knowledge for implementation of curriculum reform. However, they would not be able to spare time to design a school-based curriculum. The additional allocation of \$150 million could not resolve the manpower shortage problem in schools as a whole. He urged the Administration to seriously consider the existing workload of teachers and the additional workload associated with implementation of curriculum reform.

34. CE/CDI pointed out that some of the EC's reform proposals including abolishing the Academic Aptitude Tests (AATs), reducing the number of tests and examinations, and revising the assessment mechanism, etc., would eventually ease teachers' workload. With the gradual implementation of education reforms, teachers would have more room to apply their knowledge and skills learned from their undergraduate studies in school education. Through effective co-ordination of efforts and resources, teachers should be able to equip students with different learning abilities to develop their potential, and encourage them to sustain life-long learning to meet future challenges.

35. Mr LEUNG Yiu-chung agreed that given the current level of work, teachers could hardly have time to participate in the design of a school-based curriculum. He considered that in the absence of a corresponding proposal in university admission system, it was difficult to comment on the merits and demerits of the curriculum reform proposals. He expressed concern about the continuity of curriculum between basic education and senior secondary education. Prof NG Ching-fai added that professionals should be appointed to ensure continuity in curricular design for basic, senior secondary and university education.

36. In response, CE/CDI said that CDC recommended schools to organize the current subjects into the relevant KLAs and avoid early specialization in basic education for a balanced curriculum. To create more room for teachers, schools should trim some teaching topics and allocate more curriculum space for designing different curriculum modes. At the secondary education level, CDC proposed the provision of a broad and diversified curriculum which should include new subjects of Integrated Humanities, Integrated Science and Technology and Liberal Studies and other studies.

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37. DE pointed out that after abolishing the AATs, schools should make proper use of project learning to help students develop abilities and skills for analyzing issues from different angles and applying knowledge in different domains to facilitate all-round development.

38. Mr LEUNG Yiu-chung pointed out that schools had adopted project learning in too many subjects and as a result, students were overloaded. CE/CDI responded that to rectify the situation, schools were now encouraged to apply project learning on a cross-subject basis.

39. Mr YEUNG Yiu-chung said that teachers received no formal training in curriculum design during undergraduate studies. He enquired about the contents of the training courses available for teachers to develop skills and knowledge in designing the school curriculum. He also asked whether school textbooks would be revised in the light of the curriculum reform.

40. CE/CDI responded that schools were initially expected to prepare around 20% of the school curriculum and for this purpose, a wide range of professional development courses would be provided to teachers and principals. Based on the principles of the curriculum reform, ED would develop new curriculum guides, subject guides and exemplars, and teaching and learning materials to help schools to develop a school-based curriculum which should suit the needs of their students. A variety of professional development programmes would be provided to in-service teachers and principals from 2001 to 2005 according to the needs of curriculum change. These programmes could be broadly divided into courses which aimed to enhance overall professional knowledge of teachers and courses on KLAs and subjects which aimed to assist teachers in meeting the needs of the new curriculum framework. On revision of textbooks, ED would provide appropriate guidelines to and improve communication with suppliers to ensure appropriate revisions were made to meet new curricular requirements.

41. Mr SZETO Wah asked about the Administration's measures to alleviate teachers' tension and anxieties arising from implementing curriculum reform. Since design of school-based curriculum required expertise and teachers might not have the required knowledge, he considered that curriculum reform should commence only after successful implementation of the "Seed" Projects.

42. CE/CDI reiterated the support measures to assist schools and teachers to implement curriculum reform. She briefly explained the contents of the special training on curriculum development for principals and middle managers. DE supplemented that before publication of the consultation paper, ED had already selected a number of schools to practise curriculum reform and the results were

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satisfactory. He stressed that schools would be allowed to progressively implement the reform initiatives within a five-year time frame.

Assessment mechanisms and university admission system

43. Miss Cyd HO pointed out that the primary aim of most parents and students was to obtain favourable results in public examinations such as the Hong Kong Certificate of Education Examination. She asked how the public examination system would be modified to complement implementation of curriculum reform.

44. CE/CDI responded that the Hong Kong Examinations Authority (HKEA) would revise the assessment mechanism in the light of the curriculum reform on an on-going basis. Depending on the pace of curriculum reform, HKEA would aim to design public examinations which could assess students' higher order thinking skills, creativity, and problem solving skills. Under the spirit of school-based assessment, internal assessments of students by schools would also be incorporated into the system of assessment.

45. Miss Cyd HO said that in implementing school-based assessment, the Administration should ensure a balanced assessment between students' performance in internal and external examinations. Otherwise, students of elitist schools might predominate in university admission.

46. Miss Emily LAU said that since tertiary institutions and employers gave overwhelming weight to public examination results in considering admissions or appointments, parents and students generally attach great importance to these results and devote most of their time and efforts to the examination syllabus. She asked how the university admission requirements would be revised to facilitate implementation of curriculum reform.

47. CE/CDI responded that EC had established three working groups, namely, Working Group on the review of the academic structure for senior secondary education and interface with higher education, Working Group on the development of post-secondary education and Working Group on continuing education, to examine the feasibility of implementing a 3-year structure for senior secondary education, the interface between senior secondary and higher education and the future development of post-secondary and continuing education respectively. They would submit their recommendations in 2002.

48. In response to Miss Emily LAU's further enquiry about the implementation of the new senior secondary curriculum and university admission system, DE said that there was not a preset target date for

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implementing the new university admission system. He estimated that the new system could only be implemented after 2005.

49. Mr SZETO Wah, Mr LEUNG Yiu-chung, Prof NG Ching-fai and Mr SIN Chung-kai shared the view that the senior secondary curriculum and university admission system should be carefully designed to align with the new curriculum for basic education. Mr SIN Chung-kai pointed out that parents and students considered university education as the gateway to future success. Citing the university admission system in the United States, he pointed out that curriculum reform should aim at reducing rather than increasing the curricular contents. Prof NG Ching-fai also expressed concern as to whether the provision of resources support for extending first-degree programmes from three to four years would be adequate.

50. CE/CDI responded that the Working Group on the review of the academic structure for senior secondary education and interface with higher education would examine the length of study of the first-degree programmes and would submit recommendations in 2002.

51. In concluding the discussion, the Chairman requested the Administration to note members' views about the effects of public examinations and university admission system on the design of school-based curriculum as well as their concern about the substantial increase in teachers' workload arising from implementing the curriculum reform.

Adm 52. CE/CDI and DE undertook to relay members' views and concerns to the respective working groups under EC for consideration.

VI Education Resource Centre [Paper No. CB(2)504/00-01(03)]

53. At the invitation of the Chairman, DE said that the proposed Education Resource Centre (ERC) would be constructed on top of a Public Transport Interchange (PTI) site at the junction of Suffolk Road and To Fuk Road in Kowloon Tong. Apart from offices and communal facilities, the centrally located composite ERC would house three existing ERCs, resource and training centres for principals and teachers, service centres for children with special education needs, the General Teaching Council, the Kowloon Regional Education Office and a centre for life-long learning. In essence, the proposed ERC would provide integrated and more efficient services to the public.

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54. Mr CHEUNG Man-kwong asked how the estimated construction cost per square metre of the proposed ERC compared with that of commercial buildings in the vicinity. ADE(SD) responded that with an operational area of about 14,000 square metre, the total construction costs of the ERC was \$550 million which compared favourably with those of similar developments. He added that the cost of the foundation works under entrustment to the Mass Transit Railway Corporation (MTRC) was around \$80 million and the construction cost of the PTI was about \$110 million.

55. Mr SIN Chung-kai asked how the current proposal had responded to members' concerns expressed at the Panel meeting on 5 November 1999 when the proposed ERC was discussed. ADE(SD) responded that the proposed ERC cum PTI would be constructed in an area subject to a height restriction of 51 metres above the principal datum. To maximize site potential, the ERC would be a six-storey building with the foundation and structure designed to allow for an additional storey to be built if the height restriction could be relaxed in future. Around 20% of the operational area would be used to accommodate ED offices and the remaining 80% would accommodate community centres and facilities including a life-long learning centre of around 1 700 square metre. DE added that after completion of ERC, three existing resource centres would be released for other educational uses such as whole-day primary schooling.

56. Mr CHEUNG Man-kwong questioned whether the construction of a six-storey building, with the flexibility to build an additional storey, on a prime site at the Kowloon Tong was the best option available. He suggested that the Administration should reconsider the foundation and structure design to cater for further expansion. Mr SIN Chung-kai also asked whether exemption to the height restriction could be grant to the proposed ERC.

57. ADE(SD) responded that the structure of ERC had been proposed after consulting the Town Planning Board (TPB) and having regard to the operation of the MTRC. He explained that developments within the Kowloon Tong were subject to the height restrictions set by TPB and it was unlikely that the height restriction in the district would be relaxed in the foreseeable future. DE supplemented that the Administration would continue to liaise with TPB for possible relaxation of the height restriction for ERC in the future.

58. Miss Emily LAU was of the view that in proposing additional storey for ERC, members should consider the adverse impact on the environment of Kowloon Tong as a whole. The Chairman shared Miss LAU's view. He remarked that there would be more flexibilities in constructing the ERC if it was not situated in Kowloon Tong. The Chairman therefore asked whether there were alternative locations for the proposed ERC. ADE(SD) responded that the

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proposed ERC was an ideal location as it was conveniently located above the Kowloon Tong PTI. He added that around 50 000 teachers, principals and parents would use its resources and facilities.

59. Miss Emily LAU asked why car parking spaces could not be provisioned in ERC. ADE(SD) explained that to ensure smooth traffic flow within the district, the PlanD had advised that no parking spaces should be made available in ERC. Miss LAU opined that she found it odd that not a single parking space would be available in a modern building.

Adm 60. The Chairman requested the Administration to note members' views and concerns about utilization of the site. He also advised the Administration to co-ordinate representatives of the PlanD to attend the forthcoming Finance Committee meeting at which the ERC proposal would be discussed.

VII Any other business

61. There being on other business, the meeting ended at 6:40 pm.

Legislative Council Secretariat

14 March 2001