

**立法會**  
**Legislative Council**

LC Paper No. CB(4)1463/17-18

(These minutes have been seen  
by the Administration)

Ref : CB4/PL/ED

**Panel on Education**

**Minutes of meeting**  
**held on Friday, 2 March 2018 at 10:45 am**  
**in Conference Room 3 of the Legislative Council Complex**

**Members present** : Dr Hon CHIANG Lai-wan, JP (Chairman)  
Hon IP Kin-yuen (Deputy Chairman)  
Hon LEUNG Yiu-chung  
Hon Abraham SHEK Lai-him, GBS, JP  
Dr Hon Priscilla LEUNG Mei-fun, SBS, JP  
Hon Mrs Regina IP LAU Suk-ye, GBS, JP  
Hon Claudia MO  
Hon Michael TIEN Puk-sun, BBS, JP  
Hon Charles Peter MOK, JP  
Hon CHAN Chi-chuen  
Hon Dennis KWOK Wing-hang  
Dr Hon Fernando CHEUNG Chiu-hung  
Dr Hon Helena WONG Pik-wan  
Dr Hon Elizabeth QUAT, BBS, JP  
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

**Members absent** : Hon Tommy CHEUNG Yu-yan, GBS, JP  
Hon Starry LEE Wai-king, SBS, JP  
Hon MA Fung-kuok, SBS, JP  
Hon CHAN Han-pan, JP  
Hon LEUNG Che-cheung, SBS, MH, JP  
Ir Dr Hon LO Wai-kuok, SBS, MH, JP

**Public Officers** : Agenda item III  
**attending**

Dr CHOI Yuk-lin, JP  
Under Secretary for Education

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

Mr Sheridan LEE  
Principal Assistant Secretary for Education  
(Curriculum Development)  
Education Bureau

Mr KWAN Pak-keong  
Chief Curriculum Development Officer  
(Moral, Civic and National Education)  
Education Bureau

Agenda item IV

Mr Kevin YEUNG, JP  
Secretary for Education

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

Ms Jenny CHAN  
Principal Assistant Secretary (Education Infrastructure)  
Education Bureau

Mr LAU Yuen-tan  
Chief Project Manager  
(Information Technology in Education)  
Education Bureau

Agenda item V

Mr Kevin YEUNG, JP  
Secretary for Education

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

Mr Godwin LAI  
Principal Assistant Secretary (Special Education)  
Education Bureau

Miss CHAN Lai-chu  
Chief Social Work Officer  
(Rehabilitation and Medical Social Services)1  
Social Welfare Department

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

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

Miss Mandy NG  
Council Secretary (4)4

Ms Sandy HAU  
Legislative Assistant (4)4

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**I. Information paper(s) issued since the last meeting**

(LC Paper No. CB(4)601/17-18(01) -- Letter dated 31 January 2018 from Hon CHEUNG Kwok-kwan concerning the HKSAR Government Scholarship Fund

LC Paper No. CB(4)601/17-18(02) -- Administration's written response dated 12 February 2018 to the letter dated 31 January 2018 from Hon CHEUNG Kwok-kwan concerning the HKSAR Government Scholarship Fund

LC Paper No. CB(4)649/17-18(01) -- Letter dated 23 January 2018 from Hon SHIU Ka-chun concerning "No Homework Day" in primary schools

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LC Paper No. CB(4)649/17-18(02) -- Administration's written response dated 23 February 2018 to the letter dated 23 January 2018 from Hon SHIU Ka-chun concerning "No Homework Day" in primary schools)

Members noted the above papers issued since the last meeting.

**II. Items for discussion at the next meeting**

(Appendix I to LC Paper No. CB(4)643 /17-18 -- List of outstanding items for discussion

Appendix II to LC Paper No. CB(4)643/17-18 -- List of follow-up actions)

2. Members agreed to discuss the following items at the next regular meeting on 13 April 2018 at 10:45 am:

- (a) Proposed further injection to the Gifted Education Fund;
- (b) Proposed setting up of the Student Activities Support Fund;
- (c) 8032ED - Conversion to Heung Hoi Ching Kok Lin Association Buddhist Po Kwong School; and
- (d) Review of Basic Competency Assessment.

3. The Chairman said that the Panel had requested the Administration to provide the statistics on the approximate percentages of lesson time for sex education out of the total lesson time in schools after the last meeting. However, the Administration had not provided the relevant information in its written response. She asked the Administration to re-consider maintaining such statistics with a view to facilitating effective implementation of sex education in schools. Members who would like to follow up on the subject matter should contact the Clerk after the meeting.

**III. Promotion of moral and civic education (values education) in schools**

(LC Paper No. CB(4)643/17-18(01) -- Paper provided by the Administration)

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Briefing by the Administration

4. Under Secretary for Education ("US(Ed)") briefed members on the implementation and strategies adopted for the promotion of moral and civic education ("MCE") (values education) in schools, details of which were set out in the Administration's paper [LC Paper No. CB(4)643/17-18(01)].

Discussion

*Implementation and promotion of moral and civic education*

5. Ms Claudia MO said that many young people in Hong Kong identified themselves as "Hongkongers" instead of Chinese. She asked how the Education Bureau ("EDB") could assist teachers in developing students' awareness of national identity. She was also concerned that teachers would place much emphasis on ethnic identity when delivering national education to ethnic minority ("EM") students. US(Ed) advised that developing students' national identity was an important element in MCE. To cultivate students' moral and national qualities, diversified learning experiences/activities such as weekly assemblies would be provided. Teachers' guidance was also conducive to deepening students' understanding of their roles and responsibilities as members in the family, the society and the nation. As Hong Kong was a pluralistic society, it was important to help students become informed and responsible citizens with appreciation of positive values and attitudes as well as diverse culture, and respect for pluralism in society.

6. Dr Elizabeth QUAT pointed out that the prevalence of bad influences in society, such as bullying, compensated dating, twisted sense of justice, etc. reflecting the distorted values of young people. She enquired how the Administration could develop students' empathy, inclusiveness, respect for others and respect for the rule of law under the existing education system. She also suggested EDB to enhance the support to the uniformed groups in schools which would train students to be responsible citizens.

7. US(Ed) responded that among the five domains of moral, intellectual, physical, social and aesthetic development, moral development was regarded as the most important one. It was the main goal of the school education in Hong Kong to nurture positive values and attitudes in students through MCE, which had been one of the four key tasks in the school curriculum since the curriculum reform in 2001. The Secondary Education Curriculum Guide updated in 2017 also stressed that values education was one of the major development emphases of the ongoing renewal of the school curriculum, which would help cultivate students' positive values and attitudes, and develop their independent thinking to analyze objectively and make reasonable judgement on bad influences in society. Apart from school education, family and society played important roles in nurturing positive values in students. EDB would closely liaise with different

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stakeholders in promoting moral education.

8. Ms Claudia MO was worried that MCE or values education would turn out to be "brainwashing education". She sought clarification on the definition of "bad influences" and asked whether teachers' participation in public meetings and processions would fall within the meaning of "bad influences". US(Ed) stressed that MCE should be implemented to help students become informed and responsible citizens with critical thinking skills. As regards the definition of "bad influences", US(Ed) advised that every person might have a different interpretation owing to their background. Nonetheless, teachers should serve as a role model for students in respect of values, attitudes and behaviours.

9. Mr SHIU Ka-chun opined that walking the talk was a key element of values education and sought further clarification on whether teachers were allowed to participate in public meetings and processions. Furthermore, as schools were encouraged to strengthen MCE embedded in the curricula of various subjects, including anti-drug education, life education, sex education, etc., he urged the Administration to allocate resources to schools for that purpose. US(Ed) responded that teachers, like other Hong Kong citizens, must respect the rule of law when exercising their civil rights.

10. Instead of setting quantitative indicators for implementing MCE, Mr Michael TIEN considered it more desirable to incorporate elements of MCE into relevant curricula and related learning activities. He suggested that schools should make use of interesting learning materials which concretely present positive values and attitudes, such as stories of famous people, to motivate students to learn MCE. US(Ed) concurred with Mr TIEN's view that setting lesson time for the implementation of MCE was inappropriate. She further advised that teachers were encouraged to make use of life events, current issues and interesting topics as learning materials for MCE. Moreover, EDB had continuously produced various life event exemplars to assist schools in guiding students to think from different perspectives and make reasonable judgements.

*Sister School Scheme*

11. Ms Tanya CHAN, the Deputy Chairman and Mr SHIU Ka-chun considered that support for sister school activities under the Sister School Scheme should not be limited to schools in the Mainland. In their view, the attitude of the students in other places, say Nepal, would also have a positive impact on Hong Kong students and facilitate their personal development. To further widen students' learning horizons, resources should be provided to support schools' exchange activities in other places.

12. US(Ed) stressed that the Administration attached great importance to widening students' learning space and horizons. However, as compared to exchange activities in other places, sister school activities in the Mainland would

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incur lower expenses and hence more students could be benefitted. Nonetheless, the Administration would not rule out the possibility of expanding the scope of the Sister School Scheme to schools in other places, subject to availability of funding. Furthermore, the Sister School Scheme only sought to encourage Hong Kong students to learn from others in a proactive and positive manner, and the Administration had no intention to make any judgement on students on either side. Deputy Secretary for Education (5) added that as most of the schools in Hong Kong had paired up schools in the Mainland as sister schools, an annual grant was provided to schools having formed sister school(s) with the Mainland to support the organization of sister school activities. Moreover, schools could apply for the Quality Education Fund to support their learning activities, including overseas exchange activities, according to their development needs.

13. Mr Abraham SHEK and the Deputy Chairman were not convinced that exchange activities should be confined to the Mainland under the Sister School Scheme because of financial constraints. Mr SHEK considered it not unreasonable for Hong Kong students to understand the nation's development through exchange activities in the Mainland. He also suggested that as many EM students saw Hong Kong as their home, they should be given the opportunity to participate in the exchange activities in the Mainland to understand its development. US(Ed) clarified that the Administration accorded priority to developing young people with a love for Hong Kong, a sense of national identity and an international perspective. She assured members that the Administration would continue to explore more resources to support schools in promoting student exchange activities in other places.

14. Dr CHENG Chung-tai enquired about the number of Hong Kong schools that had formed sister schools with their counterparts in the Mainland under the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland and whether the Pilot Scheme would be regularized to further strengthen MCE. US(Ed) advised that at present, the number of Hong Kong schools that had formed sister schools with those in the Mainland was some 600. The Pilot Scheme would be regularized with effect from 2018-2019 school year to provide recurrent financial assistance for schools to arrange activities with their sister schools in the light of their development needs.

15. Dr CHENG Chung-tai further enquired about the objective and performance indicators of the Sister School Scheme, and the anticipated increase in the number of Hong Kong schools participating in the Scheme. US(Ed) undertook to provide the information after the meeting and reiterated that schools were encouraged to implement MCE through diverse learning experiences, of which the Sister School Scheme was only one of them. Schools could organize learning activities in the light of their school contexts and students' needs.

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(*Post-meeting note*: The Administration's response was issued to members vide LC Paper No. CB(4)1024/17-18(01) on 3 May 2018 .)

*Discussion on controversial social issues*

16. Mr SHIU Ka-chun enquired how the Administration would define "students holding extreme views when discussing controversial social issues", "positive values instilled in students" and "informed young adults" as stated in paragraph 14 of the Administration' paper. US(Ed) explained that MCE should be implemented through the integration of cognition, affection and action. Teachers were advised through the relevant curriculum guides and professional development programmes to guide students to explore controversial social issues and clarify values from multiple perspectives, analyse objectively and make reasonable judgement so as to avoid students holding extreme views and develop them to be informed young adults. Moreover, social atmosphere, teachers' deeds and school culture would also help nurture students' moral qualities and values.

17. Mr CHAN Chi-chuen noted that EDB could only encourage schools to incorporate controversial social issues, such as those related to sex education, into their curricula, before the community had reached a consensus on these issues. He pointed out that some school sponsoring bodies had their own established values stance on certain social issues, such as sexual minorities, sexual orientation, etc. and would not include such issues into their curricula. To this end, he suggested that legislation should be introduced to make these issues legitimized so that EDB could require schools to include these issues into school curricula for developing students' inclusiveness and respect for others. US(Ed) responded that school sponsoring bodies would develop school policies on the basis of their mission and vision. Nevertheless, schools were advised to help students explore and consider controversial issues, clarify the values embedded, handle value conflicts, and develop positive values and attitudes such as inclusiveness and respect towards controversial social issues.

18. Mr HUI Chi-fung noted from the International Civic and Citizenship Education Study that MCE in Hong Kong had not touched on some issues of specific importance, such as participation in the decision-making of the school policies and resolving of disputes, which were covered by civic education in overseas countries. Also, as mentioned in the Study, one of the key learning goals of civic education was to equip students with independent and critical thinking skills. He queried whether guiding students to make an unbiased and rational analysis on controversial issues would be contrary to the learning goal set out in the Study. US(Ed) responded that while EDB had set out the seven priority values that schools should nurture in their students through MCE, schools could select the learning contents to meet the needs of students. For controversial social issues, teachers should guide students to explore issues from multiple perspectives and make an unbiased and rational analysis basing on facts



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and evidence in an objective and open manner so as to develop so as to develop their independent thinking.

19. Noting that the Administration would inject \$800 million into the Gifted Education Fund, Mr Abraham SHEK considered that the Administration should attach equal importance to supporting gifted students and less able students. US(Ed) stressed that the Administration had all along devoted considerable resources to catering for learner diversity. A series of measures had been taken to support less able students, such as the implementation of School-based After-school Learning and Support Programmes and life planning education, provision of additional teaching manpower and tutorial sessions, etc.

**IV. Community Care Fund Assistance Programme – Provision of subsidy to needy primary and secondary students for purchasing mobile computer devices to facilitate the practice of e-learning**

(LC Paper No. CB(4)643/17-18(02) -- Paper provided by the Administration)

Briefing by the Administration

20. Secretary for Education ("SED") briefed members on the Administration's proposal to seek funding from the Community Care Fund ("CCF") for provision of subsidy to needy primary and secondary students in public sector schools to purchase mobile computer devices for three years starting from 2018-2019 ("the Assistance Programme"). Details of the proposal were set out in the Administration's paper [LC Paper No. CB(4)643/17-18(01)].

Discussion

21. Mr CHAN Chi-chuen enquired about the number of schools adopting the "Bring Your Own Device" policy ("BYOD") in implementing e-learning, and whether needy students studying in schools not adopting BYOD could benefit from the Assistance Programme. SED advised that according to the preliminary findings of a questionnaire survey conducted in August 2017, 15% of school respondents had adopted BYOD and 26% was considering the implementation of BYOD. It was envisaged that about 70% of schools would join the Assistance Programme within its three-year implementation period, of which half of the classes would adopt BYOD. As more schools had adopted BYOD which might create financial burden on students from low-income families, the Assistance Programme was proposed to subsidize needy primary and secondary students studying in schools adopting BYOD to purchase mobile computer devices.

22. While supporting the Assistance Programme, Mr Charles MOK expressed concern over the termination of user and social support for students and parents

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being offered under another scheme, namely the Internet Learning Support Programme, which was important to low-income families. Mr Wilson OR supported the Assistance Programme and enquired whether measures had been put in place to ensure students' proper use of computers and whether additional resources would be provided for that purpose. SED advised that the "Information Literacy Framework for Hong Kong Students" had been updated and information literacy had been incorporated into the school curriculum so as to develop students' positive attitude in using IT.

23. The Deputy Chairman enquired whether the Assistance Programme would allow students to take the mobile computer devices home, and whether the Assistance Programme would provide subsidy on internet access charges, and maintenance and repair services. SED affirmed that students were allowed to take the devices home under the Assistance Programme. On maintenance and repair services, the Assistance Programme would cover three-year warranty and technical support would be offered by schools. As regards internet access charges, the Working Family and Student Financial Assistance Agency would continue to administer the Subsidy Scheme for Internet Access Charges for needy students. The full rate of subsidy was \$1,400 while the half rate was \$700 for the current school year.

24. Mr Charles MOK considered the subsidy on internet access charges insufficient for low-income families, particularly those living in old buildings or "subdivided units" where such charges were higher. SED explained that the subsidy rate was reviewed annually with reference to the prevailing market prices of internet access services. He would discuss with Mr MOK other feasible ways to assist these families after the meeting.

25. Mr HUI Chi-fung and Mr Charles MOK was concerned that the Assistance Programme would not cover needy students studying in schools not adopting BYOD. In their view, such an arrangement might impact on the quality of learning of these students as they could not afford computers for learning at home. SED responded that some schools implementing e-learning had provided computers sufficient for students' use in class, and some had opened their computer rooms for students' use after school. As the Assistance Programme focused on supporting students to practise e-learning at schools adopting BYOD, provision of support to facilitate students in undertaking web-based learning at home fell outside the scope of the Assistance Programme and could be considered in a separate context.

26. Mr Charles MOK was concerned that if the Assistance Programme only implemented for three years, mobile computer devices might not be provided for students who were promoted to secondary schools or the devices would not be replaced to keep pace with the changing technology. He therefore called for the regularization of the Assistance Programme to provide students with continuous support for e-learning. The Deputy Chairman enquired about the

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implementation details concerning the situation as when a secondary student beneficiary was graduated.

27. SED explained that a student beneficiary could continue to use the device when he/she was promoted to a secondary school using the same device. If a different device was used in the secondary school, he/she was allowed to apply for an additional subsidy for purchasing a new device but required to return the used device to the primary school. A secondary student beneficiary was not required to return the device upon graduation. Similar to other CCF assistance programmes, the effectiveness of the Assistance Programme would be reviewed one to two years after its implementation to decide whether it would be regularized.

28. Mr Charles MOK and Mr CHAN Chi-chuen asked whether schools adopting BYOD would purchase mobile computer devices of standardized models for their students. Mr CHAN was concerned that if schools were required to purchase standardized devices, they might make full use of each student's maximum subsidy of \$4,500 to purchase the device. Students not eligible for the subsidy were then "forced" to pay more for the devices determined by their schools. SED advised that EDB would not require schools adopting BYOD to purchase mobile computer devices of standardized specifications for their students. He was given to understand that some schools adopting BYOD purchased mobile computer devices for students' use at schools while others required students to bring their own devices. However, it was proposed that subsidy be disbursed to schools for purchasing the devices for their students under the Assistance Programme to facilitate the using of the e-learning systems adopted by the schools.

29. Mr Wilson OR enquired about the Assistance Programme's concrete implementation details, application procedures and performance indicators for evaluating effectiveness. SED referred members to paragraphs 12 and 13 of the Administration's paper for the implementation details of the Assistance Programme, and explained briefly that upon approval of the Commission of Poverty to launch the Assistance Programme, the subsidy would be disbursed to schools for purchasing for their students the devices which suited the design of their e-learning programmes. To ensure that students acquired the devices at the commencement of the 2018-2019 school year, EDB would disburse provisional funding to schools during summer holidays for procuring devices according to their estimated number of eligible students. The funding amount would be adjusted based on the actual number of eligible students in the first term of the 2018-2019 school year, and unspent balance should be returned to CCF. EDB would review the effectiveness of the Assistance Programme through means such as questionnaire surveys and consultation.

30. Ms Claudia MO suggested that the mobile computer devices be essentially owned by schools and temporarily on loan to students. Students had

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to return the devices upon graduation. In her view, although such an arrangement might incur extra administrative work for schools, it would make students more convenient as schools assumed the responsibility for maintenance, repair, loss and recycling of the used devices. The Chairman considered Ms MO's suggestion, which might benefit more students, feasible.

31. SED responded that the Education Bureau ("EDB") had examined options similar to Ms Claudia MO's suggestion. However, it was considered that the proposed Assistance Programme could provide greater flexibility for students to undertake e-learning. The subsidy would cover a three-year warranty. Students should be responsible for proper keeping and safe use of the devices, and would not be provided with new devices in the event of loss.

32. Mr HUI Chi-fung enquired about the works progress of establishing WiFi campus for all public sector schools, and whether EDB had monitored the usage rate of WiFi services in schools to gain an understanding of the implementation of e-learning in schools. SED responded that relevant works would be basically completed in the current school year. At present, over 90% of schools had included e-learning in their development plans. As regards Wi-Fi usage rate, he considered it was not an appropriate performance indicator for measuring the effectiveness of e-learning in schools. EDB would understand the impact of schools' implementation of e-learning on students' learning outcomes through external school reviews and regular visits, etc.

33. Mr HO Kai-ming was concerned that some schools might not use the additional recurrent cash grant of \$25,000 as mentioned in paragraph 13 of the Administration's paper to strengthen IT staffing support. He said that to his knowledge, some school laboratory technicians had been deployed to provide IT support. He enquired about the respective numbers of technical support personnel employed and technical support staff hired from service providers by each school upon receipt of the additional grant. He was worried that more non-IT staff would be deployed to provide IT support after the implementation of the Assistance Programme and asked whether extra resources would be provided for schools. SED explained that the cash grant of \$25,000 was provided for schools to strengthen their IT staffing support, and not for purchasing IT-related consumables. As the cash grant had only been provided to schools starting from this school year, there was no information on how schools used the cash grant. He undertook to revert to the Panel after collecting relevant statistics upon completion of the school year. Regarding extra resources, SED believed that the Assistance Programme would not create much workload to the IT staff and the existing manpower resources should be sufficient.

Motion

34. The Chairman referred members to the motion proposed by Mr SHIU Ka-chun (wording of the motion in **Appendix I**).

Action

35. The Chairman put the motion moved by Mr SHIU Ka-chun to vote. All members present voted for the motion. The Chairman declared that the motion was carried.

**V. Arrangement for transition from kindergarten to primary school for students with special educational needs and related educational support**

(LC Paper No. CB(4)643/17-18(03) -- Paper provided by the Administration

LC Paper No. CB(4)679/17-18(01) -- Submission from Society for Community Organization)

Briefing by the Administration

36. SED briefed members on the support services provided for students with special educational needs ("SEN") in the transition from kindergarten ("KG") to primary school and possible areas of improvement in Integrated Education ("IE"), details of which were set out in the Administration's paper [LC Paper No. CB(4)643/17-18(03)].

Discussion

*Central database for students with special educational needs*

37. While appreciating the Administration's effort in providing support to students with SEN, Mr Dennis KWOK, Dr Fernando CHEUNG and the Deputy Chairman urged for, subject to parental consent, the establishment of a central database for students with SEN so that information of individual students could be accessed by frontline personnel, including social workers, psychologists, etc. for provision of appropriate support services.

38. SED advised that the Education Bureau ("EDB") and the Social Welfare Department ("SWD") had agreed on a mechanism for the transfer of progress information of pre-school children from their KGs to their designated public sector primary schools, with a view to supporting students with SEN in transition from KGs to primary schools. In fact, there was an established mechanism for the transfer of students' SEN information from primary to secondary schools. EDB would closely monitor the operation of the respective information transfer mechanisms in the first place and consider the feasibility and effectiveness of setting up a central database at a later stage.

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*Pre-school rehabilitation services*

39. While pleased to note the Administration's enhancement measures under IE, Dr Fernando CHEUNG opined that pre-school rehabilitation services provided by SWD for children aged from birth to six should continue until these children proceeded to primary schooling. He also suggested the Administration to make reference from the practices of some overseas countries and introduce individualized transition/bridging programmes for pre-school children with SEN under which information of the child would be transferred to primary schools. The programmes should aim to facilitate the Special Educational Needs Coordinators in primary schools in planning for the support services for these students at the earliest time possible and ensuring delivery of the programmes.

40. The Deputy Chairman shared Dr CHEUNG's view and considered the existing arrangement of the pre-school rehabilitation services undesirable. He urged EDB to strengthen communication with other relevant bureaux/departments, such as conducting meetings for the student support teams of KGs and primary schools, to ensure a smooth transition for SEN students from KGs to primary schools.

41. SED assured members that EDB would continue to maintain close communication with SWD to facilitate the smooth transition of students with SEN from KGs to primary schools. Chief Social Work Officer (Rehabilitation and Medical Social Services)<sup>1</sup>, SWD clarified that the provision of pre-school rehabilitation services would cease when the child reached the first 1 September after attaining the age of six. In other words, if the child reached the age of six during the school year, he/she would be provided with the services until the next school year commenced.

*(At about 12:40 pm, the Chairman directed that the meeting be extended by 15 minutes.)*

*Learning Support Grant*

42. Dr Helena WONG enquired whether schools adopting the Learning Support Grant ("LSG") must delete the teaching posts provided under the Intensive Remedial Teaching Programme ("IRTP") or IE Programme, and whether schools could adopt a mixed mode of IRTP and LSG. She was also concerned whether schools fully adopting LSG could employ sufficient number of teachers to support their students with SEN and whether schools were required to migrate to the LSG mode in six years' time.

43. Deputy Secretary for Education (3) advised that a mixed mode was allowed under the existing arrangement in which schools could have a teaching post and at the same time receive some LSG. However, as it was found that the learning needs of students with SEN might not be fully addressed under the

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mixed mode, EDB had conducted several consultation sessions with the schools concerned in the past months to understand their concerns in fully adopting LSG. Schools had raised various concerns, for example, the stability of the teaching force should they opt to change to the LSG mode. EDB would address their concerns in the review of the relevant measures. Although there was a timetable under the existing arrangement for schools which opted to migrate to the LSG mode, the policy would be adjusted accordingly if enhancement had to be made after the review.

*Enhancement measures under IE*

44. Mr Dennis KWOK enquired about the ballpark estimate of the expenditure to be involved in taking forward the enhancement proposals under IE, and the mechanism to monitor EDB's professional officers to visit the primary schools within six to eight weeks upon the commencement of a new school year to ensure that students with SEN were properly assessed and supported. SED explained that as the Administration was still mapping out the direction in formulating the enhancement proposals in IE, the estimated resources to be required was not yet available.

45. The Deputy Chairman suggested the Administration to further discuss with Members and relevant stakeholders the four major areas of improvement as referred to in paragraph 19 of the Administration's paper.

*Students with limited intelligence*

46. While commending the Administration's commitment to supporting students with SEN, Mr SHIU Ka-chun was gravely concerned about the inadequacy of support provided to students with limited intelligence who had experienced learning difficulties in schools. He called on the Administration to consider classifying limited intelligence as a type of SEN so that appropriate support would be provided to these students. SED responded that while limited intelligence was not categorized as an SEN type, however, extra resources had been provided to cater for the needs of academic low achievers. For example, additional teachers were provided for secondary schools with cluster of academic low achievers in the light of learner diversity. SED assured members that the Administration would keep in view the development of society and the overall demand for related support services.

Motion

*(The Chairman directed that the voting bell be rung for five minutes to notify members of the voting.)*

Action

47. The Chairman referred members to the motion proposed by Dr Fernando CHEUNG (wording of the motion in **Appendix II**), and put the motion to vote. All members present voted for the motion. The Chairman declared that the motion was carried.

**VI. Any other business**

48. There being no other business, the meeting ended at 12:56 pm.

Council Business Division 4  
Legislative Council Secretariat  
3 August 2018



**教育事務委員會**  
**Panel on Education**

在2018年3月2日的會議上  
就議程項目"關愛基金援助項目——資助清貧中小學生購買流動電腦裝置  
以實踐電子學習"動議的議案

**Motion moved under the agenda item**  
**"Community Care Fund Assistance Programme – Provision of subsidy to**  
**needy primary and secondary students for purchasing mobile computer devices**  
**to facilitate the practice of e-learning"at the meeting on 2 March 2018**

**議案措辭**

由於政府將於今年8月取消上網學習支援計劃，基層兒童得到的支援將受影響。對於部分的基層學生而言，該項計劃是他們電子學習上的重要資助，以及在需要電腦維修時亦能獲得足夠技術支援。故此，本委員會要求局方保留及優化上網學習支援計劃、上門電腦維修服務，以回應社會的數碼隔閡問題。

(邵家臻議員動議)

**Wording of the Motion**

(Translation)

As the Government will abolish the Internet Learning Support Programme ("ILSP") in August this year, the support available to grass-roots children will be affected. To some of the grass-roots students, the Programme provides them an important subsidy for undertaking e-learning as well as adequate technical support when their computers need repairing. Hence, this Panel urges the Bureau to retain and refine ILSP and on-site computer repair services so as to address digital divide in our community.

(Moved by Hon SHIU Ka-chun)

**教育事務委員會**  
**Panel on Education**

在2018年3月2日的會議上  
就議程項目"有特殊教育需要的學童由幼稚園升讀小學的安排  
和相關教育支援"動議的議案  
Motion moved under the agenda item  
"Arrangement for transition from kindergarten to primary school for students  
with special educational needs and related educational support  
at the meeting on 2 March 2018

**議案措辭**

鑒於現時有特殊教育需要的學童由幼稚園及學前康復服務過渡至小學及融合教育時出現支援斷層。本委員會促使政府：

- (一) 為年滿6歲但未進入小學的學童繼續提供學前康復服務；
- (二) 設立SEN(特殊教育需要)學生中央資料庫，讓幼稚園、中小學，以至大學的SEN學生在轉校時有資訊及服務銜接；
- (三) 為幼稚園／幼兒學校SEN學童在升小學前制訂"銜接計劃"，包括跨專業的評估及訂立所需的支援服務，並且召開個案會議，讓家長及學童參與制訂"銜接計劃"，讓學童順利銜接升學。

(張超雄議員動議)

**Wording of the Motion**

(Translation)

Given that there is at present a support gap for students with special educational needs ("SEN") in their transition from kindergartens and pre-school rehabilitation services to primary schools and integrated education, this Panel urges the Government to:

- (1) continue to provide pre-school rehabilitation services to students who have reached the age of six but have not attended primary schools;
- (2) establish a SEN student central database to enable information and service interfacing for SEN students in kindergartens, primary and

secondary schools and universities on their transfer to another school/institution;

- (3) formulate "bridging programmes" for SEN students who are going to proceed from kindergartens/nursery schools to primary schools, including conducting multi-disciplinary assessments, introducing necessary support services and holding case conferences to allow parents and students to participate in the formulation of "bridging programmes", so as to facilitate the smooth transition of those students to further education.

(Moved by Dr Hon Fernando CHEUNG Chiu-hung)