

立法會

Legislative Council

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Report of the Panel on Education for submission to the Legislative Council

Purpose

This report gives an account of the work of the Panel on Education for the 2013-2014 session. It will be tabled at the meeting of the Legislative Council on 9 July 2014 in accordance with Rule 77(14) of the Rules of Procedure of the Council.

The Panel

2. The Panel was formed by a resolution passed by the Council on 8 July 1998 and as amended on 20 December 2000, 9 October 2002, 11 July 2007 and 2 July 2008 for the purpose of monitoring and examining Government policies and issues of public concern relating to education matters. The terms of reference of the Panel are in **Appendix I**.

3. The Panel comprises 29 members, with Dr Hon LAM Tai-fai and Hon IP Kin-yuen elected as its Chairman and Deputy Chairman respectively. The membership list of the Panel is in **Appendix II**.

Major work

Issues related to kindergarten education

Provision of free kindergarten education

4. The provision of three years' free kindergarten education in addition to the current 12 years of free primary and secondary education was a major focus of the Panel. Members followed closely the work of the Committee on Free Kindergarten Education ("the Committee") set up by the Education Bureau ("EDB") in April 2013 to examine related issues and to recommend

specific proposals on how to practicably implement free kindergarten education. The Panel received an update on the progress of work of the Committee in February 2014. Some members considered that there was a lack of substantive progress as the Committee was still in the course of examining various issues. According to the Administration, due to the intricacy of the issues involved, the Committee would take about two years to complete its tasks and make recommendations to the Government. During this period, the Committee would explore and propose short- and medium-term measures to help kindergartens meet their imminent challenges. The Administration would actively consider providing support accordingly.

5. The Panel supported the proposed short-term measures of increasing the voucher subsidy of the Pre-primary Education Voucher Scheme by \$2,500 per year in the 2014-2015 and 2015-2016 school years and lifting the fee remission ceilings under the Kindergarten and Child Care Centre Fee Remission Scheme. Nevertheless, many Panel members urged the Administration to take into account the operating needs of whole-day kindergartens, in particular those which operated long hours, and to provide them with a higher rate of voucher subsidy than their half-day counterparts. There was also a view that kindergartens should be provided with necessary resources to support children with special educational needs ("SEN"). The Administration assured the Panel that issues related to whole-day kindergartens and learner diversity were being examined by the relevant subcommittees under the Committee.

6. To examine and monitor the progress in taking forward free kindergarten education, the Panel agreed at its meeting on 14 April 2014 to set up a subcommittee to study the implementation of free kindergarten education. The Panel would receive a further update on the work of the Committee at its meeting in July 2014.

Supply of and demand for kindergarten places

7. The Panel noted with grave concern the panic among parents to secure a kindergarten place for their children, particularly in the North District and Tai Po. At the special meeting held in October 2013, members sought the Administration's confirmation that there would be sufficient kindergarten places to meet the demand. According to EDB, for the 2014-2015 school year, the projected demand for kindergarten places was about 168 000, which could be fully met by the projected supply of about 241 000 places (including the number of places in vacant classrooms of kindergartens) across the territory. EDB further explained that a more realistic projection on the overall supply of and demand for kindergarten places for the 2014-2015 and 2015-2016 school years could only be made when the actual 2013-2014 kindergarten enrolment was available in the first quarter of 2014. The Panel

was further informed that as a result of the implementation of the "zero delivery quota" from 2013 for Mainland expectant mothers whose husbands were not Hong Kong residents, the demand for kindergarten places from cross-boundary students was expected to decline progressively after 2016.

8. Members gave views on the six special temporary measures implemented by EDB in the North District and Tai Po to improve admission procedure and to better utilize the kindergarten places within the districts, notably the measure of "one place per child" to avoid hoarding of places, as well as "the principle of vicinity" to enable children to attend kindergartens in their resident districts. The EDB assured members that the effectiveness of the measures would be closely monitored. The Panel noted that admission procedure was one of the issues to be reviewed by the Committee.

9. At the aforesaid special meeting, the Panel passed a motion urging EDB to, amongst others, improve the admission mechanism of kindergartens, ensure the admission of children to kindergartens near their homes and implement 15-year free education as early as possible.

Allocation of students to Primary ("P") 1 classes

10. The Panel had deliberated on the temporary arrangement announced by EDB to allocate more students to each P1 class of public sector schools implementing small class teaching ("SCT") in five school nets of three districts to meet the anticipated demand in the 2014-2015 school year. It had also considered views from stakeholders including school principals on the implications of the temporary arrangement on the school sector and on the implementation of the policy on SCT.

11. Some members and deputations held the view that the policy of implementing SCT in primary schools should continue to be upheld. There was concern that the temporary arrangement of increasing the number of students allocated to each P1 class of schools implementing SCT from 25 to 30 students might be inconsistent with the prevailing policy on SCT. Besides, the enlarged class size might affect the quality of learning and teaching.

12. According to the Administration, the temporary arrangement would not deviate from the existing policy on SCT. One of the implementation details announced by EDB in 2008 was that where the actual demand in any Primary One Admission ("POA") cycle exceeded the supply of P1 places in a school net, EDB might need to slightly increase the number of students allocated to each P1 class in a particular school year. The Administration assured members that the arrangement to be implemented in the five school nets had been adopted after examining all other options such as borrowing school

places from neighbouring school nets and making use of vacant classrooms.

13. To safeguard learning and teaching effectiveness, the Panel had pursued with the Administration the complementary support to be provided to schools to cope with the increase in P1 student intake. Some members shared the view of deputations that if a school operating five P1 classes was allocated five more students to each of its P1 classes, additional resources commensurate with those required for operating an additional P1 class should be provided. As explained by EDB, the provision of additional resources would follow the established practice of providing additional teaching posts for schools maintaining 30 students per class under the implementation of SCT. Nevertheless, the Administration agreed to explore further the school sector's request for additional resources from the perspective of priority in the utilization of public resources with a view to planning for the coming POA cycle.

14. The Panel also urged EDB to improve its communication with the school sector on the implementation of the temporary arrangement. At its meeting held on 12 May 2014, the Panel passed two motions urging the Administration to, amongst others, uphold the policy on SCT and re-negotiate with the school sector issues relating to the allocation of more students to each P1 class. In this connection, the Administration advised that the allocation of additional students to each P1 class in the school nets concerned could not be scrapped as parents had already made their school choices under the Central Allocation stage of POA 2014 and the allocation results would be released in early June 2014. The Panel would further discuss issues related to allocation arrangements under POA 2014 at the meeting to be held in July 2014.

Decline in secondary student population

15. The Panel continued to follow closely the impact of the decline in Secondary ("S") 1 student population and the effectiveness of the targeted relief measures implemented since the 2013-2014 school year to sustain the stability and strength of schools and the teaching force.

16. The progressive reduction in the number of students allocated to each S1 class, i.e. the "2-1-1 option"/"1-1-1 option" according to the needs of the district and the school concerned, received ongoing attention by the Panel. Some members questioned whether the number of students to be allocated per S1 class could be further reduced in districts such as Shatin, Tuen Mun and Eastern District where there was a large number of surplus S1 places. According to the Administration, the aforesaid options represented the broad consensus reached by EDB with the secondary school sector and had taken into account the circumstances of different districts and schools. Unless

there were new justifications, the Administration considered that the district- and school-based options should continue in the following two school years. Some members highlighted that the relief measures should balance the needs of different stakeholders including parents who were concerned that the reduction in S1 places might dampen the chance of their children to get admitted to their preferred schools.

17. Some members urged the Administration to seize the opportunity of the decline in S1 student population to enhance the quality of education, such as implementing SCT. The Administration's view was that SCT in secondary schools would require further study and should not be implemented merely for the sake of alleviating the impact of the temporary decline in secondary student population. Furthermore, upon relaxation of the criterion for approving S1 classes to 25 students per class starting from the 2012-2013 school year, some schools might operate classes with a smaller size and with a better teacher-to-student ratio.

18. There was grave concern that some schools, in particular "Band 3" secondary schools which admitted a relatively large number of SEN students, would face closure as a result of under-enrolment. Some members suggested that the Administration should consider assigning a higher weighting to the admission of SEN students as one of the criteria in approving S1 classes. This would help sustain schools and provide greater incentive for schools to admit SEN students. Whilst noting members' concerns, the Administration confirmed that there was no "school closure" policy although some schools might cease operation for various reasons. With the implementation of the relief measures in the 2013-2014 school year, only 12 out of the 388 public sector secondary schools participating in the Secondary School Places Allocation exercise had each packed one S1 class (i.e. reduction of a total of 12 classes), which was far less than some stakeholders' previous projection.

Review of the New Senior Secondary ("NSS") curriculum and assessment

19. The Panel continued to monitor the implementation of the NSS curriculum under the New Academic Structure ("NAS"). Further to reviewing the progress of the short-term stage of the review in the last legislative session, the Panel received a report on the progress of the NAS Medium-term Review, with special reference to some recommendations to further fine-tune the NSS curriculum and assessment that had been endorsed by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority ("HKEAA") Public Examinations Board.

20. Members noted the first batch of medium-term recommendations announced in April 2014 on four subjects, namely Chinese Language,

Chinese Literature, Liberal Studies ("LS") and Business, Accounting and Financial Studies ("BAFS"). Some members reiterated their concern about the depth and breadth of the NSS curriculum and the insufficiency of lesson time. They referred to the heavy workload arising from the conduct of Independent Enquiry Study of the LS subject and the implementation of School-based Assessment for various subjects, and asked the Administration to seriously consider improving the class-to-teacher ratio to cope more effectively with the teaching and learning requirements under the NSS curriculum. There was also concern about the way forward for the BAFS subject, in particular the ground work for developing its constituent subjects as separate subjects.

21. As explained by EDB, the NAS Medium-term Review aimed at addressing major issues such as refinement of SBA and fine-tuning of the curriculum and assessment of various subjects. Its recommendations would be made in batches so that schools and students could benefit at the earliest possible time. To facilitate implementation of the recommendations, EDB had updated the Curriculum and Assessment Guide and provided supplementary notes on 24 NSS subjects to schools.

22. Members also gave views on the implementation of individual NSS subjects. Question was raised about the drop in the number of students taking the Chinese History subject under the NSS curriculum. On the recommendation to introduce 12 classical set texts for the Chinese Language subject at S4 in the 2015-2016 school year, there was a view that the teaching and learning of classical set texts should start at junior secondary levels. EDB's attention was also drawn to the need to ensure smooth articulation of the curricula of computer and information technology subjects from primary level to secondary level.

23. Some members were gravely concerned about the difficulties faced by SEN students under the NSS curriculum, notably in the LS subject which placed great importance on students' language proficiency in articulating views. To ensure that SEN students, in particular those with Specific Learning Difficulties, would not be disadvantaged in the Hong Kong Diploma of Secondary Education ("HKDSE") Examination of the LS subject, some members stressed the need to provide assistive tools such as speech-to-text software for use by SEN students. Noting the concerns, HKEAA advised that it was conducting a study on the feasibility of using speech-to-text software or audio recording in public examinations.

Direct Subsidy Scheme ("DSS") schools

24. The Panel deliberated on the policy on DSS as well as the roles and functions of DSS schools. Some members pointed out that an increasing

number of reputable aided schools had joined DSS in recent years and started charging high school fees. They were concerned that admission to some DSS schools had become a privilege for students from affluent families while meritorious students lacking financial means were deterred. Some members suggested that consideration should be given to raising the proportion of school fee income earmarked for fee remission from the current 10% to 15% or 20% in order to support the education of meritorious but financially disadvantaged students in DSS schools. Some members however held the view that DSS schools had played an important role in providing diversified choices for students and parents. They pointed out that quite a number of DSS schools mainly served students from grassroot families and that admission to DSS schools was largely based on merits rather than the financial situation of the applicants.

25. Regarding concerns about the transparency of the financial management of DSS schools, the Panel noted the Administration's explanation that under existing requirements, all DSS schools had to report information on major expenditures in terms of percentages of their annual overall expenditures and the cumulative operating reserve in their annual reports.

26. Members generally agreed that the Administration should review the existing policy on DSS in the light of implementation experience. Some of their concerns included how DSS schools and public sector schools could complement each other and the provision of resources to these two types of schools for delivering quality education. Whilst advising members that the implementation of the improvement measures recommended by the Working Group on DSS set up by EDB was progressive and well-paced, the Administration assured members that it would continue to monitor the implementation of the DSS policy and consider views on how it could be improved.

Information technology ("IT") in education

Supporting the adoption of e-textbooks by schools

27. The Panel gave views on EDB's proposal to launch a three-year trial scheme (subsequently referred to as the Support Scheme on e-Learning in Schools ("Support Scheme")) starting from the 2014-2015 school year under which about 100 public sector schools would be provided with a one-off grant totalling \$35 million to enhance or top up their IT infrastructure to cater for the use of e-textbooks and other e-learning resources.

28. On questions about the selection of participating schools, EDB explained that the Steering Committee on Strategic Development of

Information Technology in Education would formulate the selection criteria. At the Panel's request, EDB provided a list of the 100 schools (53 primary schools, 42 secondary schools and five special schools) finally selected to participate in the Support Scheme. It also advised that applications had been selected based on their three-year e-learning development plan submitted, as well as their track record on IT in education and existing IT infrastructure.

29. Some members were gravely concerned that under the Support Scheme, those schools with relatively high IT-readiness would be provided with further funding while schools lagging behind in their IT capacity would not receive additional support. This would widen the gap among schools in their implementation of e-learning. Concern was also raised that only a very small proportion of public sector schools had been sufficiently equipped with WiFi connectivity. According to the Administration, it would consult the stakeholders on the timetable of building up the WiFi infrastructure in all government-funded schools under the consultation for the Fourth Strategy on Information Technology in Education ("ITE4").

30. Concern was raised about the need to provide additional teaching manpower in the implementation of ITE4. To provide schools and teachers with the necessary professional support, some members urged for the creation of the dedicated posts of "IT Coordinator" and "Technical Support Services Officer" in each school. The Administration however considered that schools would be able to exercise greater flexibility by deploying the Composite Information Technology Grant to employ relevant IT personnel or subscribe for necessary services.

31. At its meeting held on 9 December 2013, the Panel passed two motions urging the Government to, amongst others, fully implement WiFi campus by phases, enhance the capacity of teachers in e-learning and create the dedicated posts of "IT Coordinator" and "Technical Support Services Officer".

Fourth Strategy on Information technology in Education ("ITE4")

32. The Panel gave views on the consultation document on ITE4 issued in May 2014 and supported the Administration's submission of its proposal to seek non-recurrent funding of \$105 million to support major initiatives under ITE4.

33. Members noted the focus of ITE4 on realizing IT potential and unleashing the learning power of students to learn and to excel. Whilst agreeing with the need to enhance the IT infrastructure of all public sector schools, some members also stressed the importance of enabling a paradigm

shift from a teacher-centred mode of teaching to a student-centred mode of learning. The Administration responded that one of the actions under ITE4 to renew curriculum, transform pedagogical and assessment practices had been proposed to address concerns about reforming the conventional teaching and learning mode to one that was more interactive, self-directed and beyond the confines of time and space.

34. Concern was raised about the readiness of teachers in taking forward the various initiatives under ITE4 and their difficulties in coping with the increased workload and pedagogical changes. According to the Administration, it would provide professional development programmes at both the generic and the Key Learning Area-specific levels to enhance the capacity of school leaders and teachers. A web-based Resource Pack would also be developed to support schools to tailor-make their own e-learning development plans.

35. In supporting the deployment of IT to strengthen and facilitate learning and teaching, some members urged the Administration to make good use of assistive technology to cater for the learning needs of students with disabilities and SEN students. The Administration was also asked to take steps to encourage more students to take the elective subject of Information and Communication Technology under NSS. Noting that the Administration would encourage the adoption of an out-sourcing model whereby schools would subscribe for the service of construction and maintenance of their WiFi infrastructure, some members were concerned that there should be multiple service providers to ensure fair competition and provide schools with real choices.

Educational support for non-Chinese speaking ("NCS") students

36. The Panel had followed closely the educational support provided to NCS students under the existing curriculum. Some members urged for the development of a "Chinese as a Second Language" curriculum and assessment as pledged by the Chief Executive in his election manifesto. In this connection, the Panel exchanged views extensively with the Administration on its plan to provide the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") for primary and secondary schools starting from the 2014-2015 school year.

37. Some members considered that the Learning Framework might fall short of a "Chinese as a second language" curriculum, and sought explanation on how it would operate. According to the Administration, the Learning Framework was developed from the perspective of second language learners, which was different from the mainstream Chinese Language curriculum, and would adopt a "small-step" learning approach with progressive learning

targets. Members noted that the Learning Framework was intended to help NCS students bridge over eventually to mainstream Chinese Language classes and sit for HKDSE (Chinese Language) Examination. Module exemplars, assessment tools and supporting learning and teaching materials would also be provided to help teachers systematically teach Chinese to NCS students having regard to individual learner's needs.

38. Members deliberated on the Applied Learning (Chinese) subject to be introduced by phases starting from the 2014-2015 school year as an alternative qualification for NCS students. Regarding concerns about the recognition of the attainment in this subject, the Administration confirmed that the contents of the subject would be pegged at the Qualifications Framework levels 1 to 3 with the results recorded in HKDSE. Discussion with local universities on the recognition of the qualification for admission to undergraduate programmes was underway.

39. Some members drew the Administration's attention to the need to promote early integration of NCS children into the local curriculum, and to work closely with the special school sector on ways to support NCS students with different types of disabilities. The Panel would continue to monitor the progress of the support measures with a view to ascertaining their effectiveness in supporting NCS students, especially in the teaching and learning of Chinese.

Higher education

Issues related to admission to University Grants Committee ("UGC")-funded programmes

40. The admission to UGC-funded institutions through the Joint University Programmes Admission System ("JUPAS") and the non-JUPAS platforms was a subject of concern to the Panel. Some members considered that quite a high proportion of student with overseas or other relevant qualifications had been admitted to UGC-funded undergraduate programmes through the non-JUPAS route, which might disadvantage local students seeking admission with their HKDSE results through JUPAS. In this connection, the Administration advised that individual UGC-funded institutions administered their own admission policy and selected candidates according to merit. Non-JUPAS applicants also included local candidates holding sub-degree qualifications.

41. On the policy of internationalization in the tertiary education sector, some members noted that as the vast majority of non-local undergraduates were from the Mainland rather than from overseas countries, it was doubtful whether the intended objective of internationalization could be achieved.

To address members' concerns, the Administration explained that the number of non-local students from the Mainland and that from other countries were in comparable proportions. In the past few years, nearly all the approved number of UGC-funded undergraduate places had been taken up by local students and non-local students were admitted on top of the respective institution's approved student number.

42. Whilst supporting the autonomy of institutions in student admission, some members considered that the relatively high proportion of non-local students admitted to UGC-funded postgraduate programmes might hinder the nurturing of local research talents. The Administration informed the Panel that in the 2012-2013 academic year, the success rate of applications from non-local students for admission to UGC-funded postgraduate programmes was much lower than that of local students. Members also urged the Administration and universities to provide more incentives to encourage local students to undertake postgraduate studies in Hong Kong.

Self-financing post-secondary sector

43. During the session, the Panel continued to follow closely the development and regulation of the self-financing post-secondary sector. It had also received views from deputations on issues of concern.

44. One of the key issues was the progress in taking forward the recommendation of UGC in its review report issued in 2010 to establish a single quality assurance body for the entire post-secondary system. The Panel noted that the Administration had formed the Liaison Committee on Quality Assurance as one of the incremental administrative measures to enhance the existing quality assurance mechanism. It also noted the diversity of the self-financing sector which comprised self-accrediting institutions with a longer history and internal quality assurance system as well as relatively new non-self-accrediting institutions. In supporting the early establishment of a single quality assurance body, some members considered it necessary to strike a proper balance between institutional autonomy on one hand, and consistency in the quality of programmes offered by institutions on the other.

45. On concerns about the governance of the self-financing post-secondary sector, members noted the Administration's response that the Committee on Self-financing Post-secondary Education had commissioned a consultancy study to identify major development and models of good practices on governance and quality assurance. Upon completion of the study by mid-2014, a code of practice would be developed based on the study findings.

46. The Panel shared the views expressed by some deputations that early amendments should be made to the Post Secondary Colleges Ordinance (Cap. 320) and its subsidiary legislation to remove obsolete provisions, notwithstanding some members' past request that the Administration should also address issues about governance and quality assurance in the legislative exercise. The Administration agreed to re-visit the matter.

47. In examining issues related to the self-financing post-secondary sector, some members considered that the crux of the matter was the inadequate provision of publicly-funded post-secondary places for students who could meet the general admission requirements. In this regard, the Administration highlighted the need to take into account all relevant factors, such as the decline in secondary student population, the prevailing policy to promote the parallel development of the publicly-funded and self-financing sectors to provide diversified study pathways for young people.

Relevant financial proposals

48. The Panel also gave views on the financial initiatives announced in the 2014 Policy Address to broaden the opportunities for local students to receive higher education. On the proposal to launch a new scholarship scheme to support outstanding local students to study in renowned universities outside Hong Kong, some members sought information on the selection criteria to be drawn up by the Steering Committee and the interview panel which may be set up for selecting qualified applicants. Regarding the new subsidy scheme for students to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to meet the demand for trained manpower, the Panel noted that an inter-departmental working group comprising EDB and other relevant bureaux/departments had been convened to identify the disciplines that were in need of manpower and the relevant self-financing post-secondary programmes.

49. Whilst noting that students pursuing undergraduate studies in the Mainland institutions via the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions would be eligible to apply for assistance under the proposed Mainland University Study Subsidy Scheme, some members noted that quite a number of SEN students had chosen to study in universities in Taiwan where the educational support was relatively strong. To benefit more students, these members were of the view that the Administration should also explore the feasibility of providing similar subsidy schemes for further studies in Taiwan and Macao.

Integrated education

50. The Panel attached great importance to the policy and support measures to provide equal learning opportunities for SEN students in mainstream schools. It had set up a subcommittee to study integrated education ("the Subcommittee"). Under the chairmanship of Dr Hon Fernando CHEUNG, the Subcommittee commenced work in January 2013 and held a total of 16 meetings (up to end June 2014), including a series of thematic meetings with over 150 deputations/individuals on the difficulties in implementing integrated education with respect to students with different types of SEN. In the 2013-2014 session, the Subcommittee paid a visit to a primary school to understand the operation of the Sign Bilingualism and Co-enrolment in Deaf Education Programme. The Subcommittee would complete its work by the end of September 2014.

Other major financial and legislative proposals

Financial proposals

51. Members expressed support for a number of redevelopment and reprovisioning projects for primary and secondary schools and special schools prior to their submission to the Public Works Subcommittee. One of members' major concerns was the need for early reprovisioning of those special schools still operating in sub-standard premises which fell short of barrier-free access requirements.

52. Another major financial proposal considered by the Panel was the proposed injection of \$5 billion into the Language Fund ("LF"). There was support in principle for initiatives to enhance the language proficiency of students and the workforce. However, some members expressed reservation on giving a blanket approval under which the funding for individual projects would be decided by the Standing Committee on Language Education and Research without requiring the Finance Committee's approval. To relieve the additional workload on serving teachers in carrying out the initiatives, some members called on the Administration to consider providing schools with additional language teachers. According to the Administration, the initiatives to be funded by the proposed one-off injection to LF would be implemented progressively to minimize any immediate impact on the work of teachers. It nevertheless took note of members' views for consideration.

53. The Panel supported the proposal of the Vocational Training Council ("VTC") to enhance its IT infrastructure and services at a non-recurrent cost of about \$67 million. However, there was reservation over the proposal to seek funding of some \$19.48 million to conduct a longitudinal study on HKDSE graduates who decided to pursue vocational education and training

("VET") programmes at VTC. Given that VTC was the largest VET provider in Hong Kong but not a research institute, some members queried the cost-effectiveness of setting up an in-house research team for the project. There were suggestions that VTC should commission the study to external researchers such as by inviting bids from local universities so as to ensure independence and quality of research. The Administration/VTC took note of members' views before deciding the way forward.

Legislative proposal

54. The Panel was consulted on the proposed amendments under the Statutes of The Chinese University of Hong Kong (Amendment) Statute 2013 which sought to reorganize the Council of the Chinese University of Hong Kong ("University Council"). Members gave views on the proposed eligibility requirement on students for appointment to the reorganized University Council, the newly proposed "reserved areas of business" which precluded student participation, the representation of new constituent colleges on the University Council and the participation of eligible staff members.

Meetings

55. From October 2013 to the end of June 2014, the Panel held a total of 11 meetings, and received views from 33 deputations/individuals on subjects of concern.

Legislative Council

Panel on Education

Terms of Reference

1. To monitor and examine Government policies and issues of public concern relating to education.
2. To provide a forum for the exchange and dissemination of views on the above policy matters.
3. To receive briefings and to formulate views on any major legislative or financial proposals in respect of the above policy area prior to their formal introduction to the Council or Finance Committee.
4. To monitor and examine, to the extent it considers necessary, the above policy matters referred to it by a member of the Panel or by the House Committee.
5. To make reports to the Council or to the House Committee as required by the Rules of Procedure.

Panel on Education**Membership list for 2013-2014 session**

Chairman	Dr Hon LAM Tai-fai, SBS, JP
Deputy Chairman	Hon IP Kin-yuen
Members	<p> Hon LEUNG Yiu-chung Hon TAM Yiu-chung, GBS, JP Hon Abraham SHEK Lai-him, GBS, JP Hon Tommy CHEUNG Yu-yan, SBS, JP Hon WONG Kwok-hing, BBS, MH Hon Cyd HO Sau-lan, JP Hon Starry LEE Wai-king, JP Dr Hon Priscilla LEUNG Mei-fun, SBS, JP Hon CHEUNG Kwok-che Hon IP Kwok-him, GBS, JP Hon Mrs Regina IP LAU Suk-yeet, GBS, JP Hon Paul TSE Wai-chun, JP Hon LEUNG Kwok-hung Hon WONG Yuk-man (up to 10 March 2014) Hon Claudia MO Hon Michael TIEN Puk-sun, BBS, JP Hon Steven HO Chun-yin Hon WU Chi-wai, MH Hon MA Fung-kwok, SBS, JP Hon Charles Peter MOK, JP Hon CHAN Chi-chuen Dr Hon Kenneth CHAN Ka-lok Hon Dennis KWOK Dr Hon Fernando CHEUNG Chiu-hung Dr Hon Helena WONG Pik-wan Dr Hon Elizabeth QUAT, JP Hon Christopher CHUNG Shu-kun, BBS, MH, JP Hon Tony TSE Wai-chuen, BBS </p> <p>(Total : 29 Members)</p>
Clerk	Miss Polly YEUNG
Legal Adviser	Miss Carrie WONG
Date	2 July 2014