

立法會
Legislative Council

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Panel on Education

**Policy briefing on
Tuesday, 31 October 2017 at 10:45 am
in Conference Room 1 of the Legislative Council Complex**

- Members present** :
- Dr Hon CHIANG Lai-wan, JP (Chairman)
 - Hon IP Kin-yuen (Deputy Chairman)
 - Hon Abraham SHEK Lai-him, GBS, JP
 - Hon Tommy CHEUNG Yu-yan, GBS, JP
 - Hon Starry LEE Wai-king, SBS, JP
 - Hon Mrs Regina IP LAU Suk-ye, GBS, JP
 - Hon Claudia MO
 - Hon Michael TIEN Puk-sun, BBS, JP
 - Hon MA Fung-kwok, SBS, JP
 - Hon Charles Peter MOK, JP
 - Hon CHAN Chi-chuen
 - Hon CHAN Han-pan, JP
 - Hon LEUNG Che-cheung, SBS, MH, JP
 - Hon Dennis KWOK Wing-hang
 - Dr Hon Fernando CHEUNG Chiu-hung
 - Dr Hon Elizabeth QUAT, BBS, JP
 - Hon CHU Hoi-dick
 - Dr Hon Junius HO Kwan-yiu, JP
 - 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
- Members absent** :
- Hon LEUNG Yiu-chung
 - Dr Hon Priscilla LEUNG Mei-fun, SBS, JP
 - Dr Hon Helena WONG Pik-wan
 - Ir Dr Hon LO Wai-kwok, SBS, MH, JP
 - Hon HO Kai-ming

Public Officers : Agenda Item I
attending

Mr Kevin YEUNG, JP
Secretary for Education

Mrs Ingrid YEUNG, JP
Permanent Secretary for Education

Dr CHOI Yuk-lin, JP
Under Secretary for Education

Mr Brian LO, JP
Deputy Secretary for Education (1)

Ms Jessie WONG, JP
Deputy Secretary for Education (2)

Mrs Michelle WONG, JP
Deputy Secretary for Education (3)

Mr WOO Chun-sing
Deputy Secretary for Education (4)

Mrs HONG CHAN Tsui-wah
Deputy Secretary for Education (5)

Ms May CHAN, JP
Deputy Secretary for Education (6)

Clerk in : Ms Angel WONG
attendance Chief Council Secretary (4)4

Staff in : Ms Mina CHAN
attendance Senior Council Secretary (4)4

Miss Mandy NG
Council Secretary (4)4

Ms Sandy HAU
Legislative Assistant (4)4

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I. Briefing by the Secretary for Education on the Chief Executive's 2017 Policy Address

(LC Paper No. CB(4)19/17-18(01) -- Paper provided by the Administration)

Other relevant documents

The Chief Executive's 2017 Policy Address

The Chief Executive's 2017 Policy Agenda

Briefing by the Administration

At the invitation of the Chairman, the Secretary for Education ("SED") briefed members on the education-related initiatives in the 2017 Policy Address, details of which were set out in the Administration's paper.

(Post-meeting note: The speaking note of SED tabled at the meeting was issued to members vide LC Paper No. CB(4)149/17-18(01) on 1 November 2017.)

Discussion

Chinese history education at junior secondary level

2. The Deputy Chairman pointed out that the 4% of secondary schools, which adopted the curriculum mode of linking Chinese and world histories, had succeeded in enhancing students' interest and motivation to learn. He was worried that the Administration's insistence on making Chinese History a compulsory independent subject might affect the school-based professional development and asked whether all schools were required to adopt an independent subject mode in the 2018-2019 school year. SED confirmed that the Education Bureau ("EDB") would include Chinese history as an independent compulsory subject for the junior secondary level in the 2018-2019 school year to promote students' understanding of the development of the history of their country. As a transitional arrangement, EDB would allow those schools not adopting the independent subject mode to continue their existing curriculum modes in the short run. However, they had to switch to incorporating Chinese history as an independent subject in the long term.

3. Ms Tanya CHAN, Mr HUI Chi-fung, Ms Claudia MO and the Deputy Chairman considered that incidents, such as the 1967 riots, June 4 Movement and Cultural Revolution, were significant to the development of Hong Kong and should be included in the revised junior secondary

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Chinese History curriculum ("revised curriculum"). Ms Claudia MO pointed out that there were public fears over the re-introduction of national education under the guise of the revised curriculum to brainwash students. Mr HUI Chi-fung said that the exclusion of key developments from the revised curriculum was another form of brainwashing. Dr CHENG Chung-tai criticized the revised curriculum as a great step backward in education as it presented a distorted and one-sided view of history.

4. SED did not agree to the view of Dr CHENG Chung-tai and reiterated that Hong Kong residents who are Chinese should be clear about the history of their nation. He further explained that the curriculum was revised with a view to presenting the 5 000-year history of China in a systematic way. The revised curriculum set out a framework with key historical events relevant to the learning goals and teachers could supplement as needed. The second stage of consultation, which focused on details and implementation of the curriculum, was being launched. The Administration was open-minded towards the refinement of the revised curriculum. Suggestions collected during the consultation would be thoroughly discussed by the Ad Hoc Committee for Revising Junior Chinese History and History Curricula (Secondary 1-3) ("the Ad Hoc Committee"). Deputy Secretary for Education ("DS(Ed)") (5) added that the revised curriculum aimed to provide a framework which used Chinese history as the main axis, and could be supplemented with individual historical events that teachers considered necessary for teaching a particular topic. The Cultural Revolution had already been included in the Secondary Three syllabus.

5. Mr LEUNG Che-cheung expressed support for the Administration's policy of including Chinese History as a compulsory independent subject for the junior secondary level. He was of the view that the curriculum should not camouflage the reality of history from youths. While giving teachers freedom to teach historical events from various perspectives, the Administration should hold its official standpoint on the Chinese History curriculum, such as specific historical events that should be taught and lesson time allocated to each event. SED pointed out that the revised curriculum framework had set out the lesson time proposed for each topic, but teachers could decide how to broach a specific historical event.

6. Mr CHEUNG Kwok-kwan said that the Democratic Alliance for the Betterment and Progress of Hong Kong welcomed the making of Chinese history an independent compulsory subject at the junior secondary level in the 2018-2019 school year. As some secondary schools in the New Territories West had admitted a lot of non-Chinese speaking ("NCS") students, Mr CHEUNG enquired about the support to be provided by the Administration for Chinese history teachers teaching NCS students. Mrs Regina IP considered it necessary for students to understand the

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development of their country and asked how the Administration would help schools adopting other curriculum modes to switch to the independent subject mode.

7. SED responded that at present, about 40 schools did not teach Chinese history as an independent subject. In order to facilitate a smooth transition, EDB would liaise with these schools and provide them with necessary support. DS(Ed)5 added that EDB had talked to these schools about the difficulties they might encounter in switching to the independent subject mode, including teaching NCS students Chinese history. These schools were advised that a working group would be set up by the Ad Hoc Committee to study how to further adapt the Chinese history curriculum taking into account the special circumstances of NCS students. They were allowed flexibility in fine-tuning the curriculum content and the medium of instruction during the transitional period. They were also encouraged to teach NCS students Chinese history through multimedia resources, storytelling and outdoor activities.

8. Noting that the education policy objective of the new-term Government was to nurture citizens who were socially responsible and equipped with a sense of national identity, Mr CHAN Chi-chuen enquired about the performance indicators for measuring students' sense of national identity and evaluating whether the said policy objective had been achieved. Mr SHIU Ka-chun and Dr Fernando CHEUNG expressed a similar concern. SED considered it inappropriate to assess a student's sense of national identity as this could not be objectively measured. It was expected that through school education and curriculum, students could gain an all-round understanding of the country and cultivate in them a sense of their national identity.

9. Mrs Regina IP enquired about the measures to be undertaken by the Administration to enhance students' interest in studying Chinese history and Chinese classical literature, with a view to cultivating in them a sense of their national identity. SED advised that under the revised curriculum, students would have to complete within three years the syllabus ranging from ancient Chinese history to modern Chinese history, which aimed to enable students to have an integrated understanding of the history of China at junior secondary level. On strengthening Chinese literature/classics in Chinese Language education, this issue would likely be included, among others, in the upcoming review of the school curriculum.

Support for students with special educational needs and NCS students

10. Dr Fernando CHEUNG expressed concern over the inadequacy of boarding places at special schools and asked about the demand for different types of special schools. SED advised that EDB had been

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reviewing the provision of boarding service at special schools periodically. If suitable sites were identified, EDB would consider constructing special schools with boarding sections. DS(Ed)3 added that the demand for boarding places for students with moderate intellectual disability ("ID") was very tight. EDB would continue to make efforts to increase boarding places at special schools. SED undertook to provide the relevant statistics on the supply of and demand for boarding places at special schools for children with physical disability, and children with mild, moderate and severe ID (including the number of waitlistees and average waiting time).

(Post-meeting note: The Administration's written response was issued to members vide LC Paper No. CB(4)509/17-18(01) on 18 January 2018.)

11. Mr Abraham SHEK and Mr Tommy CHEUNG were of the view that students with special educational needs ("SEN") and NCS students were disadvantaged groups in the community and adequate support should be given to them. Mr SHEK enquired about the efforts to be taken by the Administration in promoting equal education opportunities for SEN and NCS students in the coming five years. Mr CHEUNG noted that the additional surplus of \$18 billion of the 2016-2017 financial year would be earmarked for education purposes and called on the Administration to allocate part of the fund to enhance the support services for SEN children and their parents, particularly ensuring early identification of children with SEN.

12. SED stressed that the Administration attached great importance to ensuring equal opportunities to education for all eligible students including SEN and NCS students. EDB had been providing SEN students with special education services to enable them to well equip themselves and manifest their full potentials. As regards NCS students, the Administration had been making great efforts in facilitating them to learn the Chinese language, with a view to ensuring that cultural and language differences would not unfairly undermine their personal development and learning opportunities. The Administration would take members' views into consideration when drawing up the allocation plan for the earmarked fund, and seek additional resources to further enhance the support services provided for SEN and NCS students if necessary.

13. Ms Claudia MO urged the Administration to formulate a standard curriculum for ethnic minority students to learn the Chinese language and allocate additional resources to enhance the relevant training for teachers to cater for the learning needs of NCS students. Dr Fernando CHEUNG enquired about the timeline for developing a "Chinese as a second language" curriculum to help NCS students learn the Chinese language. On the school level, Dr CHEUNG urged the Administration to enhance

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the professional capacity of teachers in catering for NCS students and set training targets for these teachers, as for teachers teaching SEN students. He also suggested that the additional funding of \$50,000 for schools admitting less than 10 NCS students to organize after-school Chinese Language support programmes should be increased and provided annually, with no application required. In addition, he was gravely concerned that only 10% of NCS students took the Applied Learning Chinese (for non-Chinese speaking students) at the senior secondary level, and urged the Administration to find out the reasons for that.

14. SED advised that the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") provided a systematic set of objectives and expected learning outcomes that described the learning progress of NCS students at different learning stages. To facilitate the implementation of the Learning Framework, EDB had, among others, developed learning reference materials including a series of Chinese as a Second Language Learning Packages covering the primary and secondary curricula in the form of textbooks. SED further said that EDB stood ready to have further discussion with various stakeholders and members on the matter.

Review of education system

15. Ms Starry LEE doubted whether EDB's policy initiatives could achieve the objective of developing the future generations into citizens who were socially responsible and showing a sense of national identity, possessing an affection for Hong Kong and an international vision. She considered it more important for the Administration to address issues relating to the exam-oriented education system and enhance students' ability to cope with adversities. She was also concerned how the existing curriculum could keep pace with the challenges of information era.

16. Mr Michael TIEN was disappointed that the Policy Address was silent on the comprehensive review of Hong Kong education system and measures to enhance students' interest in learning English. He urged the Administration to expeditiously conduct a comprehensive review on the philosophies and system of the existing 15-year free education, examine and evaluate the education goals at different learning stages, with a view to nurturing kindergarten and primary students' learning interests, emotion management, adaptability, etc.

17. Dr Junius HO considered that to develop students' positive values, more efforts should be made by the Administration to enhance the quality of teachers to ensure that they possessed consolidated knowledge, professional ethics, vision and caring attitude.

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18. SED responded that the prevailing holistic curriculum incorporating elements of moral education would help students achieve the aims of whole-person development and enable them to develop the lifelong learning capabilities that were needed in our ever-changing world. To better help students develop positive values and attitudes towards life, EDB would enhance the professional development of teachers to equip them with necessary skills and knowledge in this aspect. In addition, a working group on parent education would be formed to formulate, among others, measures to enhance students' understanding of stress management and promote happy learning. As regards the proposal of a comprehensive review of education system, SED responded that EDB would first focus on the reviews on eight key areas of education as announced in the Policy Address. That said, the Administration would take into account members' views and concerns for further improvement.

Information technology education

19. While supporting the initiative of inviting the Community Care Fund to consider providing subsidy to needy primary and secondary students for purchasing tablet computers, Mr Charles MOK enquired about the reason for limiting the subsidy to the purchase of tablet computers. SED explained that the subsidy was provided to tie in with the development of mobile e-learning after the completion of WiFi enhancement works in schools, and tablet computers were used due to their portability.

20. Mr Charles MOK further pointed out that to his understanding, there had been poor coordination among different government departments in providing funding and support to needy students under the Internet Learning Support Programme ("ILSP") as the implementing non-government organisations were not able to have access to information of those students. Mr MOK urged EDB to spearhead the collaboration of the departments concerned to ensure that the public resources were put to proper use. Noting that ILSP would end soon, Mr MOK called on EDB to liaise with the departments concerned to review the Programme to ensure that the beneficiaries could receive timely assistance. SED undertook to convey the message to the relevant departments.

21. Mr Charles MOK also noted with grave concern the frequent use of computers in kindergartens, which, in his view, would impose extra financial burden on low-income families and bring adverse impact on the physical development of preschool children. Echoing Mr MOK's concern, the Deputy Chairman said that according to a study conducted by the University of Hong Kong, overuse of digital services in preschool would increase risk of hyperactivity. He urged the Administration to make reference to the said study and the study conducted by other countries, and

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consider the associated health risks in the development of e-learning. SED responded that to his understanding, computers were not commonly used in kindergartens. That said, he undertook to look into the matter and would give due consideration to the Deputy Chairman's suggestion and the issue of kindergarten students required to work on computers constantly.

Review of Basic Competency Assessment

22. Mr HUI Chi-fung and Mr SHIU Ka-chun expressed concern about the progress of the review of the Basic Competency Assessment Research Study ("BCA")/Territory-wide System Assessment ("TSA") conducted by the Coordinating Committee on Basic Competency Assessment and Assessment Literacy ("the Coordinating Committee") and enquired whether BCA/TSA would be shelved. Mr SHIU also expressed grave concern about the composition of the Coordinating Committee, particularly the lack of representation of parent concern groups and members' holding pre-conceived ideas about the implementation of BCA/TSA. He urged the Administration to re-establish a fully representative committee to conduct the review and suspend BCA/TSA before a decision on its future arrangements was made.

23. Mr Michael TIEN reiterated his view that to avoid comparison among schools, the Administration should consider conducting BCA in alternate years on a sampling basis and with anonymity of students and schools.

24. SED advised that various stakeholders were invited to participate in the Coordinating Committee to strengthen its representation and members had provided valuable insights to the Administration. The Coordinating Committee was conducting a full review on BCA/TSA and would likely come up with a proposal in December 2017. The Administration would announce the direction of BCA/TSA after the completion of the review. The Chairman added that the Administration would revert to the Panel on the outcome of the review in the first quarter of 2018.

Opening-up of school facilities

25. Noting that EDB and the Home Affairs Bureau ("HAB") had, from this school year, launched the "Opening up School Facilities for Promotion of Sports Development Scheme" to encourage public sector schools to further open up their facilities to sports associations, Mr MA Fung-kwok sought information on the scheme and asked whether EDB and HAB had come up with any concrete measures to address the common concerns of schools in opening up school facilities, such as security issues, legal liability and insurance. DS(Ed)4 advised that while HAB had taken the lead in rolling out this pilot scheme, EDB would encourage schools to

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make their school premises available for hiring by community organizations after school hours. SED added that under the scheme, additional subsidies would be provided to schools to encourage them to open up their school facilities. Over 100 schools had hitherto indicated willingness to open up their facilities. The charge collected from the hirers would be used by the schools to cover the cost for hiring out its facilities. The Administration would consider the way forward of the scheme after it had been implemented for a period of time.

Public and private schools

26. Mr LEUNG Che-cheung expressed concern that the supply of international school/direct subsidy/private school places failed to catch up with the demand. He enquired about the policy on the provision of places in public and private school, particularly the ratio for these school places. SED clarified that the Administration had been implementing 15-year free education in public sector schools and would ensure the provision of sufficient public sector primary and secondary school places for all eligible children. There were also private or direct subsidy scheme schools to enhance parental choice. A private school could be registered with EDB provided that its premises, curriculum and teachers' qualifications were considered suitable by EDB and related departments. The Administration had not set any specific ratio for public to private schools.

Tuition fee for University Grants Committee-funded programmes

27. Dr Junius HO considered that it was high time for the Administration to review the tuition fee level for University Grants Committee ("UGC")-funded programmes, which had been maintained at the current level for a long period of time. SED advised that the Administration had invited UGC to conduct a tuition fee review. EDB was carefully studying the findings of the review and would decide the way forward in due course. The Chairman added that the subject matter was expected to be discussed by the Panel next year.

(The Chairman directed that the meeting be extended for 15 minutes to allow sufficient time for discussion and handling of motions put forth by some members.)

28. Mr SHIU Ka-chun asked whether the Administration would consider reviewing the non-means-tested loan scheme for post-secondary students, including the eligibility, interest rate and repayment arrangement, with a view to alleviating the financial burden of needy students. SED responded that the Administration welcomed any proposals that would help needy students.

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Hostel Development Fund

29. Ms Tanya CHAN asked about the Administration's arrangement for making funding submissions for student hostel projects to the Finance Committee after setting up the \$12 billion Hostel Development Fund. SED advised that the Administration would brief the Panel on the details of the Hostel Development Fund at the December Panel meeting.

Motions

30. The Chairman said that due to insufficient time, the six motions proposed respectively by Mr Michael TIEN, the Deputy Chairman, Ms Claudia MO and Mr SHIU Ka-chun (wording of motions in **Appendices I to VI** respectively) would be carried forward to be dealt with at the next meeting on 3 November 2017.

II. Any other business

31. There being no other business, the meeting ended at 12:58 pm.

Council Business Division 4
Legislative Council Secretariat
6 February 2018

教育事務委員會
Panel on Education

在2017年10月31日的政策簡報會上提出的議案
Motion proposed at the policy briefing on 31 October 2017

議案措辭

本委員會促請政府當局盡快全面檢討教育理念及制度，審視不同學習階段(尤其是幼稚園和小學階段)的教育目標，研究將培養學童的學習興趣(包括但不限於學習中文和英文的興趣)、求知欲、情緒管理和適應能力等納入幼小階段的主要教育目標，並就如何評估上述目標展開研究。

(田北辰議員動議)

Wording of the Motion

(Translation)

This Panel urges the Administration to expeditiously review in a comprehensive manner its education philosophies and system; examine the education goals at different learning stages, in particular kindergarten and primary schooling stages; study the incorporation of nurturing students' learning interests (including but not limited to their interests in learning Chinese and English), learning desire, emotion management, adaptability, etc. into the major education goals of the kindergarten and primary schooling stages; and commence a study on how to evaluate the aforesaid goals.

(Moved by Hon Michael TIEN Puk-sun)

教育事務委員會
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Motion proposed at the policy briefing on 31 October 2017

議案措辭

本委員會促請政府當局研究以隔年、隨機抽樣、不記名／校方式，進行今年及日後的全港性系統評估／基本能力評估。當局並可研究在不記名／校的前提下，為被抽選或自願參與的學校提供一式兩份試卷，一份讓學校自行參考答題情況，檢視弱項；一份則與其他學校的試卷混合，再交上香港考試及評核局作數據分析，以助政府制定政策，調撥資源。

(田北辰議員動議)

Wording of the Motion

(Translation)

This Panel urges the Administration to examine the conduct of this year's and future Territory-wide System Assessment/Basic Competency Assessment in alternate years on a random sampling basis and with anonymity of students/schools. The authorities may also examine, on the premise of anonymity of students/schools, the provision of examination papers in duplicate to participating schools on a random sampling or voluntary basis. One copy of the papers is made available to individual schools for them to identify their own weaknesses by making reference to the performance of their students in answering the questions in the examination papers, while the other copy is submitted together with those of other schools to the Hong Kong Examinations and Assessment Authority for data analysis, so as to assist the Government in formulating policies and deploying resources.

(Moved by Hon Michael TIEN Puk-sun)

教育事務委員會
Panel on Education

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議案措辭

本委員會促請政府就今後是否及如何進行全港性系統評估／基本能力評估的問題，成立一個有充分代表性的委員會加以檢視，並進行公眾諮詢。

(葉建源議員動議)

Wording of the Motion

(Translation)

This Panel urges the Government to set up a fully representative committee to examine whether and how the Territory-wide System Assessment/Basic Competency Assessment should be implemented in future, and to conduct public consultations.

(Moved by Hon IP Kin-yuen)

教育事務委員會
Panel on Education

在2017年10月31日的政策簡報會上提出的議案
Motion proposed at the policy briefing on 31 October 2017

議案措辭

本委員會促請教育局盡快研究改革"中國語文課程第二語言學習架構"，為非華語學生制定以粵語為本的中國語文課程，改善非華裔人士的聽講讀寫能力，以助他們更容易融入社會。

(毛孟靜議員動議)

Wording of the Motion

(Translation)

This Panel urges the Education Bureau to conduct expeditiously a study on the revamp of the "Chinese Language Curriculum Second Language Learning Framework" to develop for non-Chinese speaking students a Cantonese-based Chinese Language curriculum so as to improve the abilities of non-ethnic Chinese to listen, speak, read and write, and to help them integrate into the community more easily.

(Moved by Hon Claudia MO)

教育事務委員會
Panel on Education

在2017年10月31日的政策簡報會上提出的議案
Motion proposed at the policy briefing on 31 October 2017

議案措辭

本委員會促請政府在規劃五十億開支的分佈時，必須考慮對基層學生的支援，例如為基層學童購買電腦及檢討學生資助制度(已逾10年未有檢討)，建議增設恆常課外活動津貼，如每月提供250元資助予領取全額書簿津貼及綜合社會保障援助的學童。

(邵家臻議員動議)

Wording of the Motion

(Translation)

This Panel urges the Government, in planning the distribution of the \$5 billion expenditure, to consider the provision of support for grass-roots students, such as the procurement of computers for grass-roots students, a review of the student financial assistance system which has not been reviewed for over 10 years, the introduction of an extra-curricular activities grant on a recurrent basis by, say, offering a monthly grant of \$250 to students receiving full grant textbook assistance and the Comprehensive Social Security Assistance.

(Moved by Hon SHIU Ka-chun)

教育事務委員會
Panel on Education

在2017年10月31日的政策簡報會上提出的議案
Motion proposed at the policy briefing on 31 October 2017

議案措辭

本委員會促請政府在規劃五十億開支的分佈時，必須考慮基層大學生的支援，檢視現行各個專上學生貸款計劃，包括：(一)放寬專上學生貸款計劃的入息審查限額並取消資產審查；(二)改善還款政策，讓還款與收入掛勾，以畢業生入息作為基數計算還款額；(三)檢討免入息審查貸款計劃，將免入息審查貸款計劃的利息"由貸款發放當日起計算"之規定改至與需審查之貸款計劃一樣，以減少學生的負債壓力。

(邵家臻議員動議)

Wording of the Motion

(Translation)

This Panel urges the Government, in planning the distribution of the \$5 billion expenditure, to consider the provision of support for grass-roots university students by reviewing the existing various loan schemes for post-secondary students, including: (1) relaxing the income limits of the income tests and abolishing the asset tests under the loan schemes for post-secondary students; (2) improving the repayment policy by pegging loan repayment to the graduate's income which should be used as the base in calculating the repayment amount; (3) reviewing various non-means-tested loan schemes and, in respect of the interests chargeable under the non-means-tested loan schemes, bringing the requirement that "interest is accrued upon loan drawdown" in line with that of means-tested loan schemes, so as to alleviate the debt burden on students.

(Moved by Hon SHIU Ka-chun)