

Panel on Education
List of follow-up actions

(position as at 16 March 2016)

Subject	Date of meeting	Follow-up action required	Administration's response
1. <u>Chinese History Education</u>	9.2.2015	The Administration was requested to provide a name list of schools with a breakdown by the type of curriculum modes for Chinese history education they adopted at the junior secondary level; and among those secondary schools which adopted the independent subject mode, the names and number of schools that taught Chinese History as an independent subject throughout Secondary One to Three, and those that only taught the subject for one or two years at the junior secondary level.	Response awaited.
2. <u>Policy on the teaching of the Chinese Language subject in Putonghua</u>	13.4.2015	The Administration was requested to provide relevant information on the implementation of using Putonghua as the medium of instruction for teaching the Chinese Language subject in primary and secondary schools in Hong Kong.	Response awaited.

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<p>3. <u>Issues related to the policy and programme on reprovisioning and redevelopment of sub-standard school premises</u></p>	<p>14.12.2015</p>	<p>1. In respect of the 28 public sector primary schools that currently operate in "matchbox-style school premises", the Administration was requested to provide the following information –</p> <p>(a) their names, addresses and the time when their existing school premises were built;</p> <p>(b) among the schools operating in sub-standard premises,</p> <p>(i) those schools that would be reprovisioned,</p> <p>(ii) those that had indicated the need or wish for reprovisioning or redevelopment and</p> <p>(iii) those that had not indicated such a need or wish;</p> <p>(c) the Administration's timetable for reprovisioning or redevelopment of the schools currently operating in sub-standard premises; and</p> <p>(d) if no timetable in (c) was available, the reasons.</p>	<p>The Administration's written response was circulated to members vide LC Paper No. CB(4)600/15-16(01) on 15 February 2016.</p>

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		<p>2. In respect of two special schools, namely Hong Chi Morninghill School in Tuen Mun and SAHK Ko Fook Iu Memorial School in Shatin, currently operating in sub-standard school premises, the Administration was requested to advise on –</p> <p>(a) the Administration's timetable for reprovisioning or redevelopment of the schools; and</p> <p>(b) if no timetable in (a) was available, the reasons.</p>	<p>The Administration's written response was circulated to members vide LC Paper No. CB(4)600/15-16(01) on 15 February 2016.</p>
<p>4. <u>Issues related to teaching and non-teaching manpower in special schools</u></p>	<p>14.12.2015</p>	<p>The Administration was requested to provide information on the wastage rate of teachers in aided special schools in the past three school years.</p>	<p>The Administration's written response was circulated to members vide LC Paper No. CB(4)600/15-16(01) on 15 February 2016.</p>
<p>5. <u>Issues related to the appointment of Chancellor and the composition of the governing bodies of University Grants Committee-funded institutions</u></p>	<p>11.1.2016</p>	<p>The Administration was requested to provide information on the amount of government funding provided to each University Grants Committee-funded institution; and the percentage accounted for by this source of funding among all sources of funding of the institution.</p>	<p>The Administration's written response was circulated to members vide LC Paper No. CB(4)567/15-16(01) on 3 February 2016.</p>

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6. <u>Issues related to the suspension, continuation or abolition of the Territory-wide System Assessment</u>	11.1.2016	The Administration was requested to advise on the measures to be taken against schools if they failed to comply with the guidelines on homework and tests and the letter advising against drilling practice (issued by the Education Bureau on 31 October and 21 December 2015 respectively) and if they continued the practice of excessive drilling.	The Administration's written response was circulated to members vide LC Paper No. CB(4)580/15-16(01) on 5 February 2016.
7. <u>Policy on kindergarten education</u>	1.2.2016	<p>1. The Administration was requested to provide information on the waiting time for pre-school children with suspected developmental disorders to receive assessment services provided by the Department of Health/Hospital Authority.</p> <p>2. The Administration was requested to provide information on the annual intake of –</p> <p>(a) full-time first-year-first-degree bachelor programmes in early childhood education ("ECE");</p> <p>(b) part-time bachelor degree programmes in ECE; and</p>	Response awaited.

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		<p>(c) other postgraduate programmes leading to equivalent ECE qualification.</p> <p>3. The Administration was requested to inform the Panel of the estimated range of rental subsidy for eligible kindergartens on top of the "basic half-day unit subsidy" upon the implementation of free kindergarten education in the 2017-2018 school year.</p>	
<p>8. <u>Recurrent funding for University Grants Committee-funded institutions in the 2016/17 to 2018/19 triennium</u></p>	<p>1.2.2016</p>	<p>1. For each academic year up to 2022, the Administration was requested to provide the projected number of –</p> <p>(a) secondary school leavers meeting the minimum general entrance requirements for university admission; and</p> <p>(b) publicly-funded and self-financed first-year-first-degree places.</p>	<p>Response awaited.</p>

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		<p>2. As it was necessary to engage or deploy field instructors to supervise social work students undertaking their practicum, the Administration was requested to explain why the price weighting of 1.0, instead of a higher weighting, was adopted for social work undergraduate programmes.</p> <p>3. With reference to Annex A of the Legislative Council Brief [File Ref.: EDB(HE)CR 2/2041/14], the Administration was requested to provide a breakdown of indicative student number targets under Research Postgraduate programmes by "MPhil" and "PhD" students.</p> <p>4. It was noted that about 50% of the research element of the block grant disbursed to University Grants Committee-funded institutions were allocated on a more competitive basis according to the institutions' success in obtaining Research Grants Council Earmarked Research Grants. The Administration was requested to explain the allocation of research funding if the</p>	

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		institution had succeeded in obtaining funding from other sources, such as from the Innovation and Technology Fund.	

Council Business Division 4
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