

**Panel on Education**  
**List of follow-up actions**  
(position as at 4 May 2006)

Subject	Date of meeting	Follow-up action required	Administration's response
<p>1. <u>Further expansion of the Non-means Tested Loan Scheme (NLS)</u></p> <p>1.1 Risk-adjusted factor and repayment period</p>	19.6.00	The Administration was requested to review the risk-adjusted factor and the repayment period of NLS in the light of members' comments at the meeting.	<p>Response awaited.</p> <p><u>Latest position</u>  The Administration is considering the possibility of outsourcing NLS to the private sector.</p>
<p>2. <u>Briefing on the Higher Education Review</u></p> <p>2.1 Institutional governance and staff grievances</p>	2.12.02 and 21.6.04	The University Grants Committee (UGC) agreed to provide an update on the development of an internal grievances and complaint mechanism in UGC-funded tertiary institutions at an appropriate time.	<p>Response awaited.</p> <p><u>Latest position</u>  The institutions are at various stages of reviewing their governance and management structures, including their internal grievances and complaint mechanisms. The Administration will provide an update in due course.</p>

Subject	Date of meeting	Follow-up action required	Administration's response
<p>3. <u>Results of the 2003 Language Proficiency Assessment for teachers</u></p> <p>3.1 Options for upgrading the quality of English teachers</p>	<p>23.6.03</p>	<p>The Administration was requested to explore workable options for upgrading the quality of English teachers and provide a paper.</p>	<p>Response awaited.</p> <p><u>Latest Position</u> The recommendations of the SCOLAR Action Plan are being implemented. These will help to upgrade the quality of English teachers.</p>
<p>4. <u>Consolidation of high cost and low utilization primary schools</u></p> <p>4.1 Policy and follow-up measures</p>	<p>19.4.04</p>	<p>The Administration was requested to provide an information paper on its long-term policy and follow-up measures to resolve the problems arising from consolidation of under-utilized primary schools and provide an estimate of the number of primary schools which would be affected by the policy in the future.</p>	<p>Response awaited.</p> <p><u>Latest Position</u> The information paper will be prepared in due course taking into account the outcome of the various reviews in progress.</p>

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<p>5. <u>Reforming the academic structures for senior secondary education and higher education</u></p> <p>5.1 Support measures for teachers</p>	<p>29.10.04</p>	<p>The Administration was requested to provide an information paper on the existing number of training hours as well as the anticipated number of training hours for professional development of teachers and principals in the next few years.</p>	<p>Response awaited.</p> <p><u>Latest Position</u> The general view regarding training needs of teachers during the consultation on the new academic structure for senior secondary and higher education is that the number of hours and the modes of training should be on needs basis according to individual continuous professional development plans. Schools also welcome the use of school-based or web-based professional development programs provided by different institutions including Education and Manpower Bureau to meet distinct needs. Therefore the overall anticipated hours of training for teachers and principals in the next few years will be subject to a fluid interplay of supply and demand.</p>

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<p>6. <u>New academic structure for senior secondary and higher education</u></p> <p>6.1 Deadlines for consultation and completion of the key actions</p>	<p>3.6.05</p>	<p>The Administration was requested to provide an information paper setting out clearly the timeframe of the second consultation exercise, including the timetable as well as the scope and target of consultation.</p>	<p>Response awaited.</p> <p><u>Latest Position</u> The information paper will be prepared in due course.</p>
<p>7. <u>Briefing by the Secretary for Education and Manpower on the Chief Executive's Policy Address 2005-06</u></p> <p>7.1 Bullying and violence in schools</p> <p>7.2 Provision of post-secondary education opportunities to meet the forecast manpower needs</p>	<p>20.10.05</p> <p>20.10.05</p>	<p>The Administration undertook to provide an information note on bullying and violence in schools.</p> <p>The Administration was requested to provide an information note on provision of post-secondary education opportunities to meet the forecast manpower needs.</p>	<p>Response awaited.</p> <p><u>Latest position</u> An information note incorporating results of the latest survey will be prepared in due course.</p> <p>Response awaited.</p>

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<p>8. <u>Injection into the Language Fund</u></p> <p>8.1 Teaching of English in kindergarten</p> <p>8.2 Teaching of Chinese Language in Putonghua</p>	<p>12.12.05</p>	<p>The Administration was requested to provide the Panel with the report of the pilot scheme on provision of support to kindergarten in providing quality English exposure to pre-primary students.</p> <p>The Administration was requested to provide the Panel with the report on the survey conducted by the Standing Committee on Language and Research on the use of Putonghua to teach Chinese Language in schools.</p>	<p>Response awaited.</p> <p>Response awaited.</p>
<p>9. <u>Consultation on career-oriented studies and new academic structure for special education</u></p> <p>9.1 Progress report on the results of the consultation</p>	<p>13.2.06</p>	<p>The Administration was requested to provide a progress report after consultation with the special education setter. The update should include an estimate of the funding for special education under the new academic structure, and the provision of 10-year basic education for students with intellectual disability, having regard to their need to attend various therapies, medical attention and hospitalisation.</p>	<p>Response awaited</p>

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<p>10. <u>Review of Post-secondary Education Sector</u></p>			
<p>10.1 Reduction of taught post-graduate and sub-degree programme places</p>	<p>27.3.06</p>	<p>The Administration was requested to provide a breakdown of the reduction in the number of publicly-funded taught post-graduate and sub-degree programme places in UGC-funded institutions since the adoption of the self-financing policy in the 2003-04 academic year.</p>	<p>Response awaited</p> <p><u>Latest Position</u> An information paper on 10.1 – 10.3 will be prepared in due course after collection of relevant information.</p>
<p>10.2 Appointment of sub-degree programme graduates to civil service posts</p>	<p>27.3.06</p>	<p>The Administration was requested to provide statistics on sub-degree graduates appointed to the civil service posts over the past years.</p>	
<p>10.3 University places for sub-degree programme graduates</p>	<p>27.3.06</p>	<p>The Administration was requested to provide the respective numbers of sub-degree programme graduates who were assessed to be capable of pursuing university education in the 2004-05 and 2005-06 academic years.</p>	
<p>10.4 Allocation of vacated school premises for use by private post-secondary institutions</p>	<p>27.3.06</p>	<p>The Administration was requested to consider allocating vacated school premises to post-secondary education service providers</p>	<p>Response awaited</p>

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<p>11. <u>Kindergarten and Child Care Centre Remission Scheme (KCFRS)</u></p> <p>11.1 Removal of the social need test</p> <p>11.2 Comparison of fee remission levels under KCFRS and the former Child Care Centre Fee Assistance Scheme (CCCFAS)</p>	<p>10.4.06</p> <p>10.4.06</p>	<p>The Administration was requested to provide a response to members' request to remove the "Social Needs" test from the KCFRS, including estimates of the additional costs incurred and the number of households benefited.</p> <p>The Administration was requested to provide a comparison of the levels of fee remissions to applicant families of different income ranges under KCFRS and CCCFAS.</p>	<p>Response awaited</p> <p>The Administration is conducting a comprehensive review on the pre-primary education.</p>