

立法會
Legislative Council

LC Paper No. CB(2)1155/07-08
(The minutes have been seen by
the Administration)

Ref : CB2/PL/ED

Panel on Education

**Minutes of special meeting
held on Thursday, 31 January 2008, at 2:30 pm
in the Chamber of the Legislative Council Building**

- Members present** : Hon Jasper TSANG Yok-sing, GBS, JP (Chairman)
Hon LEE Cheuk-yan
Hon Mrs Selina CHOW LIANG Shuk-ye, GBS, JP
Hon CHEUNG Man-kwong
Hon LEUNG Yiu-chung
Hon Emily LAU Wai-hing, JP
Hon TAM Yiu-chung, GBS, JP
Hon Abraham SHEK Lai-him, SBS, JP
Hon Albert CHAN Wai-yip
Hon Audrey EU Yuet-mee, SC, JP
Dr Hon Fernando CHEUNG Chiu-hung
Hon Patrick LAU Sau-shing, SBS, JP
- Member attending** : Mrs Sophie LEUNG LAU Yau-fun, GBS, JP
- Members absent** : Dr Hon YEUNG Sum, JP (Deputy Chairman)
Hon SIN Chung-kai, SBS, JP
Hon Tommy CHEUNG Yu-yan, SBS, JP
Hon LI Kwok-ying, MH, JP
Hon Andrew LEUNG Kwan-yuen, SBS, JP
- Public Officers attending** : Mr Chris Wardlaw
Deputy Secretary for Education (5)

Mr Eddie CHEUNG
Principal Assistant Secretary for Education (Education
Infrastructure)

Mr SHE Mang
Chief Curriculum Development Officer (Information
Technology in Education), Education Bureau

Attendance by invitation : Hong Kong Professional Teachers' Union

Mr CHOI Wing-tim
Representative

Hong Kong Federation of Education Workers

Mr WU Siu-wai
Vice Chairman

Mr FOONG Nim-yee
Deputy Secretary General

Sing Yin Secondary School

Mr KWOK But
Principal

Hong Kong Direct Subsidy Scheme Schools Council

Dr CHUI Cheung-ki
Secretary

I.T. People Association of Hong Kong

Mr PANG Siu-wai
Vice President

Mr KWOK Tin-ming
Honorary Treasurer

Subsidized Primary Schools Council

Mr CHEUNG Yung-pong
Vice Chairman

Ms CHAN Shui-yu
Vice Secretary

Lee Kau Yan Memorial School

Mr Jonathan LAI Ping-wah
Principal

The Hong Kong Association for Computer Education

Dr Miranda LUK Siu-ping
Education Consultant

Mr KWOK Wing-keung
Council Member

Hong Kong Association of Heads of Secondary Schools

Dr YUEN Pong-yiu
Vice Chairman

Dr HO Sai-man
Members of Task Group

Hong Kong Association for Science and Mathematics
Education

Mr WONG Chi-kong
Vice-chairman

Mr LAU Tak-chi
Hon. Internal Affairs Secretary

Education Convergence

Mr CHEUNG Ka-chung
Executive Committee Member

The Democratic Party

Mr CHEUNG Yin-tung
Vice-Spokeperson on Education Policy

Grant Schools Council

Mr George TAM Siu-ping
Chairman Principal

Miss Brenda MAU
Representative

Clerk in attendance : Miss Odelia LEUNG
Chief Council Secretary (2)6

Staff in attendance : Mr Stanley MA
Senior Council Secretary (2)6

Miss Carmen HO
Legislative Assistant (2)6

Action

I. The Third Strategy on Information Technology in Education

[LC Paper Nos. CB(2)959/07-08(01) & (02), CB(2)766/07-08(07), CB(2)502/07-08, CB(2)244/07-08(02) & (03) and CB(2)159/07-08(01)]

The Chairman recapitulated the concerns raised by members at the meeting on 14 January 2008 about the need for an Information Technology Co-ordinator (ITC) post in the school establishment, the provision of adequate resources for schools to offer reasonable remuneration package for school IT technicians, and the measures to bridge the digital divide among students. The response of the Administration was detailed in LC Paper No. CB(2)959/07-08/(01).

Oral presentation by deputations

Hong Kong Professional Teachers' Union
[LC Paper No. CB(2)999/07-08(01)]

2. Mr CHOI Wing-tim said that the Hong Kong Professional Teachers' Union (HKPTU) had conducted a questionnaire survey on 639 primary and 515 secondary schools concerning the need for an ITC in the school establishment. A total of 291 primary and 261 secondary school heads had responded and indicated support for the provision of an ITC in the school establishment. With the increasing use of IT in education and the implementation of education reforms, a professional and competent ITC was essential for cost-effective integration of IT into teaching and learning activities in schools. HKPTU considered that the salaries for an ITC should be comparable to those for a graduate teacher.

Action

Sing Yin Secondary School
[LC Paper No. CB(2)1106/07-08]

3. Mr KWOK But said that the Administration should provide recurrent funding for upgrading and replacing the computer hardware and intranet facilities in schools. Since the salaries for the IT personnel were rising faster than inflation, instead of creating an ITC post pitched at a certain salary level, he considered it a better approach to provide additional funding for schools for employing IT personnel. In this way, schools could adjust salaries for IT personnel in the light of changing market conditions. He also suggested that the Administration should take the lead in the promotion of the use of electronic textbooks and set the standards for electronic books for publishers.

Hong Kong Direct Subsidy Scheme Schools Council
[LC Paper No. CB(2)999/07-08(02)]

4. Dr CHUI Cheung-ki said that the Hong Kong Direct Subsidy Schools Council suggested that the Administration should establish an expert group to tackle issues related to intellectual property right of the teaching and learning materials available in the depository to be operated by the Hong Kong Education City (HKEdcity), and give recognition to scholars who had contributed quality materials to the depository. The Council also suggested that the Administration should provide recurrent and one-off grants for Direct Subsidy Scheme schools to develop their IT facilities, as well as funding support for schools and their parent-teacher associations to organize workshops to enhance parents' information literacy.

I.T. People Association of Hong Kong
[LC Paper Nos. CB(2)847/07-08(01) and CB(2)999/07-08(03)]

5. Mr KWOK Tin-ming said that in the view of the IT People Association of Hong Kong, the creation of a permanent ITC post in schools would be far more effective than a central technical support team in providing assistance to schools in formulating their school-based IT in education development plans. Given the rapidly advancing IT developments and the investment of some \$7.2 billion on the use of IT in education in the past decade, it was necessary to ensure cost-effectiveness in resources utilization. The creation of an ITC post to address the problems encountered by schools in the use of IT in education could not be delayed.

Subsidized Primary Schools Council
[LC Paper No. CB(2)1008/07-08(01)]

6. Mr CHEUNG Yung-pong said that the Subsidized Primary Schools Council urged the Administration to provide an ITC post in schools at the rank of Laboratory Technician II, relax the scope of use of the Composite IT Grants

Action

(CITG), and allocate recurrent funds for the upgrading, replacement and maintenance of IT facilities, and the employment of IT assistants in schools. In addition, the Education Bureau (EDB) should collaborate with institutions and IT services providers and establish support teams to provide technical support services for schools; organize briefings and seminars on a regional basis to enhance parents' information literacy; and update information on IT resources schools to enhance experience-sharing in the use of IT in education.

The Hong Kong Association for Computer Education
[LC Paper No. CB(2)989/07-08(01)]

7. Mr KWOK Wing-keung said that with the rapid advance of IT, the creation of a permanent ITC post at the rank of Laboratory Technician II with promotion prospect was essential for enhancing the integration of IT into teaching and learning. Given the limitations of ITeHelp call centre in providing direct and on-site support services for schools and teachers, its operation should be discontinued. The proposed setting up of a technical support team in EDB was not an effective means to provide IT support for schools. It would be better to redeploy the relevant resources to schools. Lastly, EDB should collaborate with schools and teachers to make use of the digital teaching resources in the on-line depository of curriculum-based teaching modules to be operated by HKEdCity.

Hong Kong Association of Heads of Secondary Schools

8. Dr YUEN Pong-yiu said that the Hong Kong Association of Heads of Secondary Schools supported the provision of an on-line depository of curriculum-based teaching modules with digital resources, and suggested that the depository should include a module on Liberal Studies under the new senior secondary curriculum. EDB should collaborate with the teaching and IT professions to streamline the design of the modules to facilitate teachers' preparation of lesson plans, having regard to the protection of intellectual property rights. The Association supported the plans and actions to sharpen teachers' IT pedagogical skills; assist schools to draw up and implement school-based IT in education development plans; raise parents' information literacy and assist them to guide their children to use IT at home. The Association considered it necessary to increase the allocation for the Third Strategy and create a permanent ITC post in schools.

Hong Kong Association for Science and Mathematics Education
[LC Paper No. CB(2)959/07-08(04)]

9. Mr WONG Chi-kong said that the Administration should create a permanent ITC post in schools at an appropriate rank to reduce teachers' workload in coordinating and applying the use of IT in teaching and learning activities. EDB should allocate resources to schools to enhance information

Action

literacy of teachers, students and parents in particular those of low income families, and implement measures to inculcate the correct values and attitudes among students in their access to the information and use of the materials on the Internet legally.

Education Convergence

[LC Paper No. CB(2)979/07-08(01)]

10. Mr CHEUNG Ka-chung said that the school sector considered it an urgent need for a permanent ITC post and technical services in schools to support principals and teachers in the use and maintenance of IT hardware and facilities to enhance teaching and learning outcomes. On the provision of funding support, the Administration should increase allocations to schools to upgrade and replace their IT hardware and facilities on a regular basis.

The Democratic Party

[LC Paper No. CB(2)999/07-08(03)]

11. Mr CHEUNG Yin-tung highlighted that the Democratic Party considered it important for EDB to assist vulnerable groups such as students of low income families without a computer at home to have access to computers in learning. While supporting the operation of an on-line depository of teaching modules with digital resources, the Democratic Party called on EDB to ensure compliance with the relevant copyright protection laws in respect of the uploading and downloading of materials into/from the depository. In addition, EDB should aim to develop an impetus among teachers towards the development of IT pedagogical skills, and create an ITC post to support schools in formulating their school-based IT in education development plans. In particular, EDB should make use of the IT facilities in schools to enhance parents' information literacy.

Grant Schools Council

[LC Paper No. CB(2)1014/07-08(01)]

12. Mr George TAM said that the Grant Schools Council supported the Administration's proposals for the implementation of the Third Strategy on IT in Education (the Third Strategy), but considered the overall allocation of \$240 million insufficient for implementing the Third Strategy in more than 1 000 primary and secondary schools for a period of five years. The Council suggested the creation of an ITC post in schools with promotion prospects, and the provision of a computer in schools for each student.

Hong Kong Federation of Education Workers

[LC Paper No. CB(2)959/07-08(03)]

13. Mr FOONG Nim-ye said that the Hong Kong Federation of Education Workers suggested that the Administration should expand the scope of the

Action

on-line depository to include students' other learning experience; continue to encourage teachers to sharpen their IT pedagogical skills; create a permanent ITC post in schools; allocate resources to schools to upgrade and replace their IT facilities and equipment; provide needy students with a computer at home and free access to the Internet; encourage schools to collaborate with publishers to procure software in the light of the students' need; and enhance teachers' and parents' information literacy in order to educate students on the proper and lawful use of information and copyright materials on the Internet.

Lee Kau Yan Memorial School

14. Mr Jonathan LAI Ping-wah said that EDB should provide schools with more flexibility in the deployment of IT human and financial resources. He did not consider the creation of an ITC post a necessity for each school. The decision on how best to use their IT resources should rest with individual schools. He cited his School's experience to illustrate the benefits of allowing schools to determine the best ways to deploy its resources to develop their IT facilities and formulate their school-based IT in education development plans to meet the challenges arising from the implementation of the new senior secondary structure, such as the storage, retrieval and management of students' audio and video files required for school-based assessment. He considered that EDB should simplify the administrative procedures for application and allocation of the IT resources under the Third Strategy. In his view, the present school monitoring system had ensured accountability in the use of public resources.

Other submissions received

[LC Paper Nos. CB(2)959/07-08(05) and CB(2)999/07-08(04)]

15. Members noted the submissions from the Hong Kong Subsidized Secondary Schools Council and the Special Education Society of Hong Kong.

The Administration's response

16. Deputy Secretary for Education (5) (DS(Ed)5) thanked the deputations for their support for the general direction for integrating IT into teaching and learning as proposed in the consultation document for the Third Strategy. He said that apart from the views and suggestions collected during the consultation period, the Administration would consider new suggestions raised by the deputations at the meeting in finalizing the plans and actions for implementing the Third Strategy. He highlighted that the key emphasis of the Third Strategy was to enhance integration of IT into teaching and learning, and EDB had an established Steering Committee to oversee the implementation plans and arrangements. The salaries for IT technicians and the adequacy of the recurrent allocations under CITG were related issues in the context of the overall strategy, but were not the key emphasis of the Third Strategy.

Action

17. DS(Ed)5 further said that EDB would follow up the concerns raised by the school sector, in particular the provision of sufficient funding for on-going replacement and upgrading of IT hardware and facilities; and the matters relating to the operation of the on-line depository of teaching modules with digital resources including the contents of the depository and the related intellectual property right issues. EDB would consult the school sector on the design and contents of the depository to ensure that the depository would be user-friendly and help reduce teachers' workload in lesson planning and teaching.

18. On the provision of technical support services, DS(Ed)5 pointed out that the Administration anticipated that schools would make use of the provisions under CITG together with other grants such as the Operating Expenses Block Grant and the Capacity Enhancement Grant (CEG) for the procurement of IT services in the light of their needs and priorities. Notwithstanding this, EDB acknowledged that the school sector was concerned that the CITG should be sufficient to meet the IT related needs of schools. In view of this concern about the adequacy of CITG for the IT-related expenses in school education, EDB would conduct a holistic and evidence-based review of schools' IT expenditure. The decreasing costs of computer software, hardware and consumables as well as the prevailing salaries for IT technicians in the market would be considered. The review would be completed in June 2008, and its outcome would be reported to the Panel in July 2008.

Digital divide among students

19. Referring to paragraphs 13 to 15 of the Administration's paper [LC Paper No. CB(2)959/07-08(01)], Ms Emily LAU noted with concern that according to a household survey on the use and penetration of IT in Hong Kong conducted by the Census and Statistics Department during July to September 2007, some 3.3% (or 25 500) of primary and secondary students aged 10 and above did not have a computer at home. She asked whether the deputations considered the measures taken by the Administration, including the continued operation of the computer recycling scheme, the extension of the opening hours of IT facilities in schools, and the promotion of parents' information literacy and awareness of the role of IT in the emerging learning environment, sufficient to resolve the problem of digital divide among students in schools.

20. Mr KWOK But said that the Hong Kong Jockey Club had made a donation to support schools in the procurement of computers for use by needy students, but these computers had become obsolete and inefficient after some five to six years of operation. Mr LAU Tak-chi said that the physical living environment of some families could not accommodate a computer. EDB should collaborate with the Leisure and Cultural Services Department to provide needy students with access to computers and the Internet in public libraries and other venues.

Action

Information Technology Coordinators

21. Mr CHEUNG Man-kwong said that the support of the school sector for the implementation of the Third Strategy did not mean its acceptance of the Administration's refusal to create a permanent post of ITC in schools. According to the survey conducted by HKPTU, except one of the 552 principals who had responded, all had indicated support for the creation of an ITC post in schools or the provision of a cash grant for the purpose as their top priority. He considered that a CITG of about \$250,000 and \$290,000 for primary and secondary schools with 19 - 24 classes respectively were insufficient for the employment of an experienced ITC under the prevailing market conditions. Some schools had used CEG to employ additional IT personnel to support teachers and students in the use of IT in teaching and learning. The median salary of \$11,295 was inadequate for the recruitment and retention of a competent IT technician. This salary level was slightly below the starting salary for a junior technician and slightly above that for a janitor. He asked how the Administration would respond to the strong call of the school sector on the matter.

22. In response, DE(Ed)5 said that the Administration was well aware of the school sector's call for an ITC post in each school, but the provision would have to be considered together with other competing priorities in education. From a strategic perspective, the school principal and the various panels should formulate the strategies and lead the integration of IT into teaching and learning in their school. The Administration was of the view that the role and functions of a permanent ITC would confuse with the strategic role of the principal and the role of panels at key learning areas and subject level. The creation of a permanent ITC post might reduce the progress of strategic developments in the integration of IT into teaching and learning. As regards the remuneration package for IT technicians, he explained that according to the Census and Statistics Department, the median salary for IT personnel whose job requirement was comparable to that of a school IT technician was \$11,295. Nevertheless, EDB would include the issue of the salaries for IT technicians in the review of CITG.

23. Mr LEE Cheuk-yan said that the Administration seemed to have preconceived stance on the issue of ITC post in schools before the conduct of the review of CITG. He urged the Administration to listen to the call of the school sector and create an ITC post in schools to relieve the workload of teachers who were forced to assume the role of an ITC because of the current high turnover of IT technicians in schools. He considered the median salary of \$11,295 insufficient for retaining quality IT technicians in schools, and that the use of CEG to retain IT technicians would affect other grades in schools, for example janitors whose salaries could not be adjusted upward.

24. DS(Ed)5 responded that the Administration was open in the review of CITG, although it held a different view from the school sector on whether one

Action

model suited all for developing and co-ordinating the strategies for the integration of IT into teaching and learning in schools. He stressed that one of the important tasks under the Third Strategy was to assist schools in developing the planning process and systems for drawing up and implementing their school-based IT in education development plans. This was in line with the latest developments on annual resources and strategic planning for integration of IT into teaching and learning adopted by advanced overseas jurisdictions which had invested substantially in the development of basic IT infrastructure in schools.

25. Principal Assistant Secretary for Education (Education Infrastructure) (PAS(EI)) supplemented that CITG was a recurrent provision for schools and the median salary of \$11,295 per month for IT personnel whose job requirement was comparable to that of an IT technician was the information obtained by the Census and Statistics Department. Schools could offer IT personnel with higher salaries as deemed appropriate. Schools could use their CEG to employ ITC in accordance with their needs and priorities. PAS(EI) stressed that the role and functions of an ITC should be different from those of an IT technician.

26. Mr CHEUNG Man-kwong said that the purpose of CEG was to reduce teachers' workload and to create room for teachers to implement the education reforms. CEG should not be used to employ ITC. In his view, the remuneration for an ITC should be pitched at the level of a graduate teacher or a laboratory technician. The Administration should either create a permanent post of ITC in schools or provide a recurrent grant for schools to employ a quality ITC.

Review of Composite Information Technology Grant

27. Mr LEUNG Yiu-chung had doubt about the sincerity on the part of the Administration to conduct the review of CITG, given its preconceived stance as reflected in DS(Ed)5's response to members' concern about the need for a permanent post of ITC in schools. He highlighted the support expressed by the deputations for the creation of an ITC post in schools, and asked how the Administration would conduct the review, in particular on issues relating to the adequacy of the existing amount of CITG to recruit and retain competent and experienced IT personnel.

28. DS(Ed)5 responded that essentially, the review would be based on a comparative analysis of the actual expenditures of schools on CITG and appropriate benchmark expenditures basically required for development of IT in education in schools over the past two to three years. EDB would involve the school sector on the scope of the review and would release the outcome of the review in July 2008. He emphasized that the proposed funding for implementing the plans and actions under the Third Strategy would cover the strategic development of IT facilities over the next few years. The school sector broadly supported the proposals, and schools would be allowed to flexibly deploy their resources in the light of their strategic priorities.

Action

29. Mr LEUNG Yiu-chung remarked that the Administration should conduct the review with a view to resolving the problems encountered by schools in the integration of IT into teaching and learning, rather than on the basis of the actual expenditure of schools on CITG over the past two to three years.

30. Mr CHEUNG Man-kwong said that the Administration should be open-minded in conducting the review of CITG, including on the issue of the provision of sufficient funding for schools to recruit an ITC. He requested the Administration to expedite the review with a view to reporting its outcome to the Panel before the expiry of the current term of the Legislative Council. Dr Fernando CHEUNG added that the review should cover mainstream schools and special schools alike.

Use of Capacity Enhancement Grant

31. Ms Audrey EU sought confirmation on whether CEG was a recurrent or one-off provision and enquired how schools had/would use CEG to support school management and development.

32. Mr Jonathan LAI said that except for the special provision for government and subvented schools for the 2005-2008 school years to further relieve teachers' workload, CEG was a recurrent provision for schools. He pointed out that schools would use CEG to support student learning and teacher development in preparation for the implementation of the new academic structure. Schools could not spare CEG to support other activities such as the employment of an ITC.

33. Mr CHOI Wing-tim echoed that schools would use CEG to support student learning in applied studies and other learning experiences under the new senior secondary curriculum. In addition, schools would be required to conduct continuous assessment and maintain a learning profile for each student. The keeping and updating of these student records would rely heavily on effective application of IT facilities in schools. From this perspective, the creation of a permanent ITC post was essential for the implementation of the new senior secondary structure.

Use of IT in education for students with special educational needs (SEN)

34. Dr Fernando CHEUNG cited his experience to illustrate how tailor-made and advanced IT software and hardware could assist students with SEN in learning. He requested the Administration to assess the impact of the use of IT in education for students with SEN over the past years. He also asked whether the proposals under the Third Strategy had provided resources for ordinary and special schools to procure assistive technology equipment to support students with SEN to receive integrated education or special education. He pointed out that some software to aid the visually impaired in learning were very expensive.

Action

35. DS(Ed)5 responded that the Administration recognized the importance of the application of special software and assistive technology equipment for students with SEN such as students with hearing impairment, visual impairment, or physical disability in education. He pointed out that some educational software designed to support students with SEN in learning were cheap or free, but many teachers were unaware of the availability of these software. Under the Third Strategy, the Administration would endeavour to promote teachers' awareness of the special software and equipment for students with SEN in education.

36. PAS(EI) supplemented that a variety of educational software for students with SEN were available in the HKEdCity web-site, and many educational software had upgraded versions to aid students with SEN in learning. He quoted a statement made by a professor at a seminar on the use of IT in education held recently in the University of Tokyo to illustrate that many teachers were unaware of the upgraded software to support students with SEN in learning. The Administration would collaborate with Microsoft as one of its partners to promote teachers' awareness in this regard.

37. Dr Fernando CHEUNG remarked that the Administration should also review the use of IT to support students with SEN in education in its review of CITG. He considered it necessary for the Administration to provide sufficient recurrent funding and special grants for schools to procure and maintain the special IT hardware and facilities to support students with SEN in education.

38. DS(Ed)5 replied that the review of CITG would cover ordinary and special schools. The Administration would consider Dr CHEUNG's views in the review.

39. The Chairman asked whether raising teachers' awareness of the availability of educational software was sufficient to address the diverse needs of students with different types of SEN. PAS(EI) replied that raising teachers' awareness of the features of the educational software and computer hardware was insufficient for accommodating the diverse needs of students with SEN in education, but would definitely help maximise the utilization of the IT resources and enhance the teaching and learning outcomes. Most importantly, schools should draw up and implement their school-based IT in education development plans to maximise resources utilisation and hence direct resources to support use of IT in identified priority areas.

Central technical support team

40. Ms Audrey EU requested the Administration to provide detailed information on the central technical support team to be set up to assist schools and teachers to overcome technical problems in implementing school-based IT

Action

Admin

in education development plans, including its establishment and the mode of service to be provided. The Administration agreed to provide its response in writing.

Submission to the Finance Committee (FC)

41. Ms Audrey EU requested the deputations to indicate their support or otherwise for the Administration to submit its funding proposal for implementing the Third Strategy to FC for consideration at its meeting on 22 February 2008.

42. Mr KWOK Wing-keung said that as a matter of top priority, the Administration should create a permanent post of IT technician or ITC in schools to maximize effective utilization of the substantial resources that had been invested in the development of the IT infrastructure and facilities in schools over the past nine years.

43. Mr WU Siu-wai said that the Hong Kong Federation of Education Workers did not oppose the Administration's submission of the funding proposal to FC. He suggested that the Administration should increase the allocation for upgrading and replacing IT facilities in schools in the light of the huge fiscal surplus; resolve the problem of the high turnover of IT personnel in schools; include the teaching of information literacy in the school curriculum; and review the role of publishers in the provision of web-based depositories of teaching and learning resources.

44. Before inviting the deputations to indicate their stance on the submission of the funding proposal, the Chairman explained its implications. He said that the purpose of the meeting was to receive views of deputations on the Third Strategy before the submission by the Administration of its funding proposal to FC for approval. Members would take into account the views expressed by the deputations in deciding whether they would support the funding proposal at the FC meeting. As the Administration had indicated that it would conduct a review of CITG, the issue concerning the establishment of a permanent post of ITC would not be tackled in the funding proposal to be submitted to FC. Should approval be given by FC, the funding for upgrading and replacing IT facilities could be released to schools in the current financial year, according to the Administration. In the event that the proposal was voted down by FC, the various measures under the Third Strategy would not be implemented

45. The Chairman then invited representatives of the deputations to indicate their support or objection to the Administration's funding proposal by a show of hands. Ten representatives of the deputations indicated support for and four representatives objection to the proposal.

Action

46. In response, DS(Ed)5 thanked the deputations for their support for the Administration's funding proposal for implementing the Third Strategy. He undertook to consider the views and concerns expressed by the deputations including the need for a permanent post of ITC and additional resources for upgrading and replacing IT facilities for both mainstream and special schools in the light of experience as the Third IT Education Strategy was rolled out.

Clerk

47. The Chairman invited members to indicate their stance on the Administration's submission of its proposal to FC for consideration on 22 February 2008. Members present expressed support for the submission of the funding proposal to FC. To facilitate deliberations at the FC meeting, members requested the Clerk to prepare a summary of the major issues of concerns expressed at the meeting and the Administration to provide a detailed response before the FC meeting on 22 February 2008. DS(Ed)5 responded that the FC paper had to follow the standard format and the Administration might not be able to address all the concerns raised by the deputations in the FC paper.

Admin

48. Ms Emily LAU said that it was important for the Administration to provide a comprehensive response to the concerns and views raised by the deputations and members.

[Post-meeting note : A list of the major issues of concerns raised at the meeting was forwarded to the Administration on 1 February 2008, and the Administration's response together with the list was circulated to members on 14 February 2008 vide LC Paper No. CB(2)1087/07-08.]

II. Any other business

49. There being no other business, the meeting ended at 4:35 pm.

Council Business Division 2
Legislative Council Secretariat
21 February 2008