

立法會
Legislative Council

LC Paper No. CB(4)1208/18-19
(These minutes have been seen
by the Administration)

Ref : CB4/PL/ED

Panel on Education

Minutes of meeting
held on Friday, 3 May 2019 at 10:45 am
in Conference Room 1 of the Legislative Council Complex

Members present : Hon IP Kin-yuen (Chairman)
Hon Vincent CHENG Wing-shun, MH (Deputy Chairman)
Hon LEUNG Yiu-chung
Hon Abraham SHEK Lai-him, GBS, JP
Hon Tommy CHEUNG Yu-yan, GBS, JP
Hon Starry LEE Wai-king, SBS, JP
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 MA Fung-kwok, SBS, JP
Hon Charles Peter MOK, JP
Hon CHAN Chi-chuen
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 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 Holden CHOW Ho-ding
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 HO Kai-ming
Hon SHIU Ka-chun
Hon Tanya CHAN

**Public Officers
attending** : Agenda item IV

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

Agenda item V

Dr CHOI Yuk Lin, JP
Under Secretary for Education

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

Ms Annie CHAN
Senior Education Officer (Career Guidance)
Education Bureau

Agenda item VI

Dr CHOI Yuk Lin, JP
Under Secretary for Education

Miss Sharon KO
Principal Assistant Secretary (Higher Education)
Education Bureau

Miss Winnie WONG
Deputy Secretary-General (1)
University Grants Committee Secretariat

Attendance by invitation : Agenda item VI

The Hong Kong Polytechnic University

Mr Daniel SUEN
Director, Campus Development Office

Dr Shirley WONG
University Librarian

Mr William LAM
Senior Project Manager

P&T Architects and Engineers Limited

Ms Esther CHOW
Project Director

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

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

Miss Rachel WONG
Council Secretary (4)4

Ms Sandy HAU
Legislative Assistant (4)4

Action

I. Matters arising from the meeting on 29 March 2019

(LC Paper No. CB(4)744/18-19(01) -- Wording of a motion to be moved by Hon Starry LEE Wai-king

LC Paper No. CB(4)744/18-19(02) -- Wording of a motion to be moved by Hon SHIU Ka-chun)

Action

The Chairman recapitulated that due to time constraint, two motions proposed by Ms Starry LEE and Mr SHIU Ka-chun respectively on the agenda item "Payment for the examination fees for school candidates sitting for the 2020 Hong Kong Diploma of Secondary Education Examination could not be dealt with at the meeting of the Panel on Education on 29 March 2019. The two motions would be dealt with at this meeting.

2. The Chairman put the motion moved by Ms Starry LEE to vote (wording of the motion at **Appendix I**). A majority of members present voted for the motion. The Chairman declared that the motion was carried.

3. The Chairman put the motion moved by Mr SHIU Ka-chun to vote (wording of the motion at **Appendix II**). A majority of members present voted for the motion. The Chairman declared that the motion was carried.

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

(LC Paper No. CB(4)730/18-19(01) -- Letter from Hon Jimmy NG Wing-ka on his proposed St. John's College (Amendment) Bill 2019)

4. Members noted from the above letter that Mr Jimmy NG intended to introduce the proposed St. John's College (Amendment) Bill 2019 as a Member's Bill into the Legislative Council ("LegCo"). The Chairman advised that members' views on the proposed Amendment Bill had been sought vide LC Paper No. CB(4)730/18-19. By the specific deadline on 15 April 2019, the Secretariat did not receive any views from members.

III. Items for discussion at the next meeting

(Appendix I to LC Paper No. CB(4)810/18-19 -- List of outstanding items for discussion

Appendix II to LC Paper No. CB(4)810/18-19 -- List of follow-up actions)

5. Members agreed to discuss the following items at the next regular meeting on 14 June 2019 at 10:45 am:

Action

- (a) Proposed arrangements for secondary schools participating in the Secondary School Places Allocation System to notify in advance the successful applicants of their inclusion in the list of successful applicants for discretionary places;
- (b) Promotion of Vocational and Professional Education and Training ("VPET"); and
- (c) Home-school Co-operation and Parent Education.

(Post-meeting note: The Panel meeting scheduled for 14 June 2019 was cancelled.)

6. The Chairman reminded members that the Panel on Welfare Services and the Panel on Education would hold a joint meeting on 28 May 2019 at 9:30 am to discuss the provision of speech therapy services for elderly persons, persons with disabilities and students with special needs.

Duty visit to Finland

7. The Chairman advised that the duty visit to Finland would be held in the second week of September 2019. Members would be invited to indicate their participation shortly.

(Post-meeting note: Members were invited to indicate their participation vide LC Paper No. CB(4)971/18-19 issued on 4 June 2019. The duty visit was subsequently approved by the House Committee at its meeting on 28 June 2019.)

IV. Enhanced support measures for schools to cater for students with special educational needs and proposed Member's Bill on special educational needs

(LC Paper No. CB(4)810/18-19(01) -- Paper provided by the Administration

LC Paper No. CB(4)810/18-19(02) -- Background brief on support to students with special educational needs prepared by the Legislative Council Secretariat

Action

LC Paper No. CB(4)810/18-19(03) -- Special Education Needs Bill proposed by Hon Dennis KWOK Wing-hang and Dr Hon Fernando CHEUNG Chiu-hung

LC Paper No. CB(4)810/18-19(04) -- "Supporting Students with Special Educational Needs Policy Recommendations" provided by Hon Dennis KWOK Wing-hang and Dr Hon Fernando CHEUNG Chiu-hung)

Briefing by the Administration and by Members

8. The Secretary for Education ("SED") briefed members on the enhancement measures for helping public sector schools (including special schools) to cater for students with special educational needs ("SEN"), details of which were set out in the Administration's paper [LC Paper No. CB(4)810/18-19(01)].

9. Mr Dennis KWOK and Dr Fernando CHEUNG briefed members on the the proposed Bill on SEN which they intended to introduce as a Member's Bill into LegCo [LC Paper No. CB(4)810/18-19(03)]. The objective of the Bill was to ensure that students with SEN would receive equal education opportunities.

Classification of special educational needs

10. Dr CHENG Chung-tai noted that the Administration classified SEN into eight types while the proposed Member's Bill classified SEN into 10 types. He enquired whether EDB would consider adopting the more relaxed classification. SED explained that in line with international practices, the Administration classified SEN by students' support needs. The Education Bureau ("EDB") would constantly review the types of SEN in the light of the needs in the society. For instance, mental illness had been included as a type of SEN from 2017-2018. Nevertheless, EDB would study the Bill's rationale for classifying SEN for future consideration.

11. Mr LUK Chung-hung referred to Appendix 2 of the Administration's paper and enquired about the possibility of double counting of the number of students with SEN in public sector ordinary schools because some students were identified with various types of SEN. SED advised that there was no double counting as students were classified by their major type of SEN.

Action

Teacher training and professional support

12. Mr Michael TIEN pointed out that according to the Administration, in the 2018-2019 school year, public sector primary and secondary schools had respectively about 8% and 9% of students with SEN spreading in different classes. However, only 30% to 40% of the teachers of public sector primary and secondary schools had received special education training. He opined that the Administration might need to raise the percentage of teachers receiving special education training to 80% or even 100% with specified timeline. Ms CHAN Hoi-yan held a similar view that the Administration should step up measures to provide teachers with sufficient training to meet the growing number of students with SEN.

13. SED advised that to better equip teachers with the knowledge and skills in catering for students with SEN, local teacher education institutions had included a module on special education or catering for students with diversity in all pre-service teacher training courses. Structured training courses pitched at Basic, Advanced and Thematic levels with duration from 30 hours to 120 hours were conducted for serving teachers and training targets were set. The targets would be revised taking into account the position of teachers trained in public sector schools and the types and number of students with SEN enrolled in schools. EDB also organized different theme-based training activities, including seminars and sharing sessions, to share good practices in catering for students with SEN.

14. Mr LUK Chung-hung enquired whether consideration would be given to providing every public sector ordinary school with an educational psychologist and a speech therapist and if so, whether there were sufficient university places for training up these professionals. The Deputy Chairman considered it necessary to enhance professional support to students with SEN. SED assured members that the Administration would take into account the practical circumstances in enhancing the school-based professional services.

15. Noting that the Special Educational Needs Coordinator ("SENCO") would take up a certain amount of the teaching load, Mr Holden CHOW enquired whether SENCOs could perform teaching duties and support students with SEN at the same time. SED advised that in the 2019-2020 school year, all public sector ordinary schools would have the provision of SENCO and the SENCO post in those schools with comparatively large number of students with SEN would be upgraded to a promotion rank. The SENCOs at promotion rank should devote about 70% of their time to perform duties relating to the support of students with SEN. Nevertheless, the Administration considered the teaching work performed by SENCO necessary to enable the continued enrichment of the SENCO's experience in quality teaching.

Action

Learning Support Grant

16. The Chairman noted that the Intensive Remedial Teaching Programme ("IRTP") and Integrated Education ("IE") Programme would be replaced by the Learning Support Grant ("LSG") from the 2019-2020 school year. He said that EDB had not fully consulted the sector on the arrangement and after the replacement measure had been implemented, resources allocated to schools for supporting students with SEN would be capped regardless of the number of students with SEN admitted. In other words, resources allocated to schools would be reduced and teaching posts under IRTP and IE Programme would not be retained, thereby defeating the objectives of maintaining a stable teaching force and strengthening the support for students with SEN. Mr Holden CHOW expressed concern as to whether the new measure would affect IRTP teachers in schools.

17. SED clarified that from the 2019-2020 school year, EDB would restructure LSG, IRTP and IE Programme. Under the new measure, apart from having LSG, schools would have additional regular teaching post(s) (through conversion or provision) when LSG reaching the threshold(s). For instance, when the amount of LSG reached the threshold of \$600,000, schools would convert around \$360,000, i.e. an amount equivalent to the annual salary at starting pay point of a basic rank graduate teacher, for a graduate teaching post in the establishment, and have the remaining LSG for employing additional teacher(s) and teaching assistant(s), as well as hiring support services. In other words, schools would not be worse off in terms of resources for supporting students with SEN. In fact, it was estimated that around 1 000 additional regular teaching posts would be created under the new measure. No school needed to use the newly provided SENCO post to retain IRTP teachers. EDB had also put in place a special arrangement for retaining IRTP teachers in the establishment that no IRTP teachers were affected.

18. Mr LUK Chung-hung and Mr Holden CHOW welcomed that LSG unit grant rate for tier-3 support would increase from the current two times to four times the rate for tier-2 support. However, Mr LUK was concerned that LSG unit grant rate for tier-1 and tier-2 support had not increased. He also pointed out that parents had requested the Administration to adopt "money following the user" principle so that LSG grant would be disbursed to them directly to allow them to choose the types of services which best suited their own needs.

19. SED advised that LSG was an additional resource on top of the regular subvention to help public sector ordinary schools promote the Whole School Approach in implementing IE. It was provided to schools according to the number of students with SEN and academic low achievers (for primary schools) enrolled in the school and the tier of support the students required. Therefore, it was not a direct subsidy provided to individual students with SEN.

Action

Additional resources

20. The Deputy Chairman considered that the Administration should allocate additional resources to better support students with SEN. For instance, the Department of Health should enhance its service capacity and increase manpower with a view to shortening the waiting time for children to receive assessment, the Administration should enhance the arrangement for transition from kindergarten to primary schooling for students with SEN and provide support to students with SEN studying Primary 3 and above. SED took note of the Deputy Chairman's concerns.

21. Mr Dennis KWOK relayed the concerns of teachers and parents that the Administration's resources provided to support students with SEN were insufficient, thereby defeating the policy objective of IE to provide a conducive learning environment for students with SEN so as to facilitate their education, help them develop their potential to the full, enhance their independence and enable them to become well-adjusted individuals in the community. SED emphasized that EDB had been allocating resources to schools to cater for the learning needs of students with SEN. Over the past few years, EDB had introduced improvement measures in special schools where necessary and practicable. Starting from the 2019-2020 school year, an additional expenditure of around \$820 million each year would be allocated for the implementation of a series of enhancement measures on IE to provide schools with a stable teaching force, resources that could be deployed flexibly and enhanced professional support to cater for students with SEN. The Administration considered it more appropriate to focus, at this stage, on exploring how support measures for implementing IE could be further strengthened.

Proposed Members' Bill on special educational needs

22. The Chairman opined that the implementation of IE was ineffective to address the learning needs of students with SEN. He supported the proposed Members' Bill which aimed at safeguarding students with SEN. The Chairman also relayed Mr Abraham SHEK's support to the proposed Members' Bill.

23. While appreciating the Administration's efforts in supporting students with SEN in the past two decades, Mr LEUNG Yiu-chung opined that learning needs of these students were not fully addressed. He noted that Taiwan had successfully safeguarded students with SEN through legislation. With legislation, individual education plan ("IEP") was formulated for every student with SEN to develop their potentials. The role and responsibilities of the relevant stakeholders, including the school sponsoring bodies, teachers, parents and the Government, to render support to students with SEN were clearly defined. Mr LEUNG hence supported the proposed Members' Bill under which IEP would be developed.

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24. Mr CHAN Chi-chuen and Mr HUI Chi-fung expressed support to the proposed Members' Bill and the formulation of IEP for every student with SEN. Mr CHAN noted from the Administration's paper that school heads and teachers generally held an opinion that stipulating formulation of IEP for every student might not consider the real-life situation at every school, and sought the reasons for that. Mr HUI considered it necessary to establish an independent redress mechanism as recommended in the proposed Member's Bill to guarantee the rights and privileges of students with SEN and their parents, including the formulation of IEP. Dr CHENG Chung-tai asked whether and how IEP could be formulated for every student with SEN if legislation was not established.

25. SED stressed that IEP was only one of the many strategies for supporting students with SEN. Under the existing 3-Tier Intervention Model, IEP would be formulated for students with severe learning or adjustment difficulties receiving tier-3 support based on professional judgment and decision of schools. For students who received tier-1 or tier-2 support, schools were required to record the personalized support and accommodations offered to them. In fact, other evidence-based and effective teaching strategies were also used by teachers to support these students. The arrangement was so designed to ensure the most appropriate resources and services could be made available to students with diverse support needs. A "Summary of Support for Student" would be issued by school to parents to keep them informed of the support services arranged by the school. On complaint handling mechanism, EDB had established mechanism to handle complaints against schools and students with SEN were well protected under the Disability Discrimination Ordinance (Cap. 487).

26. Dr Fernando CHEUNG considered that teachers and students, particularly those with SEN, were subject to immense pressure under the examination-oriented education system in Hong Kong. Formulation of IEP through legislation was necessary for a fair and accommodating learning environment for students with SEN. As a matter of fact, many overseas jurisdictions had already established legislation on SEN to provide IEP with a legal status.

27. SED explained that some countries with legislation on SEN might be able to achieve certain goals in SEN support. However, it would be questionable whether the same outcome could be achieved in view of the differences in the education system of Hong Kong. Some countries established legislation for schools to develop IEP for all students with SEN. However, their experience only showed that legislation could ensure the provision of a written document for students. It could not guarantee that students were given the support services most appropriate to their actual needs.

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28. Mrs Regina IP said that the New People's Party had reservation in the establishment of legislation on SEN at the present stage. The Administration should examine carefully the need for establishing legislation to safeguard students with SEN and the possible problems to be caused by the legislation. Nevertheless, she considered that the Administration should at the present stage gauge more fully views and concerns of the relevant stakeholders and step up measures to help cater for the needs of students with SEN.

29. Ms CHAN Hoi-yan drew the Administration's attention that many parents considered support rendered by schools to their children with SEN under the prevailing IE policy insufficient. Parents were worried that their children might miss the prime time for effective and timely assistance. Given the importance of early identification and intervention, Ms CHAN enquired how the Administration could ensure provision of timely assistance to students with SEN if legislation was not established.

30. SED reiterated that legislation was not a panacea for students with SEN. The Administration considered it more appropriate to focus, at this stage, on exploring how support measures for implementing IE could be further strengthened and enhancement measures could be effectively implemented so as to intensify the effectiveness of IE. It was an imminent task for the Administration to foster rapport among stakeholders in the community, namely schools, teachers, parents, students, etc., to enhance the efficacy of support for students with SEN.

31. While realizing the importance of introducing legislation on SEN, Mr LEUNG Che-cheung considered that the Administration should strengthen improvement measures to support students with SEN in the short run, including shortening the long waiting time for follow-up services for students with SEN, increasing places in special schools, allocating additional resources to help schools cater for students with SEN. SED explained that the Administration adopted a dual-track mode in providing special education. Subject to the assessment and recommendations of specialists and the consent of parents, EDB would refer students with more severe or multiple disabilities to special schools for intensive support services. Other students with SEN would attend ordinary schools so that they could benefit from mainstream education.

Motions

32. The Chairman referred members to the two motions proposed by Dr Fernando CHEUNG and the two motions respectively proposed by Mr Dennis KWOK and Mr Michael TIEN (wording of motions in **Appendices III to VI**).

Action

33. The Chairman put to vote the first motion moved by Dr Fernando CHEUNG. Fourteen members voted for the motion, no member voted against and one member abstained. The Chairman declared that the motion was carried.

34. The Chairman put to vote the second motion moved by Dr Fernando CHEUNG and seconded by Mr Dennis KWOK. Eleven members voted for the motion, no member voted against and three members abstained. The Chairman declared that the motion was carried.

35. The Chairman put to vote the motion moved by Mr Dennis KWOK. Twelve members voted for the motion, no member voted against and three members abstained. The Chairman declared that the motion was carried.

36. The Chairman put to vote the motion moved by Mr Michael TIEN. Thirteen members voted for the motion, no member voted against and one member abstained. The Chairman declared that the motion was carried.

V. Progress in the implementation of life planning education

(LC Paper No. CB(4)810/18-19(05) -- Paper provided by the Administration

LC Paper No. CB(4)810/18-19(06) -- Updated background brief on issues related to implementation of life planning education prepared by the Legislative Council Secretariat)

Briefing by the Administration

37. Under Secretary for Education ("US(Ed)") briefed members on the salient points of the consultancy report on the review of Life Planning Education ("LPE") and the Business-School Partnership Programme ("BSPP"), details of which were set out in the Administration's paper [LC Paper No. CB(4)810/18-19(05)].

Discussion

Students' participation in life planning activities

38. Mr Gary FAN pointed out that according to a recent survey conducted by the Hong Kong Federation of Youth Groups ("HKFYG"), 30% of the participants found LPE not effective in promoting multiple pathways. He also noted from the review conducted by the Education University of Hong Kong ("EdUHK") that

Action

students' participation in life planning activities was low and enquired about the reasons for that. Dr CHIANG Lai-wan enquired whether the low participation rate was attributed to the fact that the life planning activities were not interesting. The Chairman enquired whether the Administration would consider limiting the time for implementing LPE at schools, given the hectic student life.

39. US(Ed) advised that EDB had commissioned EdUHK to conduct a comprehensive review on the effectiveness of LPE. Due to different types of questions and sampling methods selected, the review findings might be different from those of the survey conducted by HKFYG. According to the review, senior secondary students were occupied with learning commitment and hence their participation rate was low. In addition, some students indicated that they were not interested in large-scale seminars which were designed as one-way communication events. To arouse students' interest, EDB had been encouraging schools/BSSP partners to offer more life planning activities with experimental nature, such as work experience programmes.

Elements of life planning education

40. The Chairman supported the recommendation of the review report that LPE should be integrated with elements of life education and development of moral values in the future. In his view, such elements would greatly help students make informed decisions on study and career. He also relayed Mr SHIU Ka-chun's enquiry about the way forward for the integration, such as the proportion of life education in LPE.

41. US(Ed) advised that at the schooling stage, LPE developed students' attributes, such as self-understanding, personal planning and goal setting as well as equipped students with the knowledge of various articulation pathways for further studies and work. LPE was more than a guidance or advisory service provided for students when they needed to make subject or career choices. Connected with school curriculum components, LPE equipped students with the knowledge, skills and attitudes necessary to make wise choices in accordance with their interests, abilities and orientations, as well as to integrate their career/academic aspirations with whole-person development and lifelong learning. Schools could integrate elements of life education with LPE to meet the developmental needs of students.

Support for implementation of LPE

42. Mr AU Nok-hin drew the Administration's attention that according to the survey conducted by HKFYG, youths' average rating towards LPE was only 6.01 (on a scale of 0 to 10). As far as he knew, the Administration promoted only the Six Industries. No support measures or relevant study programmes were provided

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for students who would like to pursue careers not in the Six Industries. Moreover, even if relevant programmes were identified, students would be deterred by the hefty tuition fees. He urged the Administration to provide more subsidies to support young people to further their studies and to promote the recognition of various in-service programmes.

43. US(Ed) advised that LPE aimed to help students identify their interests, abilities and orientations at an earlier stage as well as enhance their readiness for further studies and career pursuits by equipping them with latest career information and multiple pathways. To achieve the aims of LPE, the Administration had stepped up parent education to enlighten parents about the importance of life planning so that they could support their children to pursue their life goals based on their interests and abilities, provided students with updated information on study and career pathways in Hong Kong and neighbouring regions, and stepped up the implementation of VPET.

44. Mrs Regina IP was of the view that effective LPE was important for helping secondary students make subject choices in Secondary 4. Students would be greatly benefitted from LPE activities, particularly those alumni sharing sessions. In the light of the latest human resource surveys that more and more students had showed an interest in joining the civil service, Mrs IP suggested that EDB should consider inviting different government departments to visit secondary schools and brief students on their work.

45. US(Ed) advised that to let students know more about the Government's operation, the Administration launched the "Be a Government Official for a Day" Programme and the School Promotion Programme on "Know More about Government Service". Meanwhile, representatives of Government departments would deliver seminars to students at the invitation of schools. Besides, schools could invite school sponsoring bodies, non-governmental organizations, professional bodies, alumni associations and business partners of BSPP to share their careers and experience to students. Mrs Regina IP cast doubt on the effectiveness of the "Be a Government Official for a Day" Programme under which students shadowed a senior government official on the job for a day. Instead, she considered it more desirable for the Administration to invite young civil servants to share their hands-on work experience with students.

46. Apart from helping students make informed choices on study and career in accordance with their interests, abilities and orientations, Dr CHIANG Lai-wan considered it necessary to keep students abreast of technological development, particularly artificial intelligence, and well equip them in an era of rapid changes through LPE. US(Ed) responded that LPE would connect with school curriculum components to equip students with the knowledge and skills for the changing world. The Administration would explore measures to equip students with

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abilities to cope with changes in future in the review of school curriculum and assessment.

47. Mr LEUNG Yiu-chung pointed out that it was difficult for students with disabilities and students with SEN to seek employment. In his view, these students should have equal access to employment. The Administration should allocate more resources or manpower to enhance LPE services for these students, with an aim to prepare them to seek employment.

48. US(Ed) advised that EDB and other relevant departments were mindful of the need to ensure equal opportunities in education and employment for students with disabilities and students with SEN. Professionals at ordinary schools, such as student guidance teachers, educational psychologists and social workers, would provide personalized support to students with SEN. Special schools would purchase specialized equipment to meet the needs of students.

49. Mr Gary FAN enquired about the estimated budget on organizing talks, workshops, etc. with business corporations under BSPP. US(Ed) advised that business partners of BSPP provided students with LPE activities free of charge. Meanwhile, the Administration provided subsidies, such as transportation cost, to support students participating in these activities.

(At about 12:30 pm, the Deputy Chairman took the Chairman. At about 12:32 pm, the Chairman resumed the chair.)

VI. 8029EK – Library Extension and Revitalization (The Hong Kong Polytechnic University)

(LC Paper No. CB(4)810/18-19(07) -- Paper provided by the Administration)

50. 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.

(At about 12:47 pm, the Chairman informed members that the meeting would be extended for 15 minutes to 1:15 pm.)

Action

Briefing by the Administration

51. US(Ed) briefed members on the proposed capital works project for the Hong Kong Polytechnic University ("PolyU") to construct an additional floor on top of the university library and revitalize the existing floors of the library building within its campus in Hung Hom ("the project"). Details were set out in the Administration's paper [LC Paper No. CB(4)810/18-19(07)]. Project Director of P&T Architects and Engineers Limited then gave a PowerPoint presentation on the project design.

(Post-meeting note: The PowerPoint presentation materials were issued to members via LC Paper No. CB(4)837/18-19(01) on 3 May 2019.)

Discussion

Project design

52. The Deputy Chairman and Dr CHIANG Lai-wan supported the extension and revitalization of the university library. They enquired whether the services and facilities of the university library, including electronic resources and book collection, would be enhanced upon completion of the project. The Deputy Chairman sought information about the new 24-hour learning centre and enquired whether the university library would draw reference from overseas libraries to provide more space for students to get together and exchange.

53. Director, Campus Development Office ("CDO"), PolyU advised that the construction of an additional floor would provide 2 080 square meters in net operational floor area of library space for collaborative learning, presentation forum, reading activities, etc. University Librarian, PolyU supplemented that the university library had been digitizing its resources. At present, e-journals accounted for 99% of the periodical collection and e-books accounted for 78% of the book collection. A new radio-frequency identification (RFID) system would be implemented to facilitate self-charging and self-returning services. Upon completion of the project, digital media stations, such as digital studio which supported audio and video recording, would be provided in the university library to suit the modern learning environment. More than 30% of the library space would be designed as collaborative learning area with flexible seating and computing equipment for students to meet informally and exchange ideas.

54. The Chairman enquired whether the loading capacity of the library building could support the extra floor extension. US(Ed) advised that the structural impact of the proposed additional floor and green roof had been verified in the building design and the building plans had been approved by the Buildings Department.

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55. Dr Helena WONG declared that she was a lecturer of PolyU. While expressing support to the project, she enquired whether additional floors would be built to meet the development of PolyU in future and whether the green roof would be open for students. US(Ed) advised that the loading capacity of the library building would reach its maximum upon construction of the proposed additional floor on top of the university library and the green roof. Hence, the building could not support any additional floor extension in future. The university library would however continue to enhance its electronic library services to cope with future development. Director, CDO, PolyU supplemented that the live load limit would be exceeded if the green roof was open for students' use. The green roof would therefore not be open.

56. Dr CHENG Chung-tai enquired whether the operation of lifts in the university library would be affected during construction, and whether additional lifts would be provided to cope with the increased number of students with disabilities upon completion of the project. Director, CDO, PolyU advised that the existing three lifts in the library building would be modernized to enhance their services. No additional lifts would be provided. University Librarian, PolyU added that the three lifts would be modernized one by one during non-peak hours to minimize inconvenience and nuisance caused to library users.

57. The Chairman enquired whether the operation of the university library would be affected during construction. US(Ed) stressed that library services would not be affected as construction works would be carried out in phases and acoustic lining or shields would be used for noisy construction activities.

58. Dr CHENG Chung-tai enquired about the cost-sharing arrangement of the project between PolyU and its self-financing arm as students of both its publicly-funded and self-financing programmes could use the university library. Deputy Secretary-General(1), University Grants Committee ("UGC") Secretariat advised that UGC-funded universities were required to keep separate financial accounts for the publicly-funded and self-financing operations. The annual audited accounts should be endorsed by its President for submission to UGC.

Summing up

59. The Chairman concluded that the Panel supported the Administration's submission of the project to the Public Works Subcommittee ("PWSC") for consideration. The Chairman, the Deputy Chairman and Dr CHIANG Lai-wan requested PolyU to give more detailed information on the project, including the enhanced library facilities, green roof, lifts, etc., in the papers to PWSC and the Finance Committee. In the light of the roof structure collapse at the sports hall of the City University of Hong Kong a few years ago, Dr CHENG Chung-tai requested the Administration to provide the approved building plans of the green roof when the project was discussed at PWSC.

Action

VII. Any other business

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

Council Business Division 4
Legislative Council Secretariat
6 September 2019

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V — "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，並在2019年5月3日會議上通過的議案
**Motion proposed under Agenda Item V - "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
and passed at the meeting on 3 May 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V — "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，並在2019年5月3日會議上通過的議案
**Motion proposed under Agenda Item V - "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
and passed at the meeting on 3 May 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)

教育事務委員會
Panel on Education

在 2019 年 5 月 3 日會議上
就議程項目"支援學校照顧有特殊教育需要學生的優化措施及
有關特殊教育需要的擬議議員法案"通過的議案
Motion passed under the agenda item "Enhanced support measures for
schools to cater for students with special educational needs and proposed
Member's Bill on special educational needs" at the meeting on 3 May 2019

議案措辭

為改善融合教育的津貼及支援措施，本委員會促請教育局重新諮詢學校各持份者，並設法為新 LSG 措施而被削減編制或資源的學校提供改善方案，確保學校在原有編制不減的基礎下，加強對學校的支援，以免特首在《施政報告》承諾「讓學校有更穩定的教師團隊和靈活調配的額外資源，支援有特殊教育需要的學生」的政策「變形走樣」。

(張超雄議員動議)

Wording of the Motion

(Translation)

To improve the grants and support measures for integrated education, this Panel urges the Education Bureau to consult various stakeholders of schools afresh and endeavour to offer improvement options for schools whose establishments or resources have been reduced because of the new LSG measure, so as to ensure that enhanced support will be given to schools with their original establishments remain undiminished, thereby avoiding the policy pledged by the Chief Executive in her Policy Address that "schools will have a more stable teaching force and additional resources for flexible deployment to support their students with SEN" being "distorted and contorted".

(Moved by Dr Hon Fernando CHEUNG Chiu-hung)

教育事務委員會
Panel on Education

在 2019 年 5 月 3 日會議上
就議程項目"支援學校照顧有特殊教育需要學生的優化措施及
有關特殊教育需要的擬議議員法案"通過的議案
**Motion passed under the agenda item "Enhanced support measures for
schools to cater for students with special educational needs and proposed
Member's Bill on special educational needs" at the meeting on 3 May 2019**

議案措辭

本會促請政府當局盡快就特殊教育研究立法，令融合教育及特殊教育政策能夠在有法定權力的情況下長遠地推行，讓每位學生享有平等學習機會，和對家長、教師、教育工作者及其他專職同工提供更有效及必要的支援，達致全面改善香港現時在特殊教育方面的問題的最終目標。

(張超雄議員動議及郭榮鏗議員和議)

Wording of the Motion

(Translation)

This Panel urges the Administration to study as soon as possible the enactment of legislation on special education to enable long-term implementation of integrated and special education policies under statutory powers. Every student can then enjoy equal learning opportunity, while parents, teachers, educators and other professional workers will be provided with more effective and necessary support, so that the ultimate objective of improving holistically the existing issues concerning special education in Hong Kong can be achieved.

(Moved by Dr Hon Fernando CHEUNG Chiu-hung and seconded by Hon Dennis KWOK Wing-hang)

教育事務委員會
Panel on Education

在 2019 年 5 月 3 日會議上
就議程項目"支援學校照顧有特殊教育需要學生的優化措施及
有關特殊教育需要的擬議議員法案"通過的議案
**Motion passed under the agenda item "Enhanced support measures for
schools to cater for students with special educational needs and proposed
Member's Bill on special educational needs" at the meeting on 3 May 2019**

議案措辭

本會促請政府當局盡快成立特殊教育需要事宜委員會，一方面讓政府官員與各持份者有一平台直接溝通，研究及磋商現時面對的問題及解決方案；另一方面亦可整合各政府部門的政策和措施，讓提出的建議能得到各方配合，並增撥資源予各主流學校及特殊學校，加強對學生、家長、教師、教育工作者及其他專職同工的支援，達致全面改善香港現時在特殊教育方面的問題的最終目標。

(郭榮鏗議員動議及張超雄議員和議)

Wording of the Motion

(Translation)

This Panel urges the Administration to form as soon as possible a committee on issues relating to special educational needs to provide a platform for government officials and various stakeholders to engage in direct communication for the purposes of examining and discussing the current problems and solutions on the one hand and consolidate the policies and measures implemented by different government departments on the other hand, so that proposals put forth can be carried out through collaboration of various parties. Additional resources should also be allocated to mainstream and special schools to enhance support for students, parents, teachers, educators and other professional workers with a view to achieving the ultimate objective of improving holistically the existing issues concerning special education in Hong Kong.

(Moved by Hon Dennis KWOK Wing-hang and seconded by Dr Hon Fernando CHEUNG Chiu-hung)

教育事務委員會
Panel on Education

在 2019 年 5 月 3 日會議上
就議程項目"支援學校照顧有特殊教育需要學生的優化措施及
有關特殊教育需要的擬議議員法案"通過的議案
**Motion passed under the agenda item "Enhanced support measures for
schools to cater for students with special educational needs and proposed
Member's Bill on special educational needs" at the meeting on 3 May 2019**

議案措辭

融合教育實施近 22 年，然而接受特殊教育培訓的中、小學教師仍只有 30% 和 42%。為確保具特殊教育需要的學生亦能接受到受基本特殊教育培訓的老師任教，本委員會促請局方 2024 年前把接受基本特殊教育需要培訓的教師比例由 30-40% 逐步增加至 100%，以確保教授有特殊教育需要學生的教師對特殊教育需要基本認識。

(田北辰議員動議)

Wording of the Motion

(Translation)

Integrated education has been implemented for almost 22 years. However, only 30% and 42% of secondary and primary school teachers have received training in special education. To ensure that students with special educational needs ("SEN") can also be taught by teachers having received basic special education training, this Panel urges the Education Bureau to increase progressively the proportion of teachers having received basic special education training from 30% - 40% to 100% by 2024, so as to ensure that teachers of students with SEN possess basic knowledge in the field of SEN.

(Moved by Hon Michael TIEN Puk-sun)