

立法會
Legislative Council

LC Paper No. CB(4)1472/17-18
(These minutes have been seen
by the Administration)

Ref : CB4/PL/ED

Panel on Education

Minutes of meeting
held on Friday, 1 June 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
Hon Starry LEE Wai-king, SBS, JP
Hon Mrs Regina IP LAU Suk-yee, 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 Helena WONG Pik-wan
Dr Hon Elizabeth QUAT, BBS, JP
Ir Dr Hon LO Wai-kwok, SBS, MH, JP
Hon CHU Hoi-dick
Hon HO Kai-ming
Hon Holden CHOW Ho-ding
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 AU Nok-hin
Hon Vincent CHENG Wing-shun, MH

Members absent : Hon Tommy CHEUNG Yu-yan, GBS, JP
Dr Hon Priscilla LEUNG Mei-fun, SBS, JP
Dr Hon Junius HO Kwan-yiu, JP
Hon SHIU Ka-chun

Public Officers attending : Agenda item III

Mr Kevin YEUNG, JP
Secretary for Education

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

Mr LO Pui-lam
Chief Curriculum Development Officer
(Chinese Language Education)
Education Bureau

Agenda item IV

Dr CHOI Yuk-lin, JP
Under Secretary for Education

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

Mr CHENG Ming-keung
Principal Education Officer (Curriculum Development)2
Education Bureau

Agenda item V

Dr CHOI Yuk-lin, JP
Under Secretary for Education

Mrs CHAN SIU Suk-fan
Principal Assistant Secretary (Kindergarten Education)
Education Bureau

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

Action

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

- (LC Paper No. CB(4)1073/17-18(01) -- Letter dated 7 May 2018 from Hon Mrs Regina IP LAU Suk-yee concerning the arrangements for student guidance personnel under the policy of "one school social worker for each school" in primary schools
- LC Paper No. CB(4)1073/17-18(02) -- Administration's written response dated 10 May 2018 to the letter dated 7 May 2018 from Hon Mrs Regina IP LAU Suk-yee concerning the arrangements for student guidance personnel under the policy of "one school social worker for each school" in primary schools
- LC Paper No. CB(4)1142/17-18(01) -- Joint letter dated 2 May 2018 from Hon IP Kin-yuen, Dr Hon Fernando CHEUNG Chiu-hung, Dr Hon Helena WONG Pik-wan, Hon SHIU Ka-chun, Hon Tanya CHAN and Hon AU Nok-hin concerning the matters relating to the appointment of academic staff in University Grants Committee-funded universities

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LC Paper No. CB(4)1142/17-18(02) -- Administration's written response dated 24 May 2018 to the joint letter dated 2 May 2018 from Hon IP Kin-yuen, Dr Hon Fernando CHEUNG Chiu-hung, Dr Hon Helena WONG Pik-wan, Hon SHIU Ka-chun, Hon Tanya CHAN and Hon AU Nok-hin concerning the matters relating to the appointment of academic staff in University Grants Committee-funded universities

LC Paper No. CB(4)1146/17-18(01) -- Letter dated 2 May 2018 from Hon HUI Chi-fung concerning review of textbooks

LC Paper No. CB(4)1146/17-18(02) -- Administration's written response dated 25 May 2018 to the letter dated 2 May 2018 from Hon HUI Chi-fung concerning review of textbooks)

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)1147/17-18 -- List of outstanding items for discussion

Appendix II to LC Paper No. CB(4)1147/17-18 -- List of follow-up actions)

2. The Chairman reminded members that the next regular meeting had been rescheduled to Friday, 13 July 2018, from 9:45 am to 11:45 am. A circular informing members of the relevant arrangement was issued vide LC Paper No. CB(4)1178/17-18 on 30 May 2018.

3. Members agreed to discuss the following items at the next regular meeting:

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- (a) Progress of the Task Force on Review of Self-financing Post-secondary Education; and
- (b) An update on the situation of contract teachers in primary and secondary schools.

4. Mr HUI Chi-fung referred to his letter dated 2 May 2018 [LC Paper No. CB(4)1146/17-18(01)] and urged for early discussion on issues related to the review of textbooks. The Chairman advised that the Administration's written response to Mr HUI's letter had been issued to members. Nevertheless, she would discuss with the Administration the feasibility of discussing the subject matter at the next regular meeting.

5. The Deputy Chairman reiterated his request for early discussion of issues related to the appointment, extension of appointment and dismissal of academic staff in the University Grants Committee-funded institutions. The Chairman agreed to follow up with the Administration.

6. Mrs Regina IP requested the Administration to revert to the Panel on the feedback about the new arrangements for Primary 3 Territory-wide System Assessment ("TSA"), in particular drilling in schools and the level of difficulty of TSA items. Mrs IP's suggestion was echoed by Dr Fernando CHEUNG.

7. Dr Fernando CHEUNG requested the Panel to early discuss the introduction of special education legislation he and Mr Dennis KWOK had proposed. The Chairman advised that Mr KWOK had agreed to provide further information on the specific issues that he wished to discuss for the Secretariat to follow up with the Administration.

8. Dr CHENG Chung-tai called on the Administration to meet with the relevant deputations to receive their views on the implementation of the policy of "one school social worker for each school" in primary schools. The Secretary for Education ("SED") advised that the Education Bureau ("EDB") was arranging meetings with various relevant organizations to discuss the future arrangements under the new initiative. The Chairman requested EDB to provide the list of organizations with which it would meet. Members were also invited to propose the organizations they deemed necessary for EDB to meet with.

(Post-meeting note: The list of organizations with which EDB would meet was issued to members vide LC Paper No. CB(4)1251/17-18(01) on 15 June 2018.)

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III. Updates on promotion of reading

(LC Paper No. CB(4)1147/17-18(01) -- Paper provided by the Administration

LC Paper No. CB(4)1147/17-18(02) -- Background brief on the promotion of reading prepared by the Legislative Council Secretariat)

Briefing by the Administration

9. SED briefed members on the enhanced measures undertaken by EDB to sustain the promotion of and support for reading in schools, details of which were set out in the Administration's paper [LC Paper No. CB(4)1147/17-18(01)].

Discussion

Promotion of reading

10. Expressing support for the Administration's measures to promote reading, Mrs Regina IP asked whether EDB would encourage schools to require students to write book reports which could develop their writing skills. Deputy Secretary for Education (5) ("DS(Ed)5") advised that over the years, reading had been promoting across subject curricula and schools had developed different activities in their school-based reading schemes, including but not limited to book report writing. As the enhanced measures were introduced in the hope of sustaining students' reading interest, school leaders, teachers and school-librarians were encouraged to link up reading with different subjects through diversified measures according to school contexts, which might include the strengthening of book report writing whenever necessary. However, EDB would not make book report writing compulsory so as to avoid imposing undue burden on students. Notwithstanding DS(Ed)5's explanation, Mrs IP considered that book report writing should be encouraged.

11. Mrs Regina IP further asked whether EDB would provide guidelines on the procurement of books for each subject. DS(Ed)5 advised that schools should be able to exercise their professionalism in selecting books that were appropriate to their students.

12. Mr CHEUNG Kwok-kwan said that the Democratic Alliance for the Betterment and Progress of Hong Kong had conducted a survey in April this year. The findings showed that the reading atmosphere of Hong Kong was not as strong as that of its neighbouring regions. Hence, he supported the

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Administration's enhanced efforts to promote reading in schools. Moreover, he concurred with the importance of nurturing children's reading interest from early childhood, particularly at the kindergarten ("KG") stage, and involving parents to help children form reading habits.

13. Sharing similar concern with Mr CHEUNG Kwok-kwan, Mr HUI Chi-fung called on the Administration to put more efforts in promoting parent-child reading and encouraging parents to participate in reading activities along with the children. In addition, he drew the Administration's attention that the reading clubs organized by community organizations had received favourable feedback from the public. He called on the Administration to consider providing support and resources for the reading clubs with a view to cultivating a territory-wide reading culture. SED responded that the Administration recognized the importance of parents' reading habit. EDB would continue to encourage collaboration between schools and different stakeholders in promoting reading and work with the Leisure and Cultural Services Department to roll out different measures to create a city-wide reading atmosphere.

14. Dr Fernando CHEUNG, Mr HUI Chi-fung and the Deputy Chairman were gravely concerned that Hong Kong students came last in terms of engagement in reading amongst the 50 countries or regions participating in the Progress in International Reading Literacy Study ("PIRLS"). They strongly urged the Administration to take measures to reduce unnecessary drilling, assessment and homework so as to allow more time for students to nurture their motivation to read. To ensure effective promotion of reading in schools, the Deputy Chairman also suggested that language education should be enhanced and guidelines should be drawn up to define clearly the major roles and duties of teacher-librarians.

15. SED highlighted that EDB undertook enhanced measures to promote reading in schools with a view to fostering a culture of reading for pleasure among students to alleviate their academic pressure.

16. While supporting the implementation of the enhanced measures to promote reading in schools, Mr Wilson OR was worried that such measures might not be able to promote reading effectively owing to students' heavy homework load. He enquired about the performance indicators for assessing the effectiveness of these measures. SED responded that it was difficult to measure students' reading interest. The Administration would keep in view the implementation of reading in schools through different channels, such as making reference to the findings and recommendations of PIRLS.

17. Noting that schools would be provided with recommended booklists on different reading themes, Mr CHAN Chi-chuen enquired about the mechanism

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for drawing up and updating the booklists and whether it was mandatory for schools to use the booklists. DS(Ed)5 advised that the booklists were recommended by the relevant sections of EDB for schools' reference. EDB would also consider the need to advise KGs on the selection of books appropriate to children's interest and growth.

18. Expressing support for the promotion of reading in schools, Mr Vincent CHENG suggested the Administration to encourage schools and non-government organizations to organize "book-crossing activities", which could give children from needy families an affordable access to books. SED responded that EDB had all along encouraged schools to implement different forms of reading-related programmes, including "book-crossing activities".

Promotion of Reading Grant and resources

19. Noting the provision of a new recurrent Promotion of Reading Grant ("new grant") to all public sector primary and secondary schools starting from the 2018-2019 school year, Mr CHEUNG Kwok-kwan enquired whether the amount of the new grant would increase with the number of operating classes/students. DS(Ed)5 affirmed that the new grant would be allocated to each school according to the number of its operating classes. Making reference to the Chinese and English Extensive Reading Scheme Grants, EDB would discuss with school councils and map out the implementation details of the new grant. Moreover, as KGs had no libraries, EDB would communicate with the KG sector to better understand the resources required for promoting reading in KGs. In addition to school councils, the Deputy Chairman called on EDB to engage language teachers and teacher-librarians in the discussions.

20. Dr Fernando CHEUNG sought reasons for the relatively smaller amount of the new grant for special schools. In his view, special schools might need more grant for purchasing adaptive equipment to help their students to read. SED explained that the amount of the new grant for special schools was relatively smaller simply because of the smaller number of students in special schools.

21. Mr Vincent CHENG asked how the new grant was different from the existing recurrent funding allocated to schools for promoting reading. DS(Ed)5 explained that schools had been provided with various sources of funding, such as Expanded Operating Expenses Block Grant ("EOEBG"), for purchasing reading materials. With a view to cultivating students' reading interest, deployment of the new grant should not be confined to the procurement of reading resources. Schools should use the grant more flexibly to draw up their reading plans for arranging reading promotion activities or collaborating with different stakeholders to organize reading activities, such as writer talks, to meet the needs of their students.

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22. Noting that primary schools would be allocated lesser amount of new grant than secondary schools, Mr LEUNG Yiu-chung urged the Administration to consider increasing the amount of grant for primary schools. In his view, parents participated actively in primary school activities and their involvement was most likely to decrease at the secondary school level. With the provision of more grant, primary schools would be able to organize more parent-child reading activities which were conducive to fostering students' reading interest. DS(Ed)5 reiterated that the new grant was not the sole source of funding for schools to purchase reading materials or organize reading activities. Schools were free to deploy EOEBG flexibly for the implementation of reading-related initiatives according to their school-based needs.

23. In response to Mr Vincent CHENG's enquiry about the schools' budget spent on procuring reading materials, DS(Ed)5 advised that as schools could deploy EOEBG flexibly, the total amount of budget spent on reading resources varied among different schools, depending on the school's priority.

IV. Proposed setting up of the Student Activities Support Fund

(LC Paper No. CB(4)1147/17-18(03) -- Paper provided by the Administration

LC Paper No. CB(4)1179/17-18(01) -- Submission from 葵涌邨
基層關注組)

Briefing by the Administration

24. Under Secretary for Education ("US(Ed)") briefed members on the Administration's proposal to create two non-recurrent commitments of \$2.5 billion and \$46 million respectively to set up the Student Activities Support Fund ("SAS Fund") to continue to provide support for students with financial needs to participate in life-wide learning ("LWL") activities for whole-person development through the provision of the Student Activities Support Grant ("SAS Grant") in the long-run and to meet the funding requirement in 2019-2020 arising from the lapse of the Hong Kong Jockey Club Life-wide Learning Fund ("JCLWL Fund") at the close of the 2018-2019 school year.

Declaration of interest

25. The Chairman drew members' attention to Rule 83A of the Rules of Procedure which provided that a Member shall not move any motion or amendment relating to a matter in which he had a pecuniary interest, whether direct or indirect, or speak on any such matter, except where he disclosed the nature of that interest. She reminded members to declare interests, if any, in the matter under discussion.

Action

Discussion

Student eligibility

26. The Deputy Chairman, Dr Fernando CHEUNG, Mr Wilson OR and Mr HUI Chi-fung considered that SAS Grant should cover those receiving half grant under School Textbook Assistance Scheme ("STAS") in addition to students receiving Comprehensive Social Security Assistance ("CSSA") or full grant under STAS ("STAS-Full"). Mr OR also suggested that students whose families were in sudden financial hardship should also be covered.

27. US(Ed) advised that making reference to the modus operandi of the existing JCLWL Fund, SAS Grant would support students receiving CSSA or STAS-Full studying in primary and secondary schools to participate in LWL activities upon the lapse of JCLWL Fund. Given that some students' families might not have the financial means to support the students' LWL activities but, for some reasons, had not applied for CSSA/STAS-Full, schools were given the discretion in setting school-based criteria to identify non-CSSA/non-STAS-Full recipient students who were financially needy to benefit from SAS Grant.

28. Mr Wilson OR further enquired whether the Administration would issue guidelines to facilitate schools in exercising discretion to identify non-CSSA/non-STAS-Full recipient students to benefit from SAS Grant. US(Ed) advised that EDB had helped the sharing of schools' good practices in prudent utilization of resources.

29. The Deputy Chairman and Mr AU Nok-hin noted with concern that while JCLWL Fund benefitted more than 210 000 each year, the estimated number of students eligible for SAS Grant in the 2019-2020 school year was only around 182 000. They enquired about the reasons for cutting down the number of beneficiaries under SAS Grant. Deputy Secretary for Education(5) explained that the number of eligible students for calculating the amount of the SAS Grant was based on the total number of students receiving either CSSA or STAS-Full. Schools, however, could deploy SAS Grant flexibly to support non-CSSA/non-STAS-Full students meeting the school-based financially needy criteria. The actual number of student beneficiaries should be more than the total number of eligible students under SAS Grant.

Unit subsidy rates

30. The Deputy Chairman, Dr Fernando CHEUNG, Mr LEUNG Che-cheung, Mr Vincent CHENG, Mr Wilson OR and Mr HUI Chi-fung noted with grave concern that the yearly unit subsidy rates of SAS Grant would only be \$350 and \$650 per eligible primary and secondary students respectively. They considered the rates insufficient to defray expenses on extra-curricular activities and urged

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the Administration to raise the proposed unit subsidy rates as soon as practicable. The Deputy Chairman considered it more desirable to allow schools to accumulate the unspent provision to subsidize more needy students, instead of clawing back the unspent provision at the end of school year. Dr CHEUNG suggested that the "money-following-the-user" principle should be adopted to enhance schools' transparency in deploying SAS Grant and allow parents to pay for the activities they preferred. Mr LEUNG suggested the Administration to consider raising the unit subsidy rates of SAS Grant by increasing the amount of the endowment of SAS Fund so as to increase its investment return.

31. US(Ed) advised that the Administration was mindful to provide support to low-income families in meeting school-related expenses of their children. Students with financial needs were provided with subsidies and resources under various assistance schemes. SAS Grant aimed to support students with financial needs to participate in LWL activities organized or recognized by schools. LWL activities formed part of the school curriculum and were different from other extra-curricular activities at parents' free choices. The unit subsidy rates of SAS Grant were determined with reference to the utilization and spending rate of JCLWL Fund over the years. The unit subsidy rates of SAS Grant were higher than those of JCLWL Fund, and it was envisaged that SAS Grant should suffice and school administration would be streamlined. EDB had been providing a grant to schools under the School-based After-school Learning and Support Programmes which was calculated at the rate of \$400 per eligible student per annum, and for schools with their utilization rate of the grant reaching a specific threshold, a higher rate of \$600 per eligible student per annum would be adopted.

Funding arrangement

32. Mr CHAN Chi-chuen had reservations about the setting up of a fund for generating investment income to meet the annual expenditure of SAS Grant. He was worried that if more resources were required in future or if the rate of return was lower than expected and the income so generated was insufficient to support SAS Grant, further injections into SAS Fund would be required. He enquired about the reasons for establishing SAS Fund, instead of providing recurrent or one-off funding to support needy students to participate in LWL activities.

33. Mr HUI Chi-fung was concerned whether the endowment of \$2.5 billion with an expected investment income of \$92.5 million was sufficient to provide a sustainable funding for needy students to participate in LWL activities. Mr HUI and Mr AU Nok-hin considered that the Administration should make injections into SAS Fund as and when needed.

34. US(Ed) advised that making reference to the existing JCLWL Fund and the expected investment return of SAS Fund, the Administration considered it

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appropriate and prudent to set up SAS Fund with an endowment of \$2.5 billion to generate investment income to provide a stable source of funding to support needy students to participate in LWL activities for whole-person development. In exceptional cases in which the income was insufficient to meet the needs of the Grant's purpose, a small portion of the principal would be used to finance the funding required. A review mechanism would be set up to adjust the rate and other operating parameters of SAS Grant on a need basis.

35. Mr Wilson OR sought further information on the review mechanism for SAS Grant. US(Ed) advised that the Administration would collect feedback from the participating schools on SAS Grant and conduct a review after setting up the Fund for about three years, that was, upon completion of a key learning stage.

Disbursement and deployment of the Grant

36. Noting that SAS Grant would be disbursed to the participating schools by two instalments in August/September and February/March respectively in each school year, Mr Wilson OR enquired about the time taken for the parents to receive the Grant from schools. US(Ed) clarified that SAS Grant was not a subsidy provided to parents. The number of students receiving CSSA or STAS-Full was used as the basis for calculating the amount of SAS Grant to be received by each participating school to support students with financial needs to participate in the LWL activities it organized.

37. The Chairman, Dr Fernando CHEUNG and Mr HUI Chi-fung were concerned that needy students might be deprived of the opportunities to participate in LWL activities owing to financial constraints. They said that due to the limited quotas of LWL activities, schools usually had to draw lots to decide on the participants. As a result, many needy students could hardly take part in these activities. US(Ed) clarified that learning opportunities would not be affected by the socio-economic status of students. Schools might need to set a cap for participants of individual learning activities/programmes due to various factors, such as venue constraints, safety issues and nature of the activities.

38. Mr Vincent CHENG said that to his understanding, many sports organizations had showed interest in renting school facilities through the "Opening up School Facilities for Promotion of Sports Development Scheme". He suggested the Administration to explore the feasibility of opening up school facilities for sports organizations to arrange extra-curricular activities funded by SAS Grant. US(Ed) advised that some schools had jointly organized activities with charities or sports organizations so as to lessen the costs involved.

Action

Motions

39. The Chairman referred members to a motion moved by the Deputy Chairman. Mrs Regina IP and Mr CHEUNG Kwok-kwan proposed to amend the original motion to urge the Administration to frequently review the effectiveness of the additional resource provision. With the concurrence of members, the Chairman put to vote the Deputy Chairman's motion as amended by Mrs Regina IP and Mr CHEUNG Kwok-kwan. All members voted for the motion. The Chairman declared that the motion was carried (wording of motion at **Appendix I**).

40. The Chairman then put to vote another motion moved by Dr Fernando CHEUNG (wording of motion at **Appendix II**). Six members voted for the motion, eight members voted against and two members abstained. The Chairman declared that the motion was negated.

Summing up

41. The Chairman urged the Administration to give due consideration to members' suggestions to extend SAS Grant to cover students receiving half grant under STAS and disburse SAS Grant directly to parents so that they could choose to enroll in the activities organized by schools which best suited their children. She advised that the suggestions were also the calls from some parent associations.

42. The Deputy Chairman, Mr CHAN Chi-chuen and Mrs Regina IP requested the Administration to include in its paper for submission to the Finance Committee ("FC") justifications for establishing a fund to generate investment return, instead of providing recurrent funding to cover the annual expenditure of SAS Grant; reasons for confining SAS Fund to subsidizing LWL activities; measures to be taken to address members' concerns; and the effectiveness of the provision of SAS Grant to benefit students' life-wide learning.

43. Concluding the discussion, the Chairman said that the Panel supported the Administration's submission of the funding proposal to FC.

V. Development of quality assurance in the kindergarten education

(LC Paper No. CB(4)1147/17-18(04) -- Paper provided by the Administration

LC Paper No. CB(4)1179/17-18(02) -- Submission from Hong Kong Unison Limited)

Action

(The Chairman directed that the meeting be extended by 15 minutes to allow sufficient time for discussion on this item.)

Briefing by the Administration

44. US(Ed) briefed members on the latest development in enhancing quality assurance in KG education under the new KG policy, details of which were set out in the Administration's paper [LC Paper No. CB(4)1147/17-18(04)].

Discussion

45. Mr Michael TIEN said that although the new Kindergarten Education Curriculum Guide (2017) had set out the arrangement of homework in KGs, such as K1 students should not be asked to hold a pencil and write, K2 and K3 children should not be arranged excessive and difficult homework, etc, drilling still existed in some KGs according to the school inspection reports. He suggested the Administration to impose penalty on these KGs, for example, ceasing the provision of subsidy, and to draw reference from the practices of some other places, such as Finland and Macao, in establishing objectives of early childhood education by legislative means. He said that he would move a motion to such effect. US(Ed) pointed out that the refined Performance Indicators ("PIs") had clearly reflected the requirements set out in the new KG curriculum guide. If KGs were found to drill their students, the relevant observations would be recorded in the Quality Review ("QR") reports which would be uploaded onto EDB's website.

46. Mr HUI Chi-fung considered that releasing QR reports was not an effective measure to curb drilling in KGs. He opined that the Administration should consider ceasing the provision of resources for KGs which did not make appropriate homework arrangement. US(Ed) responded that QR was conducted on the basis of the refined PIs, with holistic assessment on school performance covering different important parts of school work. It was inappropriate to judge the performance of a KG solely on its homework arrangement. Moreover, releasing the QR reports would provide parents with more information on the operation of KGs, including homework issue.

47. Mr Vincent CHENG enquired about the concrete measures to prevent KGs from drilling their students, with a view to helping children learn happily. Mr CHEUNG Kwok-kwan considered that the parents' mindset on children's learning should be changed so as to change the drilling culture. US(Ed) responded that the Administration would further strengthen parent education and enhance their understanding about the relevant parts in the curriculum guide and issues concerning articulation between KGs and primary schools, so as to alleviate the study pressure on students.

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48. Dr Fernando CHEUNG opined that the refined PIs, such as caring for and supporting children with diverse needs, under the Quality Assurance ("QA") Framework could only be regarded as guidelines as they were not quantitative indicators which could be measured.

49. The Deputy Chairman recognized the importance of an effective QA mechanism in ensuring the quality of KG education. He, however, cast doubt on the effectiveness of the School Self-evaluation ("SSE") conducted by KGs for their own improvement. In his view, focus inspection conducted by EDB would be more effective in addressing specific areas of concerns in KGs, such as drilling problem and issues related to students with special needs. He suggested the Administration to strengthen focus inspections to help KGs promote sustained development for improvement of students' learning.

50. US(Ed) responded that all KGs joining the new KG education scheme ("Scheme-KGs") were required to conduct ongoing SSE for continuous enhancement of the quality of education. Training activities would be organized to support KGs in familiarizing with the use of the refined PIs in conducting SSE. As observed in the current QR cycle (i.e. from the 2012-2013 to 2017-2018 school years), KGs had demonstrated progressive improvements in conducting SSE. The QR visits, which were conducted by EDB on a six-year cycle basis, placed due emphasis on the teaching and learning in KGs, including homework issue. For accountability, QR reports including the feedback and recommendations for improvement to KGs were uploaded onto EDB's website.

51. Mr CHEUNG Kwok-kwan was concerned whether the self-evaluation findings recorded in the SSE school report could reflect the actual circumstances of a KG because some KGs were worried that the publishing of the reports would affect their reputation. US(Ed) explained that SSE were conducted on the basis of their school plans in which they should set reasonable goals and school-specific development plans with monitoring on their development through SSE.

52. Mr Vincent CHENG and the Deputy Chairman were concerned that the additional administrative work arising from preparing school reports and making preparation for QR visits would impose heavy burden on the workload of KGs, particularly those of small scale without sufficient supporting staff. US(Ed) responded that KGs had been advised to embed SSE in their daily practices to avoid unnecessary documentation and preparation. They were only required to submit an annual school report and the school development plan for the next school year. EDB had also re-organized and streamlined the QA framework to reduce the number of PIs in the refined version. Besides, EDB would adjust the number of days of the QR visits according to the school size. US(Ed) assured members that EDB would maintain close communication with the frontline KG practitioners on the implementation of the enhanced QA Framework.

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53. Mr LEUNG Che-cheung was worried that the arrangement of publishing QR reports might create "labelling effect" and banding system among KGs, resulting in unhealthy competition. US(Ed) explained that uploading the QR reports was a standing practice. In addition, QR reports contained EDB's observations and recommendations for improvement, instead of ratings on school performance or children's academic achievement.

54. To avoid the "labeling effect", Mr AU Nok-hin suggested that the Administration should include PIs which encouraged KGs to enhance the quality of education, such as admitting more NCS students, enhancing the transparency of the usage of NCS grant and retaining experienced teachers to increase the staff stability. US(Ed) advised that the Administration had all along been encouraging schools to admit NCS students. Scheme-KGs were provided with an additional grant to enhance the support to their NCS students. KGs receiving the grant would be required to indicate this in the "Profiles of Kindergartens and Kindergarten-cum-Child Care Centres" for parents' reference. On staff stability, Scheme-KGs were provided with a five-year tide-over grant to help KGs retain their experienced teachers remunerated with reference to EDB's recommended salary ranges.

55. Mr HUI Chi-fung noted with concern that quite a number of KGs had ceased operation in recent years. He asked whether the refined PIs would demonstrate KGs' performance in financial management and urged the Administration to set out requirements and guidelines, such as giving adequate notice to parents and allowing students to finish the remaining school year if KGs ceased operation, so as to protect the interests of parents. US(Ed) explained that the refined PIs did not cover the financial situation of KGs, instead, there were other regulatory measures on the financial situation and management of KGs, such as review of audited accounts.

Motion

56. The Chairman referred members to the motion proposed by Mr Michael TIEN (wording of the motion in **Appendix III**) and put it to vote. Seven members voted for the motion, no member voted against and three members abstained. The Chairman declared that the motion was carried.

VI. Any other business

57. There being no other business, the meeting ended at 1:00 pm

**教育事務委員會
Panel on Education**

**在 2018 年 6 月 1 日的會議上
就議程項目建議成立「學生活動支援基金」提出的議案
Motion proposed under the agenda item
"Proposed setting up of the Student Activities Support Fund"
at the meeting on 1 June 2018**

議案措辭

本委員會建議當局放寬「學生活動支援基金」申請資格門檻，受惠對象應擴大至所有正在領取綜援、全額書簿津貼、半額書簿津貼的中小學學童。同時，本委員會建議當局提高資助津貼的金額，制訂措施增加合資格學生成功參與受資助活動的機會率，及經常檢討增撥資源的成效。

(葉建源議員動議，並經葉劉淑儀議員及張國鈞議員修訂)

Wording of the Motion

(Translation)

This Panel proposes that the application threshold of the Student Activities Support Fund should be relaxed to extend the scope of beneficiaries to cover all primary and secondary students receiving Comprehensive Social Security Assistance and those receiving full or half grant under the School Textbook Assistance Scheme. This Panel also proposes that the Administration should raise the subsidy rates, formulate measures to increase the opportunities for eligible students to successfully participate in funded activities, and frequently review the effectiveness of the additional resource provision.

(Moved by Hon IP Kin-yuen and as amended by Hon Mrs Regina IP LAU Suk-ye and Hon CHEUNG Kwok-kwan)

教育事務委員會
Panel on Education

在 2018 年 6 月 1 日的會議上
就議程項目建議成立"學生活動支援基金"提出的議案
Motion proposed under the agenda item
"Proposed setting up of the Student Activities Support Fund"
at the meeting on 1 June 2018

議案措辭

"學生活動支援基金"只沿用"香港賽馬會全方位學習基金"的做法，但過去由於支援不足，很多低收入家庭的學生只能透過抽籤獲得。本委員會建議當局增加支援名額，包括所有領取綜援及學校書簿津貼(全津及半津)的學生，並用錢跟人走的方法，讓學生及家長選擇參與合適的活動。

(張超雄議員動議)

Wording of the Motion

(Translation)

The Student Activities Support Fund merely follows the practices of the Hong Kong Jockey Club Life-wide Learning Fund. However, due to inadequate support in the past, many students from low-income families could only receive such support through the drawing of lots. This Panel proposes that the Administration should increase the number of support places to include all students receiving CSSA and school textbook assistance (full grant and half grant), and adopt the "money-following-the-user" approach so as to allow students and parents to choose suitable activities for participation.

(Moved by Dr Hon Fernando CHEUNG Chiu-hung)

教育事務委員會
Panel on Education

在2018年6月1日的會議上
就議程項目"幼稚園教育質素保證的發展"提出的議案

**Motion proposed under the agenda item
"Development of quality assurance in the kindergarten education"
at the meeting on 1 June 2018**

議案措辭

政府當局推出《幼稚園教育課程指引》後，部分幼稚園仍然出現操練情況，影響幼童的身心健康。本委員會要求政府當局研究制訂明確罰則，以加強監察幼稚園落實指引的情況，遏止過度操練的風氣。如幼稚園的操練情況在引入罰則後未有改善，本委員會要求政府當局參考外地(例如芬蘭和澳門)的經驗，探討以立法形式確立幼兒教育的目標，加強規管幼兒教育的質素，糾正操練歪風。

(田北辰議員動議)

Wording of the Motion

(Translation)

After the Administration has promulgated the Kindergarten Education Curriculum Guide ("the Guide"), drilling still exists in some kindergartens ("KGs"), which affects the physical and psychological well-being of young children. This Panel requests the Administration to study the formulation of specific penalties in order to step up monitoring over KGs' implementation of the Guide and curb the excessive drilling culture. If drilling in KGs is not reduced upon the introduction of penalties, this Panel requests the Administration to draw reference from overseas experiences (such as Finland and Macao) and explore the feasibility of establishing objectives of early childhood education by legislative means, so as to strengthen its regulation over the quality of early childhood education and to rectify the unhealthy drilling culture.

(Moved by Hon Michael TIEN Puk-sun)