

立法會
Legislative Council

LC Paper No. CB(4)1227/18-19

(These minutes have been seen
by the Administration)

Ref : CB4/PL/ED

Panel on Education

**Minutes of meeting
held on Friday, 29 March 2019 at 10:45 am
in Conference Room 3 of the Legislative Council Complex**

Members present : Hon IP Kin-yuen (Chairman)
Hon Vincent CHENG Wing-shun, MH (Deputy Chairman)
Hon Abraham SHEK Lai-him, GBS, JP
Hon Tommy CHEUNG Yu-yan, GBS, JP
Hon Starry LEE Wai-king, SBS, JP
Dr Hon Priscilla LEUNG Mei-fun, SBS, JP
Hon Claudia MO
Hon Michael TIEN Puk-sun, BBS, JP
Hon MA Fung-kwok, SBS, JP
Hon CHAN Chi-chuen
Hon LEUNG Che-cheung, SBS, MH, JP
Dr Hon Fernando CHEUNG Chiu-hung
Dr Hon Helena WONG Pik-wan
Dr Hon CHIANG Lai-wan, SBS, JP
Ir Dr Hon LO Wai-kwok, SBS, MH, JP
Hon CHU Hoi-dick
Hon Jimmy NG Wing-ka, JP
Dr Hon Junius HO Kwan-yiu, JP
Hon HO Kai-ming
Hon Holden CHOW Ho-ding
Hon SHIU Ka-chun
Hon Tanya CHAN
Hon CHEUNG Kwok-kwan, JP
Hon HUI Chi-fung
Hon LUK Chung-hung, JP
Hon LAU Kwok-fan, MH
Dr Hon CHENG Chung-tai
Hon Gary FAN Kwok-wai
Hon AU Nok-hin
Hon CHAN Hoi-yan

**Members
absent** : Hon LEUNG Yiu-chung
Hon Mrs Regina IP LAU Suk-yee, GBS, JP
Hon Charles Peter MOK, JP
Hon Dennis KWOK Wing-hang

**Public Officers
attending** : Agenda item III

Mr Kevin YEUNG, JP
Secretary for Education

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

Ms LEE Wai-ping
Principal Education Officer
(Professional Development and Training)
Education Bureau

Agenda item IV

Mr Kevin YEUNG, JP
Secretary for Education

Mrs Ingrid YEUNG, JP
Permanent Secretary for Education

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)

Agenda item V

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

Mr Edwin LAU
Acting Chief Executive Officer
(Hong Kong Examinations and Assessment Authority)

Hong Kong Examinations and Assessment Authority

Dr SO Kwok-sang
Secretary General

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

Staff in attendance : Miss Mandy NG
Senior Council Secretary (4)4

Ms Peggy CHUNG
Council Secretary (4)3

Ms Sandy HAU
Legislative Assistant (4)4

Action

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

Members noted that no information paper had been issued since the last meeting.

II. Items for discussion at the next meeting

(Appendix I to LC Paper No. CB(4)673/18-19 -- List of outstanding items for discussion

Appendix II to LC Paper No. CB(4)673/18-19 -- List of follow-up actions)

2. Members agreed to discuss the following items at the next regular meeting on 3 May 2019 at 10:45 am:

- (a) 8029EK - Library extension and revitalization (The Hong Kong Polytechnic University);
- (b) Progress in the implementation of life planning education; and
- (c) Enhanced support measures for schools to cater for students with special educational needs and proposed Member's Bill on special educational needs.

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Proposed duty visit to Finland

3. The Chairman reported that the relevant authorities in Finland considered it more appropriate to conduct the visit in the second week of September 2019. He would further discuss the arrangements of the visit with the relevant authorities and invite members to indicate whether they wished to take part in the proposed visit in due course.

III. Improving the manpower at the middle management level and rationalizing salaries for school heads and deputy heads in public sector primary schools

(LC Paper No. CB(4)673/18-19(01) -- Paper provided by the Administration

LC Paper No. CB(4)673/18-19(02) -- Submission from The Hong Kong Primary Education Research Association

LC Paper No. CB(4)695/18-19(01) -- Submission from Hong Kong Federation of Education Workers

LC Paper No. CB(4)695/18-19(02) -- Submission from Hong Kong Professional Teachers' Union)

Briefing by the Administration

4. The Secretary for Education ("SED") briefed members on the Administration's proposals to improve the manpower at the middle management level and rationalize salaries for school heads and deputy heads in public sector primary schools ("Administration's proposals"), details of which were set out in the Administration's paper [LC Paper No. CB(4)673/18-19(01)].

Discussion

5. Mr LUK Chung-hung, Mr SHIU Ka-chun, the Deputy Chairman, the Chairman, Ms Starry LEE, Mr CHEUNG Kwok-kwan, Dr CHIANG Lai-wan, Mr AU Nok-hin, and Dr Fernando CHEUNG supported the Administration's proposals. In their view, the proposals would not only address concerns about the disparity in salary structure and staff establishment between primary school teachers and their secondary school counterparts, but would also help attract and retain talents in primary schools.

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Rationalizing salaries for school heads and deputy heads in primary schools

6. The Deputy Chairman noted that primary schools with 11 or fewer classes were headed by Senior Primary School Masters/Mistresses and their salaries were much lower than those of the heads of schools with 12 classes or more. In his view, the workload and responsibilities shouldered by these school heads were comparable. Moreover, there was no deputy head to assist the heads in schools with 11 or less classes. The differences between the salaries of the headships of these schools would give rise to unfairness. He urged the Administration to re-consider the salary of the heads of schools with 11 classes or less, or enhance the support to them by for example, creating deputy head post in these schools. The Chairman shared similar view and considered it necessary for the Administration to follow up with the sector on the matter.

7. SED advised that the workload and responsibilities shouldered by heads of large and small schools were different in magnitude and complexity, which were reflected by their salaries. It might be inappropriate to make direct comparison of the salaries for the school heads at different ranks. In fact, the salary scale of school heads with 11 or fewer classes was also proposed to be adjusted this time. Schools which required further support could approach the Education Bureau ("EDB") for assistance. As for whether deputy head post would be created for schools with 11 or fewer classes, SED considered it necessary to gauge views of the sector and different needs of large and small schools should be taken into account.

8. Ms Starry LEE drew the Administration's attention that according to some media reports, the public had expressed wide concern over the substantial pay rise for school heads in primary schools. She enquired whether school heads were requested to enhance their standards of professional conduct or take up more responsibilities with the improvement in salaries.

9. SED explained that the operation and development of primary schools had undergone substantial changes including whole-day schooling over the years, and the work of school heads had become heavier and more complex. The Task Force on Professional Development of Teachers ("Task Force") hence recommended that the salaries of the school heads should be improved to duly reflect their more important responsibilities. After taking into consideration a basket of factors, the Administration adopted the recommendation and narrowed down the salary increase proposed by the Task Force. The arrangement was agreed by primary school heads associations. Meanwhile, the Task Force had made recommendations on professional growth and development of teachers, which would steer those in the teaching profession towards continuously upholding their professional values and conduct and scaling up their professional capacity and management effectiveness. EDB and the sector were aware of public expectations towards the teaching profession and would continue to take forward

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the recommendations of the Task Force to enhance the professional development of school heads and teachers.

10. Referring to the recent cases in which school heads could not perform effectively in school governance and management, Dr Fernando CHEUNG and Dr CHENG Chung-tai were concerned that school heads wielded too much power under the prevailing school-based management policy. Dr CHEUNG urged EDB to step up its regulatory role in school management and enhance the implementation of the school-based management policy. Dr Helena WONG said that the Democratic Party was supportive of the Administration's proposals. She urged EDB to provide more training to school heads to enhance their managerial skills, in particular those on staff relations, financial management and school governance, in tandem with the rationalization of their salaries. Mr CHAN Chi-chuen commented that there should be both reward and punishment methods for performance management of school heads/teachers.

11. SED emphasized that EDB had all along attached importance to the performance of school leaders and a fair appraisal system was in place to assess their performance on an on-going basis. EDB would continue to provide relevant training to school heads to enhance their professionalism and competence. For the recent suspected cases of school misgovernance, the Administration would make investigation and take appropriate follow-up actions.

12. Mr Tommy CHEUNG said that the Liberal Party supported the Administration's proposals. He expressed concern as to whether the proposals would apply to schools under the Direct Subsidy Scheme ("DSS") and whether secondary school heads had urged for an increase in salaries. SED advised that if the proposals were supported by members, the amount of subsidy for DSS schools would be adjusted accordingly. On whether the salaries of secondary school heads should be increased, SED considered it inappropriate to make direct comparison of the salaries for the school heads in the primary and secondary school sectors. The Administration would consider the feasibility of salary adjustment when strong justifications were available.

13. Dr Fernando CHEUNG and Dr CHENG Chung-tai remarked that the Administration's proposals had given the public an impression of "fattening the top and thinning the bottom". Dr CHEUNG pointed out that the salaries of non-teaching staff in the school sector, such as clerical and janitor staff, were declining over the years. He urged EDB to review their salaries and monitor the resource deployment of schools. The Chairman considered it necessary for the Administration to look into the matter as many schools had difficulties in employing janitor staff.

14. SED explained that the salaries of non-teaching staff in the school sector were determined by market forces. To allow greater flexibility in the use of

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resources, public sector schools were provided with a block grant for meeting operating expenses. In fact, many schools had a surplus in their annual block grant and should be able to enhance non-teaching manpower to facilitate school operations, if necessary. Nevertheless, EDB would follow up with the school sector on the provision of support services in schools.

15. Dr CHENG Chung-tai relayed some parents' concerns that improvement in salaries for school heads and deputy heads would have a ripple effect on the school fees of private primary schools. SED advised that private schools would have the discretion on their staff salary. Although the proposals might create pressure on the private school sector, this is a part of the education ecosystem in Hong Kong.

Manpower arrangement at the middle management level in primary schools

16. Mr LUK Chung-hung enquired about the number of senior teacher posts (such as Certificated Master/Mistress ("CM"), Assistant Master/Mistress ("AM") and Special Educational Needs Coordinator ("SENCO") posts) in a 24-class primary school after increasing the manpower at the middle management level, and whether EDB would issue guidelines to advise schools on the ranks and responsibilities of these posts.

17. SED explained that under the current arrangement, one senior teacher post was provided for every three classes in a whole-day primary school. Hence, there were eight senior teacher posts in a 24-class primary school plus those additional senior teacher posts provided under specific initiatives, such as SENCO. After the manpower at the middle management level had been increased, the provision of senior teacher posts would be improved to one senior teacher post for every two classes or every 3.2 teachers. As such, a 24-class primary school which had a SENCO post would have 12 senior teachers plus a SENCO and other additional senior teacher posts for the implementation of various initiatives. Senior teachers might be deployed to take charge of key subject panels, and lead various functional areas or education initiatives driven by the developmental needs of individual schools. With the implementation of the all-graduate teaching force policy in the 2019-2020 school year, the posts at the ranks of CM and AM would, in principle, be offset by the posts at the Assistant Primary School Master/Mistress and Primary School Master/Mistress ranks respectively. For serving non-graduate teachers who chose not to be regraded as graduate teachers of their own accord might be accommodated in the current posts.

18. Mr AU Nok-hin was concerned whether the Administration's proposals could alleviate the immense work pressure of teachers. To address the problem of teacher shortage, he urged the Administration to consider the sector's suggestion of increasing teacher-to-class ("T/C") ratio to 2.1:1 and enquired about the implementation timeline and resources required for the enhancement. SED

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advised that T/C ratio had been increased by 0.1 in the 2017-2018 school year. EDB had no fixed timetable for further enhancing T/C ratio at the present stage. However, EDB would continue to review the provision of manpower in schools and provide additional teacher posts under new initiatives if necessary.

Implementation of all-graduate teaching force policy

19. Mr HO Kai-ming noted that schools were allowed to achieve full implementation of the all-graduate teaching force policy in one go in the 2019-2020 school year or in stages by the 2020-2021 school year. He was worried that some school management might regrade teachers as graduate teachers in stages based on favouritism. To avoid unfairness, he suggested starting to pay all eligible teachers the salary of graduate teachers in the 2019-2020 school year, regardless of their conversion year. The Chairman said that to his understanding, some schools would conduct interviews for eligible teachers before allowing them to be regraded as graduate teachers. He asked whether EDB would support schools to implement the all-graduate teaching force policy in one go through simple procedures.

20. SED stressed that the Administration welcomed public sector schools to implement the all-graduate teaching force policy in one go in the 2019-2020 school year. It was envisaged that, with the improvement of the manpower at the middle management level, a majority of schools would be able to implement the policy in one go. However, some schools might encounter difficulties in increasing the respective ratio of graduate teacher posts from the current 65% to 100% in one go. To allow sufficient time for these schools to arrange duties and hence ensure a smooth transition, schools might, in the light of their own circumstances, choose to implement the policy in two years. In doing so, schools should formulate a simple but fair and transparent school-based mechanism and communicate to the relevant stakeholders including teachers to ensure they understand the reasons for not implementing the policy in one go. Moreover, EDB could not arrange advance payment for teachers to be regraded in the 2020-2021 school years.

Teachers' professional development

21. Dr CHIANG Lai-wan pointed out that technological advancements had led to a change in students' learning and developmental needs. EDB should provide more professional development programmes such as overseas exchanges to equip teachers with the necessary knowledge, skills and competencies to meet students' changing needs. SED advised that EDB had been supporting and promoting a vibrant professional teaching force in Hong Kong. EDB had launched the Paid Non-local Study Leave Scheme under which participating teachers might join a four- to six-week study programme and professional development activities in for example, Finland, United Kingdom or Australia; and the Sabbatical Leave Scheme for serving teachers and principals to participate in

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continuing professional development programmes/activities for one to five month(s) as appropriate.

22. Mr CHEUNG Kwok-kwan said that the Democratic Alliance for the Betterment and Progress of Hong Kong supported the Administration's proposals. He enquired whether and when the Administration would take forward the Task Force's recommendations of establishing more teacher commendation schemes and creating the title of "Expert Teacher" to recognize outstanding teachers. Dr CHENG Chung-tai was worried that the recommendation of "Expert Teacher" might create additional administrative burden on and competition among teachers.

23. SED advised that EDB supported the Task Force's recommendation of establishing more teacher commendation schemes in principle. As the Task Force had just submitted its final report to the Government, EDB would need some time to study it carefully before taking forward the feasible recommendations for enhancing teachers' professional development. At present, the Chief Executive's Award for Teaching Excellence was organized by EDB to honour accomplished teachers with outstanding teaching performance.

Other issues

24. Mr SHIU Ka-chun expressed concern over the issue of EDB requiring teachers to pay back the acting allowances received many years ago. SED explained that as a usual practice, EDB disbursed Salaries Grant to schools according to the schools' salary assessment before verification. In case errors were subsequently found in the salary assessment (including acting allowances) made by schools, any overpayment of teachers' salaries had to be refunded to EDB to ensure proper use of public money. Many years ago, certain secondary schools had misinterpreted the conditions and requirements in the Codes of Aid, and wrongly assessed the acting allowances of their teachers. EDB therefore required the schools concerned to return the overpayment.

Summing up

25. The Chairman concluded that the Panel supported the Administration's submission of the proposals for consideration by the Establishment Subcommittee ("ESC").

IV. Review of the directorate manpower and organizational structure of the Education Bureau

(LC Paper No. CB(4)673/18-19(03) -- Paper provided by the Administration)

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Briefing by the Administration

26. SED briefed members on the Administration's proposal to create two permanent posts of Assistant Director of Education ("ADE") (D2), three permanent posts of Principal Education Officer ("PEO") (D1), and one supernumerary ADE post in the EDB. Details of the proposal were set out in the Administration's paper [LC Paper No. CB(4)673/18-19(03)].

Discussion

Strengthening of directorate manpower

27. The Deputy Chairman and Mr CHEUNG Kwok-kwan supported the creation of directorate posts to meet new demands in light of the upsurge of service needs and to help review education policies. Mr CHEUNG pointed out that the directorate establishment of EDB had not been increased since the merger of the former Education and Manpower Bureau ("EMB") and the former Education Department ("ED") in 2003. Mr Tommy CHEUNG said that the Liberal Party supported the Administration's proposal to strengthen directorate manpower in EDB.

28. Mr Michael TIEN was supportive to the Administration's proposal. He pointed out that according to a survey published by the World Economic Forum, 65% of children entering primary schools today would ultimately end up working in completely new job types that had not yet existed due to rapid technological changes. He suggested setting up a "Long-term Education Planning in Hong Kong Branch" under EDB to provide policy steer for long-term education planning in Hong Kong, enhance the competitiveness of young people by equipping them with diversified and all-round abilities to cope with changes in an innovation and technology era, and review education initiatives, such as homework policy, implementation of STEAM education, enhancement of English proficiency of students from low-income families, etc.

29. While concurring with the importance of enhancing the competitiveness of young people in an innovative and technology era, Mr CHEUNG Kwok-kwan expressed reservation about the setting up of a "Long-term Education Planning in Hong Kong Branch".

30. SED took note of Mr TIEN's suggestion for future consideration and stressed that EDB attached great importance to the long-term planning and development of education. While keeping track of global and local developments, EDB would from time to time refine the school curriculum to prepare students for opportunities of a knowledge-based and technologically advanced world, as well as to equip them with the necessary skills for the innovation and technology era.

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31. While recognizing the need to strengthen directorate manpower in EDB, Mr LEUNG Che-cheung was concerned whether there would be sufficient frontline staff to support the additional directorate posts. SED explained that non-directorate posts of EDB had increased by over 400 after the former EMB and the former ED had merged in 2003. At present, there was a dire need to strengthen directorate manpower to steer the work of EDB and oversee the implementation of various education policies.

32. Dr Fernando CHEUNG questioned the need for the creation of six directorate posts. He considered that the proposed posts might not be able to meet existing and new service demands. For instance, the public had strongly called for the enhancement of the On-site Pre-school Rehabilitation Services and transition from kindergartens ("KG") to primary education for students with special educational needs ("SEN"). However, the duties of the proposed PEO post in the Special Education ("SE") Division did not address such concerns.

Creation of one Principal Education Officer post in the Special Education Division

33. The Deputy Chairman was worried that the additional PEO post in SE Division might not be able to cope with the increasing workload arising from the growing number of students with SEN. He hoped that the proposed post would be created shortly to help enhance support measures for integrated education, expedite follow-up actions in response to the 18 recommendations put forward by the Audit Commission in its Report No. 70 arising from the audit review of integrated education, and provide the necessary policy support for adjustment of implementation strategies of new measures. SED advised that all the proposed posts would be created with immediate effect upon approval of the Finance Committee ("FC"). EDB would appoint suitable persons to fill the posts as soon as practicable.

34. Mr SHIU Ka-chun questioned why the new PEO post in SE Division had to carry out duties in relation to prevention of student suicides. In his view, prevention of student suicides should not be part of special education. Furthermore, he noted that EDB had placed emphasis on the relationship between students' mental health and suicides in its paper. He considered it inappropriate because suicide was a complex behaviour with no single cause. Professor YIP Siu-fai, Chairman of the Committee on Prevention of Student Suicides, had also recognized the relationship between academic pressure and suicides. In addition, Mr SHIU recalled that his amended motion which urged the Administration to introduce homework-free days for long holidays and designate a School Retreat Day in every school year to alleviate the pressure of homework on students was passed at the Council meeting of 30 January 2019. He expressed dissatisfaction that the new PEO post was not required to carry out duties to alleviate students' academic pressure as suggested in his amended motion.

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35. The Deputy Chairman shared similar concern as to whether it was appropriate for the new PEO post in SE Division to take up the work of preventing student suicides. He considered that EDB might need to set up a dedicated division for implementing the measures and policies in relation to prevention of student suicides.

36. SED advised that SE Division was tasked to implement policies and measures in relation to prevention of student suicides and enhancement of students' mental health following a review of the causes of local student suicide in 2016. Other different divisions under EDB also had their own roles and responsibilities for prevention of student suicides. EDB would constantly review the work of its various divisions and re-organize its structure as and when necessary. PS(Ed) supplemented that all divisions in EDB had been making a concerted effort to tackle the problem of student suicides in a holistic manner. For instance, the Curriculum Support ("CS") Division would be set up to provide also curriculum support services with a view to cultivating students' resilience and perseverance. A new recurrent Life-wide Learning Grant would be provided to schools starting from the 2019-2020 school year to support students' whole-person development.

37. In view of the fact that the capacity of teachers had already stretched to their limits, Mr Gary FAN enquired whether SE Division which was responsible for provision of educational psychology services to students would provide such services to teachers who were facing tremendous work-related pressure. SED responded that the Professional Development & Training Division under EDB oversaw the professional development and training of teachers, including provision of courses to support teachers in coping with their work stress. The Teachers' Helpline operated by EDB would, as and when necessary, render appropriate assistance to teachers in need.

Creation of the Curriculum Support Division

38. The Chairman and Dr CHENG Chung-tai questioned the need for a new CS Division. PS(Ed) explained that the workload of the Curriculum Development Institute ("CDI") was increasing in order to keep the curriculum in line with global and local developments. CDI would also take up all the follow-up work arising from the recommendations to be put forward by the Task Force on Review of School Curriculum in late 2019. Meanwhile, the Quality Assurance & School-based Support Division had been providing school-based professional support services for years and needed to explore new approaches to keep pace with curriculum development for enhancing the quality of support. Given the heavy workload, there was a dire need to set up the CS Division to take charge of curriculum support and have a dedicated directorate staff member to steer the curriculum support services.

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39. The Chairman noted with concern that upon the establishment of CS Division, the PEO in the Quality Assurance and School-based Support Division would provide support to the new ADE of CS Division as well as continuing to discharge his/her duties to support the existing ADE of the Quality Assurance ("QA") Division. PS(Ed) explained that EDB would review the manpower deployment after setting up CS Division to ensure that there was sufficient capacity at the PEO level to provide the necessary support for both CS Division and QA Division.

40. Dr CHENG Chung-tai noted that the new CS Division would take charge of curriculum support services and EDB considered there was a pressing need to review and update values education. He enquired whether national education would be re-introduced, whether the Division would draft teaching materials for national education and how the Division would collaborate with other divisions of EDB. SED stressed that it was necessary to let students know more about the Constitution, the Basic Law and the National Anthem, however, national education would not necessarily be implemented as an independent subject. In fact, values education included a wide range of issues, including sex education, moral education, environmental education, etc. PS(Ed) added that apart from values education, CS Division would provide curriculum support services for subjects and cross-subject learning areas.

41. Mr CHAN Chi-chuen noted that EDB planned to review and update values education and one of the major duties of the proposed posts in CS Division was to oversee the planning and implementation of Mainland exchange programmes for primary and secondary students. He relayed teachers' concern that they found it stressful to organize Mainland Exchange Programmes for students. He was worried that additional directorate support and new initiatives would further increase teachers' workload. SED advised that EDB would allocate resources to best suit the learning needs of students while at the same time taking into consideration teachers' workload.

Creation of two Principal Education Officer posts in School Development Division

42. Dr Helena WONG expressed concern that under the school-based management ("SBM") framework, school sponsoring bodies and principals wielded too much power, and complaints lodged by teachers were not handled in a fair and just manner. With the creation of various directorate posts, EDB should step up its monitoring role, enhance accountability and transparency, and improve the complaint handling mechanism under the notion of SBM. The Chairman shared the same concern and hoped that EDB would provide supplementary information about how the creation of the two PEO posts in the School Development ("SD") Division would help improve the implementation of SBM policy when the staffing proposals were discussed by ESC and FC.

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43. SED advised that EDB was committed to its role in supporting and monitoring schools and had been working closely with schools to promote effective school governance. On the complaint handling mechanism, EDB had been directly handling complaints lodged by school staff or complaints involving the Education Ordinance, education policies and services directly provided by EDB. Complaints about the daily operation and internal affairs of schools would be referred to the school concerned for handling. If a complainant did not accept the investigation result of the school/EDB, he/she might file an appeal to EDB or lodge a complaint to the Office of the Ombudsman. PS(Ed) assured members that with additional input at the directorate level upon the creation of two PEO posts in SD Division, the community and sector liaison work and school support work would be more effectively conducted, which was conducive to enhancing the implementation of the SBM policy.

Creation of one supernumerary Assistant Director of Education in Kindergarten Education Division

44. Mr LEUNG Che-cheung noted that the new ADE post in the Kindergarten Education Division ("KGE") was created for about three years. He considered that the new KG policy should be implemented and reviewed on an on-going basis and asked whether EDB would make the proposed supernumerary ADE post permanent upon its lapse in 2022.

45. SED advised that in 2016, one supernumerary ADE post designated as PAS(KGE) was created to steer the work in implementation of the new KG policy in the start-up years for about three years. As EDB would conduct a review on the policy and there were still many operational or systemic issues that need to be ironed out, such as assessment of the feasibility of setting up a salary scale for KG teachers, the supernumerary post of PAS(KGE) was re-created up to 31 March 2022. EDB would assess in due course whether there was a continued need for the post after 31 March 2022.

Motions

46. The Chairman referred members to the three motions respectively proposed by Dr Helena WONG, Mr Michael TIEN and Mr SHIU Ka-chun (wording of motions in **Appendices I to III**).

47. Referring to the motion proposed by Dr Helena WONG, Mr CHEUNG Kwok-kwan said that he supported improvement in the implementation of SBM policy. However, it should not be a precondition for creating new directorate posts in EDB.

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48. The Chairman put to vote the motion moved by Dr Helena WONG. Dr WONG claimed a division. Of the members present, the following six members voted for the motion:

Mr Gary FAN, Mr CHAN Chi-chuen, Dr Helena WONG, Dr Fernando CHEUNG, Dr CHENG Chung-tai and Mr SHIU Ka-chun.

The following seven members abstained:

Mr LEUNG Che-cheung, Mr HO Kai-ming, Mr CHEUNG Kwok-kwan, Ms Starry LEE, Mr Vincent CHENG, Mr Holden CHOW and Dr CHIANG Lai-wan.

No member voted against the motion. The Chairman declared that the motion was passed.

49. The Chairman put to vote the motion moved by Mr Michael TIEN. Ten members voted for the motion, one member voted against and two members abstained. The Chairman declared that the motion was passed.

50. The Chairman put to vote the motion moved by Mr SHIU Ka-chun. Seven members voted for the motion, no member voted against and six members abstained. The Chairman declared that the motion was passed.

Summing up

51. In view of members' diverse views on the proposed creation of directorate posts, the Chairman put to vote the Administration's staffing proposals. Seven members voted for the proposal, two members voted against and two members abstained.

52. The Chairman concluded that the Panel in general supported the Administration's submission of the proposal to ESC for its consideration, and reminded the Administration to provide more information on the proposal to facilitate members' deliberation at the meetings of ESC and FC.

(At about 12:41 pm, the Chairman directed that the meeting be extended for 15 minutes to 1:15 pm.)

V. Payment for the examination fees for school candidates sitting for the 2020 Hong Kong Diploma of Secondary Education Examination

(LC Paper No. CB(4)673/18-19(04) -- Paper provided by the Administration

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LC Paper No. CB(4)673/18-19(05) -- Background brief on payment of examination fees for school candidates sitting for the Hong Kong Diploma of Secondary Education Examination prepared by the Legislative Council Secretariat)

53. 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. He reminded members to declare interest, if any, in the subject under discussion.

Briefing by the Administration

54. Deputy Secretary for Education (5) ("DS(Ed)5") briefed members on the Administration's one-off measure to pay the examination fees for school candidates sitting for the 2020 Hong Kong Diploma of Secondary Education Examination ("HKDSE") ("proposed measure"), details of which were set out in the Administration's paper [LC Paper No. CB(4)673/18-19(04)].

Discussion

Scope of application for the proposed measure

55. Ms Starry LEE were dissatisfied that the Administration confined the measure to school candidates once again. She considered such arrangements discriminatory against private candidates. DS(Ed)5 explained that when similar measure was proposed last year, some candidates sitting for the 2019 HKDSE and their parents were worried that someone might enter HKDSE for "fun" because of free examination fees or even intentionally disturb the order at the examination venues. The Administration therefore confined the scope of the measure to school candidates to protect the interests of candidates sitting for HKDSE.

56. Ms Starry LEE further enquired about the number of disturbance cases in the 2019 HKDSE. In her view, the Administration should re-consider paying the examination fees for private candidates sitting for the 2020 HKDSE if there was no such case. DS(Ed)5 advised that the arrangement of confining the measure to school candidates had helped ensure the smooth operation of the 2019 HKDSE, and the same arrangement was proposed this time.

57. While supporting the proposed measure, Dr CHIANG Lai-wan considered it unfair to exclude private candidates from the measure on the assumption that someone might enter HKDSE for "fun". The Administration

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should explore other effective measures to prevent possible abuses and consider paying the examination fees for private candidates.

58. Mr SHIU Ka-chun opined that the Administration should not confine the examination fee payment arrangement to school candidates without any valid reasons. He pointed out that HKDSE fees had kept on increasing in the past few years, posing a heavy burden on grassroots students including private candidates. As a matter of fact, in 2018, out of 59 039 candidates entering HKDSE, only 7 364 were private candidates and most of them took two to three subjects only. Given the minimal financial implications of paying the examination fees for private candidates, the Administration should cover them under the measure. In addition, Mr SHIU enquired about the mechanism for setting examination fee levels.

59. Secretary General, Hong Kong Examinations and Assessment Authority ("HKEAA") advised that HKEAA would take into account the overall economic situation, parents' affordability, inflation rate, financial position of HKEAA, etc. when determining the level of examination fees. There was no direct linkage between the level of examination fees and the number of candidates.

60. Mr Gary FAN noted from media reports that certain Mainland students had sat for HKDSE. He enquired whether the proposed measure would cover non-local students entering HKDSE in Hong Kong. DS(Ed)5 advised that to be eligible for the proposed payment of examination fees, a candidate must be enrolled in a local registered school approved for participation in the 2020 HKDSE in the 2019-2020 school year and be entered as a school candidate in the 2020 HKDSE through his/her school. Mainland students holding visit visa were not allowed to be admitted into local schools, hence they were not eligible candidates under the proposed measure.

61. Mr Gary FAN further said that according to the "Outline Development Plan for the Guangdong-Hong Kong-Macao Greater Bay Area", EDB would consider setting up primary and secondary schools and administering HKDSE in the Greater Bay Area. He enquired whether the Administration would pay the examination fees for candidates in the Greater Bay Area in future. DS(Ed)5 advised that only local registered schools were approved for participation in HKDSE unless there was a policy change in future.

Regularization of the examination fee waiver

62. Mr CHAN Chi-chuen, Dr Helena WONG, Ms Starry LEE and Dr CHIANG Lai-wan urged the Administration to review and regularize the examination fee waiver as early as possible. Mr CHAN suggested that EDB should consider providing HKEAA with funding which fully covered the operating cost of HKDSE on a recurrent basis. Dr WONG said that the

Action

Democratic Party supported the proposed measure and suggested setting up a fund to generate investment income for supporting the administration of HKDSE. Ms LEE considered it undesirable that the proposed measure was not regularized despite the request of Democratic Alliance for the Betterment and Progress of Hong Kong the year before. The Administration should regularize the proposed measure to serve the best interest of students.

63. DS(Ed)5 advised that the Administration was aware of members' suggestion of regularizing the measure raised the year before. However, regularization of the proposed measure would involve complicated considerations at the policy level, including HKEAA's statutory status, fee-charging policy and so on. The Administration would explore whether the proposed measure could be regularized in the review of HKEAA's long-term financial sustainability. The measure was proposed as a one-off relief arrangement for the time being.

Motions

64. With the consent of all members present, the Chairman announced that due to time constraint, the two motions respectively proposed by Ms Starry LEE and Mr SHIU Ka-chun (wording of motions in **Appendices IV and V**) would be put to vote at the next meeting.

Summing up

65. The Chairman concluded that the Panel supported the Administration's submission of the funding proposal for consideration by FC.

VI. Any other business

66. There being no other business, the meeting ended at 1:08 pm.

教育事務委員會
Panel on Education

在 2019 年 3 月 29 日的會議上
就議程項目"檢視教育局首長級人手及組織架構"通過的議案
Motion passed under the agenda item
"Review of the directorate manpower and organizational structure
of the Education Bureau" at the meeting on 29 March 2019

議案措辭

本委員會認為教育局在新增首長級職位前，應首先做好教育局在校本管理政策上的監管角色，包括積極履行監管責任，確保學校依據《資助則例》及相關條例等規定行事，及積極處理投訴、找出真相，確保投訴得到公平結果。局方應確保學校的管治權力得到適當制衡，提高學校管治的透明度及教師、家長及校友等持分者的參與，並督促法團校董會在處理嚴重申訴個案時，須成立加入獨立人士的獨立調查小組跟進投訴，以確保投訴得到公平結果。

(黃碧雲議員動議)

Wording of the Motion

(Translation)

This Panel considers that, before creating additional directorate posts, the Education Panel should first perform well in its monitoring role under the school-based management policy, including actively discharging its monitoring duties, ensuring school operation in compliance with the requirements in the Code of Aid and relevant ordinances, and handling complaints proactively to find out the truth and ensure fair and just results. The Bureau should ensure checks and balances on the governing powers of schools, enhance transparency of school governance and participation of stakeholders such as teachers, parents and alumni, and urge incorporated management committees to set up independent investigation teams comprising independent persons to handle and follow up with serious complaint cases so as to ensure fair and just results.

(Moved by Dr Hon Helena WONG Pik-wan)

教育事務委員會
Panel on Education

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就議程項目"檢視教育局首長級人手及組織架構"通過的議案
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議案措辭

為培養未來人才及提升香港的競爭力，教育的長遠規劃至為重要。就教育政策相繼推行，且工作性質愈來愈廣泛，我們須有相關的人手及資源集中研究香港教育的長遠規劃。本委員會促請局方研究在教育局組織架構下增設「香港教育長遠規劃科」，以專注研究香港教育長遠發展，提升年青人應付在創科時代的競爭力，並裝備學生成為多元化、綜合型人才。

(田北辰議員動議)

Wording of the Motion

(Translation)

Long-term education planning is vital to the nurturing of talent for the future and enhancement of Hong Kong's competitiveness. With the implementation of various education policies and the more extensive work nature, we need to focus the relevant manpower and resources on studying the long-term planning for education in Hong Kong. This Panel urges the Education Bureau to explore the establishment of a "Long-term Education Planning in Hong Kong Branch" under its organizational structure in order to focus on studying long-term education development in Hong Kong, enhance the competitiveness of young people in an innovation and technology era, and cultivate students to become talents with diversified and all-round abilities.

(Moved by Hon Michael TIEN Puk-sun)

教育事務委員會
Panel on Education

在 2019 年 3 月 29 日的會議上
就議程項目 "檢視教育局首長級人手及組織架構" 通過的議案
Motion passed under the agenda item
"Review of the directorate manpower and organizational structure
of the Education Bureau" at the meeting on 29 March 2019

議案措辭

為免引起「防止學生自殺」屬「特殊教育部份」的誤會，以進一步將學生自殺「精神病態化」，本會促請教育局將「防止學生自殺」的工作範圍重新編配。

(邵家臻議員動議)

Wording of the Motion

(Translation)

To avoid misunderstanding that "prevention of student suicides" is "a part of special education" and further association of student suicides with "mental illness", this Panel urges the Education Bureau to re-define the scope of work relating to "prevention of student suicides".

(Moved by Hon SHIU Ka-chun)

教育事務委員會
Panel on Education

在2019年3月29日的會議上
就議程項目"為參加2020年香港中學文憑考試的
學校考生代繳考試費"提出的議案

Motion proposed under agenda item "Payment for the examination fees for school candidates sitting for the 2020 Hong Kong Diploma of Secondary Education Examination" at the meeting on 29 March 2019

議案措辭

本會促請政府把代繳學校考生參加香港中學文憑考試的考試費用變為經常性措施。

(李慧琼議員動議及張國均議員和鄭泳舜議員和議)

Wording of the Motion

(Translation)

This Panel urges the Government to make the examination fee payment arrangement for school candidates sitting for the Hong Kong Diploma of Secondary Education Examination a recurrent measure.

(Moved by Hon Starry LEE Wai-king and seconded by Hon CHEUNG Kwok-kwan and Hon Vincent CHENG Wing-shun)

教育事務委員會
Panel on Education

在2019年3月29日的會議上
就議程項目"為參加2020年香港中學文憑考試的
學校考生代繳考試費"提出的議案

Motion proposed under agenda item "Payment for the examination fees for school candidates sitting for the 2020 Hong Kong Diploma of Secondary Education Examination" at the meeting on 29 March 2019

議案措辭

現時政府為香港中學文憑考試的學校考生代繳考試費，只適用於學校考生及在校重讀生，自修生並不計算在內。鑒於近年香港中學文憑考試的報名及考試費不斷增加，自修生既不能受惠於免考試費，亦要繳交較高費用。本委員會促請教育局額外補貼於考畢第一次文憑試後，一年內再次報考的自修生之有關考試費用，以減輕學生的經濟負擔。

(邵家臻議員動議)

Wording of the Motion

(Translation)

At present, the Government's initiative to pay the examination fee for school candidates sitting for the Hong Kong Diploma of Secondary Education Examination ("HKDSE") only applies to school candidates and school repeaters, while private candidates are excluded. Given the rising initial and examination fees of HKDSE in recent years, private candidates are not only ineligible for the examination fee payment arrangement, but also required to pay higher fees. This Panel urges the Education Bureau to provide an additional examination fee subsidy to the private candidates who enter for HKDSE again within one year after they have taken the examination for the first time, so as to alleviate the financial burden of the students.

(Moved by Hon SHIU Ka-chun)