

# 立法會

## *Legislative Council*

LC Paper No. CB(4)1365/16-17

Ref : CB4/PL/ED

### **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 2016-2017 Legislative Council session. It will be tabled at the Council meeting of 12 July 2017 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 39 members, with Dr Hon CHIANG Lai-wan 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**

##### Free quality kindergarten education

4. The Panel welcomed the implementation of the free quality kindergarten ("KG") education in the 2017-2018 school year, and supported the Administration's proposal to provide a one-off start-up grant ("the grant") to KGs joining the Free Quality KG Education Scheme ("the Scheme") in preparation for the implementation of the Scheme. According to the Administration, the total amount of the grant for each Scheme-KG, which comprised a per school grant of \$200,000 and a per capita grant of \$800 for each eligible student based on the enrolment in the 2016-2017 school year, would be capped at \$300,000. Scheme-KGs might deploy the grant to employ additional staff, hire services, procure furniture and equipment, etc. Expenses directly attributable to school operation would be covered by the

subsidy under the Scheme. Members took the view that the total amount of grant capped at \$300,000 might not be sufficient.

5. On the implementation of the free quality KG education, members were gravely concerned about the inequitable provision of subsidy for whole-day ("WD") and long whole-day ("LWD") KG services. They pointed out that there was a strong demand for WD and LWD places among working parents and single parent families. If WD and LWD services were not fully subsidized, many KGs would not offer these services. The Administration's strategy of unleashing the potential of local labour force could hardly be achieved in the end.

6. The explanation given by the Administration was that providing full subsidy for WD and LWD KG services would involve implication in deployment of public resources. To unleash the potential of the labour force under the population policy, the Government would provide, on a co-payment basis with parents, an additional subsidy of 30% and 60% for eligible KGs offering WD and LWD services respectively. Parents would therefore only pay part of the school fees which should be at a low level. Various student financial assistance schemes were also available for needy families. As regards KG places, the Administration would monitor the student population trend and make projection on the demand for KG places. The planning standards for provision of KG places would be reviewed and revised as necessary from the present 250 WD and 730 half-day ("HD") places to 500 WD and 500 HD places respectively as a long-term goal for every 1 000 children aged between three and six.

7. Members attached great importance to maintaining a stable and quality teaching force of KG education. The Administration was requested to provide a professional ladder and remuneration system for KG teachers. In addition, given an improvement in teacher-pupil ratio from 1:15 to 1:11 and an increase in planning standards for the provision of KG places, members considered it necessary to ensure sufficient manpower for the enhancement. The Administration stressed that KGs were encouraged to establish a career ladder for their teachers under the free quality KG education policy. On remuneration, as compared to a mandatory salary scale in which teacher salary is determined solely in accordance with seniority, the Administration considered it more appropriate to recommend salary ranges which could ensure competitiveness and allow flexibility for the KG management to decide on their staff remuneration, taking into account their qualifications, teaching experience, performance, additional duties, training received, special skills possessed, etc.

8. The Panel passed two motions urging for, amongst others, full subsidies for WD and LWD KGs, sufficient manpower resources for smaller scale nursery schools and a professional development ladder and remuneration system for KG teachers.

9. Some members considered it necessary to encourage happy learning and balanced development of students. The Administration was requested to state explicitly in the revised Guide to the Pre-primary Curriculum that KGs students should finish all school-based homework at schools. Students attending nursery classes should neither be asked to write with pencils/pens, nor arranged with mechanical copying. A motion was passed by the Panel urging the Administration to, amongst others, examine the homework policies of KGs to avoid bringing unnecessary pressure to students.

10. The Administration was also requested to address the concerns about the insufficient sites/premises for KG use, high miscellaneous fees collected by KGs, inadequate support for students with special educational needs ("SEN"), and difficulties encountered by non-Chinese speaking ("NCS") students in applying for admission to local KGs.

#### Territory-wide System Assessment and Basic Competency Assessment Research Study

11. During the session, the subject of Territory-wide System Assessment ("TSA") and Basic Competency Assessment Research Study ("BCA") was of prime concern to members. Following the release of the Report on 2016 Tryout Study (Primary 3) ("Tryout Study") of the Coordinating Committee on Basic Competency Assessment and Assessment Literacy ("Coordinating Committee"), the Panel discussed at the meeting on 12 December 2017 the Coordinating Committee's recommendation of extending the Tryout Study to all primary schools in 2017.

12. Notwithstanding the Coordinating Committee's explanations on the effectiveness of the Tryout Study in eliminating the incentives for over-drilling induced by TSA, some members called for the abolition of Primary 3 TSA in light of the concerns of parents and teachers. A motion was passed at the meeting urging the Administration to give a concrete response to the aspirations of the community by not accepting the Coordinating Committee's recommendation to fully resume the implementation of Primary 3 TSA in 2017.

13. Following the Administration's announcement of rolling out Primary 3 BCA in 2017 ("P3 BCA"), the Panel received views from 55 individuals and organizations on its arrangements. Some deputations supported the implementation of P3 BCA on the grounds that it would

provide useful information on students' attainment for enhancing learning and teaching, while others objected to its implementation because of the drilling culture and homework pressure it would bring about.

14. Members expressed diverse views on the implementation of P3 BCA. Some members shared the concern of many deputations that BCA should be abolished because it was a resumption of the previous TSA which had deviated from its intended purpose and become a "high-stake" assessment. Teachers should be able to exercise their professional judgement in assessing students' competency levels through internal assessment. Other members called on the Administration to conduct P3 BCA on a sampling basis and with anonymity of students and schools. There was a strong view that parents and schools should be given full autonomy in determining whether to participate in P3 BCA.

15. The Panel passed two motions urging the Administration to allow schools, parents and students to choose freely whether to participate in TSA/BCA. Another two motions expressing deep regret at the Secretary for Education's ("SED") handling of the concerns of the public about TSA/BCA were also passed by the Panel.

#### Promotion of Science, Technology, Engineering and Mathematics education

16. The Panel discussed the Administration's proposal for allocating \$200,000 to each public sector secondary school for developing Science, Technology, Engineering and Mathematics ("STEM") education. While supporting the proposal, members were disappointed that the funding support was provided in the form of a one-off grant. Members held the view that ongoing funding and planning should be provided for the continual development of STEM education. The Administration assured members that appropriate support would be provided to schools when necessary.

17. Noting that many schools would engage service providers to organize STEM-related learning activities, members were concerned about the varying standard of the service providers and the high course fees. The Administration should monitor the performance of these service providers and provide relevant training programmes to gear up school teachers' expertise in organizing STEM learning activities so as to replace service providers in the long run. Members were also worried about the possible increase of workload for teachers. They requested the Administration to minimize unnecessary administrative work and allow schools to use the grant to employ additional manpower to undertake the associated work.

18. Members were aware of the importance of increasing students' interest in STEM education, and called on the Administration to explore more opportunities for students' participation in local, national and/or international competitions/activities.

#### Schools operating in matchbox-style premises

19. The upgrading of sub-standard teaching & learning environment of matchbox-style schools received ongoing attention by the Panel. Members were briefed on the progress of follow-ups conducted by the Education Bureau ("EDB") since last year and the proposed measures for enhancing facilities at these school premises. Members noted with concern that only two of the 28 existing public sector primary school operating in matchbox-style school premises had been allocated with new school premises for reprovisioning through earlier school allocation exercises.

20. Members also queried why EDB only addressed five of the 17 common problems of these schools raised by the Subsidized Primary Schools Council last year. The Administration explained that according to the consensus made at the tripartite meetings with the Panel and representatives of the school sector, common problems resulting from the unique architectural design of the matchbox-style school premises should be tackled first. In the meantime, the needs of individual schools would be dealt with through existing measures, such as the annual major repairs exercise and the emergency repairs mechanism. The Administration would continue to work in collaboration with relevant departments to follow up on arrangements, such as the use of shared facilities at housing estates, expansion of existing school campuses, etc. The Panel urged the Administration to step up its effort in implementing the improvement works for these schools.

#### Chinese History subject

21. The Panel was briefed on the progress of the revision and consultation for the junior secondary Chinese History subject conducted by the Ad Hoc Committee on Revision of the Curricula of Chinese History and History at Junior Secondary Level ("Ad Hoc Committee"). While some members agreed to the Administration's direction of curriculum revision, others were concerned that the revision was another way of introducing national education into the curriculum.

22. Members expressed diverse views on teaching Chinese history as an independent subject at junior secondary level. Some members shared the Administration's view that schools selecting modes other than the independent teaching approach should devise progressively a curriculum with Chinese history as the backbone. The Administration should set a timetable

requiring these schools to offer Chinese History as an independent subject at junior secondary level. Other members considered that the curriculum revision should not focus on making Chinese History an independent subject given that only 11% of schools not selecting the independent teaching approach and some of these schools had won the Chief Executive's Award for Teaching Excellence.

23. While some members considered it necessary to give more coverage to contemporary Chinese history and the interactive relationship between Hong Kong and the Mainland, others suggested the inclusion of development history of Hong Kong, such as riots in 1967, and political history, such as the Cultural Revolution, in the curriculum. There was a view that topic contents should be covered from historical, rather than political perspective. Members noted that details regarding topic contents in the curriculum would be presented in the consultation document during second stage consultation and the Administration would forward members' views to the Ad Hoc Committee for consideration.

24. Members were also concerned about the non-specialized teaching in Chinese History subject and urged the Administration to improve the situation.

#### Liberal Studies subject

25. The Panel had examined the implementation of Liberal Studies ("LS") subject under the New Senior Secondary ("NSS") curriculum. Members noted with concern that while LS aimed at broadening students' knowledge of different disciplines, the coverage of LS modules was focused more on political issues and humanities and there was frequent inclusion of questions on political issues in LS examination. Members considered it necessary to beef up the module contents in areas such as science, engineering, technology, etc. There was also a view that humanities-related topics should be strengthened in LS curriculum for students' whole-person development. The Administration explained to the Panel that among the six LS modules, Public Health as well as Energy Technology and the Environment were science-or technology-related. EDB would conduct curriculum reviews on an ongoing basis to cater to the needs of students and the development of society.

26. Members also discussed the implications of LS being a mandatory core subject for university admission. Some members expressed grave concern on students' great pressure in taking LS public examination. These members considered that the curriculum aims of broadening students' knowledge and analyzing issues from multiple perspectives could also be achieved through debates, presentations, etc. To reduce stress on students, the Administration was urged to remove the difficult compulsory questions in

LS examination and replace the current reporting system of Levels 1 to 5 for the subject with a pass/fail grading system.

27. The explanation given by the Administration was that LS public examination had not imposed pressure on students because over 90% of candidates attained Level 2 or above in the subject. LS was an important component of the qualification of the Hong Kong Diploma of Secondary Education ("HKDSE") Examination widely recognized by local and overseas universities. The possible impact on the recognition of HKDSE qualification should be carefully examined before considering making any major change to the implementation of the subject. According to the Hong Kong Examinations and Assessment Authority ("HKEAA"), there should be compulsory questions serving as an anchor measure to ensure fairness and impartiality in an examination. HKEAA agreed to relay members' views to the relevant committee.

28. The Panel passed a motion urging the Government to comprehensively review the LS subject, and replace the existing score based grading system for LS examination papers with a pass/fail grading system.

29. Noting the cessation of LS Curriculum Support Grant which had been used by many schools for employing additional manpower to support the teaching of LS, some members were gravely concerned about the heavy workload of LS teachers and inadequate support given to them. Notwithstanding the Administration's view that appropriate support had been provided to help alleviate teachers' workload, such as developing LS Curriculum Resources Booklet, the Panel passed a motion urging the Administration to reinstate the Grant for senior secondary classes.

30. Members also appreciated the difficulties faced by students with SEN in studying the subject and were pleased to note that HKEAA would introduce the use of speech-to-text software in the LS public examination starting from 2017 and consider extending its use for the examinations of other subjects based on the experience of LS subject.

#### Career and life planning education

31. The Administration reported to the Panel on the progress of the implementation of career and life planning education ("CLPE") for secondary students. Since its implementation from the 2014-2015 school year, progress had been made in different areas of work and positive feedback had been received from stakeholders.

32. Given that CLPE was an ongoing and lifelong process for personal fulfillment with different foci at different stages of the life time, members

considered it necessary for the Administration to strengthen financial resources to ensure that every student could receive individual guidance from their CLPE teachers at different stages of the senior secondary levels for making informed career choices. There was also a suggestion to consider certification for teachers implementing CLPE. According to the Administration, almost all the schools at present had at least one teacher trained in CLPE, among which about 85% having two trained teachers to co-ordinate CLPE activities.

33. Members in general were supportive of fostering Business-school partnership and providing career exploration opportunities for students. Some members, however, were concerned that some schools had difficulties in enlisting support in organizing career exploration activities for students. There was also a view that work experience programmes of longer duration, say, two to four weeks, should be provided. Some members considered that resources should be deployed to enable students to explore conventional, unconventional as well as emerging careers.

34. On the provision of the CLP Grant for enhancing the teaching team responsible for life planning education, members were concerned about the cost-effective deployment of the Grant by schools. According to EDB, information collected from questionnaire surveys and school visits by EDB indicated that over 90% of the schools used the Grant in acquiring additional manpower and some of them had converted it into regular teaching posts. Most of the schools used the remaining balance of the Grant to procure relevant teaching materials and school-based services for students, and subsidize students to participate in related programmes. It was observed that the Grant had been properly deployed by schools in general.

35. Members were pleased to note that a longitudinal study on CLPE would be conducted by EDB upon the graduation of the first cohort of students having received CLPE in September 2017 to inform future planning of CLPE. EDB would share with the Panel the study's implementation guidelines when ready.

#### Multiple pathways for secondary school leavers

36. Some members drew the Administration's attention to the limited recognition of Category B Applied Learning ("ApL") subjects under the NSS curriculum which might affect students' development of career aspirations to some extent. The Administration should consider linking ApL courses to the apprenticeship training schemes of various industries and stepping up efforts to promote the recognition of qualifications under the Qualifications Framework to change the public's entrenched perception of ApL as a second choice.



37. Some members considered that student loan debts resulting from the high tuition fees of self-financed programmes had limited students' choice of articulation pathways upon graduation. The Administration should identify effective measures to help students further their studies, such as the offer of interest-free loans.

### Student suicide

38. The Panel discussed the key findings and recommendations in the Final Report of the Committee on Prevention of Student Suicides and received views from 60 individuals and organizations. According to the Final Report, student suicide was a complex phenomenon with no single cause but resulted from multiple interacting factors, such as mental health issues, family/peer relationships, adjustment, negative thinking, lack of social support and academic stress. There was no direct correlation between student suicidal cases and the overall education system per se. The prevention of student suicides required collaborated efforts of different parties of the community to building connection with the youth to create a supportive safety net for them. As students with mental health problems were not identified early enough, mental health education should be strengthened to make every teacher, student and parent "gatekeeper" in preventing student suicides.

39. Some members and deputations expressed regret at the conclusion of the Final Report and were not convinced by its findings that education system and student suicides were not correlated. In their views, examinations, over-drilling for TSA, excessive homework, low university admission rate, etc. had caused formidable pressure on students, and called for a comprehensive review of the education system; abolition of TSA; and establishment of a higher level inter-departmental taskforce to address the student suicide problem.

40. Some members also raised a question of whether sufficient resources were available for putting forward the recommendations in the Final Report. The Administration explained that schools would be provided with additional resources to boost mental health and well-being education. EDB had been playing a leading role in the issues on student suicide, and all along maintaining close communication and liaison with relevant bureaux and departments which collaborated to promote and implement mental health policies and measures under their respective professional portfolios. The Administration assured members that it would continue to formulate practicable measures and follow-up actions based on the recommendations in the Final Report.

### Chinese learning and teaching for NCS students

41. The Panel continued to follow up with the Administration on the progress of its measures to support Chinese learning and teaching for NCS students, including the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework").

42. Members were concerned about effectiveness of the Learning Framework. They called on the Administration to consider setting clear performance indicators for the Learning Framework, developing a more comprehensive "Learning Chinese as a second language curriculum" with suitable teaching materials for NCS students and putting in place monitoring mechanism to ensure proper use of funding by schools to implement the Learning Framework. The Administration assured members that EDB would continue to monitor closely the implementation of the "Learning Framework" and to maintain communication with stakeholders with a view to facilitating NCS students' learning of the Chinese language.

43. Some members also expressed concern that some schools used Putonghua as the medium of instruction in teaching the Chinese Language subjects. They considered that such arrangement would render additional difficulties to NCS students in learning the Chinese language. As differences in place of birth, duration of residence in Hong Kong, ethnicity, etc. might affect NCS students' progress of learning Chinese language, members requested the Administration to collect relevant data so as to devise more effective support measures for NCS students.

44. Another major area of concern of members was the difficulties encountered by NCS students in applying for admission to local KGs and primary schools. Some members pointed out that some KGs adopted Chinese proficiency as the admission criterion which imposed difficulties on NCS students and their parents. These members requested the Administration to take actions as appropriate and ask KGs to keep a record on the number of admission applications received from NCS children and the number of unsuccessful applications for future reference. There was also a suggestion that support measures for NCS students of each KG/primary school should be listed in Kindergarten Profiles and Primary School Profiles to attract more NCS students.

45. Some members also considered that it would be more cost-effective and beneficial for NCS children to learn Chinese in voluntary groups with a mass of NCS children. They requested the Administration to support these voluntary groups by providing them with teaching venue.

### Special education

46. The Administration briefed the Panel on the latest progress of the support measures for students with SEN and the Pilot Project on Special Educational Needs Coordinators ("SENCOs").

47. Members noted that schools participating in the Pilot Project were entitled to an additional grant for recruiting additional manpower for strengthening the teaching force so that a suitable teacher could be assigned to take up the duties of the SENCO. The SENCO would take up 30% to 50% of the teaching load in order to keep him/her abreast of the learning of students. They urged the Administration to reduce the teaching load of SENCOs to ensure that they could fulfill their duties of supporting students with SEN; and strengthen the training for SENCOs to facilitate them to provide better support services for students with SEN.

48. Members were of the view that SEN children were a disadvantaged group in the community and adequate support should be provided for them and their parents. They considered that the Administration should set up a special committee to steer the formulation and implementation of policy to cater for the needs of students with SEN.

### Start-up loan

49. The Panel supported the Administration's proposal to provide a start-up loan of \$400 million to the Open University of Hong Kong ("OUHK") for covering part of the development costs of the proposed Nursing and Healthcare Complex ("NHC") for the operation of full-time locally-accredited post-secondary programmes. Members were concerned about possible increase of tuition fees beyond inflation by OUHK to cover the operation costs of NHC. The Vice-President of OUHK assured members that the increase in tuition fees for the OUHK's programmes would be in line with inflation according to EDB's guidelines.

### Non-local higher and professional education courses

50. The Panel received a briefing from the Administration on the outcome of the review on regulation of non-local higher and professional education courses operated in Hong Kong. The Administration also briefed members on its measures for stepping up monitoring and regulatory efforts over the operation of these courses. Members noted that all courses conducted in Hong Kong which would lead to the award of non-local higher academic qualification or professional qualification were regulated by the Non-local Higher and Professional Education (Regulation) Ordinance (Cap. 493) ("the Ordinance").

51. Members were worried that the illegal practices of operators of non-local courses would greatly undermine the credibility of higher education sector in Hong Kong. Some members suggested the Administration to draw up a blacklist system to disallow course operators who contravened the statutory requirements to make registration anymore; to amend the Ordinance to plug loopholes when necessary; and impose heavier penalties for contravening of the Ordinance to achieve stronger deterrent effects.

52. Members attached great importance to quality assurance of non-local higher and professional education. The Administration explained to the Panel that an awarding institution should have effective measures in place to ensure that the standard of the course offered in Hong Kong was maintained at a level comparable with the one leading to the same qualification conducted in its home country. It was the responsibility of the non-local institutions to ensure the quality of the courses. Members did not accept the Administration's explanations. Some members suggested the Administration to consider seeking the assessment of qualifications of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications for all registered non-local courses and confining the registration of non-local courses to those courses offered by the top-ranking, let say the top 50, universities in the home country.

#### Code for the Education Profession of Hong Kong cum Practical Guidelines and Case Handling Procedures

53. The Panel was briefed on the consultation on the revised Code for the Education Profession of Hong Kong ("the Code") and the Case Handling Procedures conducted by the Council on Professional Conduct in Education. The Administration advised that the Code had been in use for over 25 years. It was reviewed and refined in the light of changes in society in recent years. There were no substantial changes to the basic principles and provisions in the revised Code. The only major refinements included the additions of section headings and examples. Members in general agreed that teachers should serve as a role model of students. However, some members considered it neither practical nor desirable to include over-elaborate examples in the revised Code. A member suggested that the Administration should communicate with teachers before implementing the revised Code to ease their worries.

#### Parent education

54. The Panel discussed EDB's strategies of promoting parent education and exchanged views with representatives from relevant organizations on these issues. Members noted that EDB had all along encouraged schools to set up Parent-Teacher Associations ("PTAs") and promote parent education

to help parents understand the development needs of their children. There were about 1 400 schools in Hong Kong with PTAs at present. Some members relayed schools' concerns about the inadequacy of financial resources allocated for the operation and development of PTAs. There were also concerns that working parents might not be able to take part in the parent education activities organized by schools. As advised by the Administration, different funding schemes were available for application by schools to organize PTA activities. A growing number of private companies were aware of the importance of parent education and provided programmes such as seminars on how to enhance parent-child relationship to their employees.

#### Other issues

55. The Panel received a briefing from SED on the Chief Executive's Policy Address 2017. The Panel also examined three capital works projects before they were submitted to the Public Works Subcommittee. These included the construction of a 30-classroom primary school in Cheung Sha Wan, a special school for students with intellectual disabilities in Tung Chung and an academic building for Li Ka Shing Faculty of Medicine of the Hong Kong University.

#### Meetings

56. From October 2016 to June 2017, the Panel held a total of 13 meetings and received views from deputations at two of these meetings. A meeting has been scheduled for July 2017.

Council Business Division 4  
Legislative Council Secretariat  
5 July 2017

**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 2016-2017 session \***

<b>Chairman</b>	Dr Hon CHIANG Lai-wan, JP
<b>Deputy Chairman</b>	Hon IP Kin-yuen
<b>Members</b>	Hon LEUNG Yiu-chung Hon Abraham SHEK Lai-him, GBS, JP Hon Tommy CHEUNG Yu-yan, GBS, JP Hon Starry LEE Wai-king, SBS, JP Hon CHAN Kin-por, GBS, JP Dr Hon Priscilla LEUNG Mei-fun, SBS, JP Hon Mrs Regina IP LAU Suk-ye, GBS, JP Hon Paul TSE Wai-chun, JP Hon LEUNG Kwok-hung Hon Claudia MO Hon Michael TIEN Puk-sun, BBS, JP Hon Frankie YICK Chi-ming, SBS, JP Hon MA Fung-kuok, SBS, JP Hon Charles Peter MOK, JP Hon CHAN Chi-chuen Hon CHAN Han-pan, JP Hon Alice MAK Mei-kuen, BBS, JP Hon Dennis KWOK Wing-hang Hon Christopher CHEUNG Wah-fung, SBS, JP Dr Hon Fernando CHEUNG Chiu-hung Dr Hon Helena WONG Pik-wan Dr Hon Elizabeth QUAT, BBS, JP Hon Martin LIAO Cheung-kong, SBS, JP Hon Alvin YEUNG Hon CHU Hoi-dick Dr Hon Junius HO Kwan-yiu, JP Hon HO Kai-ming Hon Holden CHOW Ho-ding Hon SHIU Ka-chun Hon Wilson OR Chong-shing, MH Hon Tanya CHAN Hon CHEUNG Kwok-kwan, JP Hon HUI Chi-fung Hon LAU Kwok-fan, MH

Dr Hon CHENG Chung-tai  
Hon Nathan LAW Kwun-chung  
Dr Hon LAU Siu-lai

(Total : 39 members)

**Clerk** Ms Angel WONG

**Legal Adviser** Miss Joyce CHAN

**Date** 30 June 2017

\* Changes in membership are set out in **Annex to Appendix II**



## Panel on Education

## Changes in membership

<b>Member</b>	<b>Relevant date</b>
Prof Hon Joseph LEE Kok-long, SBS, JP	Up to 6 November 2016
Hon Kenneth LAU Ip-keung, BBS, MH, JP	Up to 8 November 2016
Hon YUNG Hoi-yan	Up to 9 November 2016
Hon WONG Ting-kwong, GBS, JP	Up to 10 November 2016
Hon LAM Cheuk-ting	Up to 10 November 2016
Hon Andrew WAN Siu-kin	Up to 17 November 2016
Hon Jeremy TAM Man-ho	Up to 17 November 2016
Dr Hon KWOK Ka-ki	Up to 27 November 2016
Hon Jimmy NG Wing-ka, JP	Up to 28 November 2016
Hon Steven HO Chun-yin, BBS	Up to 29 November 2016
Hon LEUNG Che-cheung, SBS, MH, JP	Up to 29 November 2016
Hon KWOK Wai-keung, JP	Up to 29 November 2016
Hon CHAN Chun-ying	Up to 29 November 2016
Hon CHAN Hak-kan, BBS, JP	Up to 30 November 2016
Hon YIU Si-wing, BBS	Up to 1 December 2016
Hon Kenneth LEUNG	Up to 5 December 2016
Hon KWONG Chun-yu	Up to 5 December 2016
Hon Jeffrey LAM Kin-fung, GBS, JP	Up to 5 December 2016
Dr Hon YIU Chung-yim	Up to 13 December 2016
Hon WU Chi-wai, MH	Up to 27 December 2016
Hon WONG Kwok-kin, SBS, JP	Up to 12 January 2017
Hon LUK Chung-hung	Up to 12 January 2017
Ir Dr Hon LO Wai-kwok, SBS, MH, JP	Up to 22 January 2017
Hon James TO Kun-sun	Up to 5 February 2017