

立法會

Legislative Council

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Report of the Panel on Education for submission to the Legislative Council

Purpose

This report which is made in accordance with Rule 77(14) of the Rules of Procedure of the Legislative Council ("LegCo") gives an account of the work of the Panel on Education ("the Panel") during the 2018-2019 legislative session.

The Panel

2. The Panel was formed by a resolution passed by the Council on 8 July 1998 and as amended on 20 December 2000, 9 October 2002, 11 July 2007 and 2 July 2008 for the purpose of monitoring and examining government policies and issues of public concern relating to education matters. The terms of reference of the Panel are in **Appendix I**.

3. The Panel comprises 34 members, with Hon IP Kin-yuen and Hon Vincent CHENG Wing-shun elected as its Chairman and Deputy Chairman respectively. The membership list of the Panel is in **Appendix II**.

Major work

Self-financing post-secondary education

4. The Panel received a review report from the Task Force on Review of Self-financing Post-secondary education. Members agreed that there was a need to review and update the Post Secondary Colleges Ordinance (Cap. 320) so that the self-financing post-secondary education institutions in Hong Kong were required to achieve the academic and institutional governance expected of a modern higher education institution. Some members expressed concerned that Cap. 320 did not expressly provide for a participatory governance framework. They urged the Administration to include provisions to the effect that students, teachers, alumni and other stakeholders could participate in the governance of the sector. The Administration assured members that views and suggestions

conducive to enhancing institutional governance of the self-financing post-secondary sector would be taken into consideration. The Education Bureau ("EDB") planned to commence a review of Cap. 320 in 2019 and formulate a set of legislative amendment proposal in consultation with the sector and stakeholders.

5. The Task Force recommended that the overall support for the self-financing post-secondary sector should be reviewed to assist self-financing institutions under the reformed regulatory regime to sustain and grow. In particular, the Administration might consider providing more financial support of a non-recurrent nature to facilitate improvement measures in areas such as programme and staff development or facilities upgrading with a view to enhancing teaching and learning. Some members suggested that the Administration should consider waiving the outstanding loans of self-financing post-secondary education providers under the Start-up Loan Scheme so as to alleviate their financial burden and extending the Subsidy Scheme for Self-financing Undergraduate Studies to self-financing undergraduate programmes in the eight University Grants Committee ("UGC")-funded universities and sub-degree programmes. Nevertheless, some members were of the view that the Administration's financial support should be provided to local students pursuing self-financing studies rather than to self-financing institutions. For instance, additional resources should be used to increase the number of publicly-funded undergraduate places for local students.

6. Insufficient number of UGC-funded senior year undergraduate intake places for articulation of holders of sub-degree qualifications was another major concern of members. In the light of the Task Force's recommendation that the prevailing binary system of sub-degree education comprising Associate Degree ("AD") and Higher Diploma ("HD") qualifications would be maintained at large based on better differentiation of the roles of the two qualifications, members urged for an increase in the number of UGC-funded senior year undergraduate intake places to provide ample opportunities for sub-degree graduates.

7. Some members expressed grave concern about the Task Force's recommendation of relaxing the present 10% admission quota for Mainland, Macao and Taiwan students to facilitate self-financing institutions in recruiting more students from the Greater Bay Area. They pointed out that the rapid development of the self-financing post-secondary education sector had resulted in the commercialization of the sector. Relaxing the 10% cap would lead to excessive commercialization. Some members held the view that admitting too many Mainland students was not conducive to the healthy and sustainable development of the sector as a whole. The Task Force explained that some self-financing institutions faced the risk of survival given student demographic decline. During consultation, a number of self-financing institutions had called for a greater flexibility in admitting non-local students, including both Mainland

and overseas students, in order to minimize negative consequences on the students.

Recurrent funding for University Grants Committee-funded universities

8. Members examined the Administration's proposal on the recurrent funding for UGC-funded institutions in the 2019-2020 to 2021-2022 triennium ("2019-2022 triennium").

9. Members were disappointed that the number of UGC-funded first-year first-degree ("FYFD") intake places would remain at 15 000 per annum during the 2019-2022 triennium. Noting there were 21 264 secondary school graduates meeting the minimum university entrance requirements in 2018, many members reiterated their call to increase the number of UGC-funded FYFD intake places. According to the Administration, given the decline in student population and upon full implementation of various measures to increase subsidized higher education opportunities, and assuming the performance of secondary school candidates was comparable to the current level in meeting the minimum entry requirements, all secondary school leavers meeting the minimum university entrance requirements would have access to undergraduate education with some form of Government subsidizations by 2022. The Administration therefore did not have plan to increase the number of UGC-funded FYFD intake places before 2022.

10. Members noted with grave concern that the number of healthcare-related FYFD intake places would be increased by 150 in the 2019-2022 triennium while the overall UGC-funded FYFD intake places would remain at 15 000 per annum. While supporting the increase in healthcare-related FYFD intake places to cater for public needs, members were worried that there would be a corresponding reduction in places in non-manpower-planned disciplines. In some members' views, such a reduction was unfair and demoralizing. The Administration was strongly urged to increase the overall FYFD intake places from 15 000 to 15 150 in the 2019-2022 triennium and give due consideration to future reduction of places in non-manpower-planned disciplines.

11. Some members pointed out that the number of research postgraduate ("RPg") places varied greatly among the eight UGC-funded universities and called on the Administration to take measures to avoid concentration of RPg places in a few universities. The Administration was also urged to explore measures to attract more local students to undertake RPg programmes. According to the Administration, UGC and the universities had agreed on a competitive mechanism for allocation of RPg places since 2009. Under the competitive mechanism, RPg places were distributed according to allocation methods, including the Hong Kong PhD Fellowship Scheme, universities'

performance in application to Research Grants Council schemes, results of the Research Assessment Exercise ("RAE"), evaluation of RPg programmes, etc.

12. Teaching and research development was another major concern of members. To facilitate a balanced development in teaching programmes and research projects in UGC-funded universities, members put forward various measures which included providing universities with additional resources for attracting top scholars from overseas, subsidizing universities to construct new research centres with modern facilities, developing a teaching assessment exercise to assess the output of teaching to encourage quality teaching, and reviewing the assessment criteria of RAE. The Administration took note of members' suggestions and stressed that UGC-funded sector regarded both teaching and research were of equal importance.

Eighth Matching Grant Scheme

13. Members discussed the Administration's proposal for allocating \$2.5 billion to launch the eighth round of Matching Grant Scheme ("MSG") for the publicly-funded post-secondary education sector. Members noted that self-financing sub-degree operations and approved post-secondary colleges, which had participated in previous rounds of MGS, would be excluded from the eighth round of MSG. They were worried that the exclusion of smaller self-financing institutions, such as Chu Hai College of High Education and Hong Kong Shue Yan University, would impede their development. The Administration was urged to formulate concrete measures to assist these institutions in raising donations. According to the Administration, the seventh round of MGS for application by self-financing degree-awarding institutions was still in progress. To contemplate whether another round of MGS would be launched for self-financing degree-awarding institutions, the results of the seventh round of MSG would be reviewed upon its completion.

14. Members pointed out that renowned institutions, such as the University of Hong Kong, The Chinese University of Hong Kong, were more capable of raising funds and had captured a dominating share of the matching grants in previous rounds of MSG. Members considered there a need for the Administration to assist smaller and younger institutions with less fund-raising capabilities in securing a reasonable share of the matching grants. Some members suggested setting a guaranteed minimum grant of, say \$60 million, to ensure that each institution would get such amount of grant even if it failed to secure donations of \$60 million, adjusting the "ceiling" for the provision of matching funds from \$600 million to \$300 million and the "floor" from \$60 million to \$150 million, adopting a \$1 for \$2 (rather than \$1 for \$1) matching ratio for all private donations raised by smaller or younger institutions, and turning MGS recurrent.

15. The Administration explained that sufficient recurrent grants would be allocated to each institution for operation. MGS was launched to help the higher education sector diversify its funding sources and foster a philanthropic culture in the community. The operation of the participating institutions would not be affected regardless of the amount of grants they received under MGS. The setting of a "ceiling" and a "floor" for the provision of matching grants to each institution for the eighth round of MGS was aimed to ensure a fair chance of securing matching grants amongst institutions. In setting the aggregate "ceiling" and "floor", due consideration had been given to the amount of private donations secured by participating institutions in previous rounds of MGS. Adjusting the "ceiling" and "floor" might cast no impact on the fund-raising results but result in unmatched grants by the end of the eighth round of MGS. Nevertheless, the Administration took note of members' concerns for future consideration.

New resources to further support the research conducted by the higher education sector

16. Members were briefed on the proposed injection of \$20 billion into the Research Endowment Fund ("REF"), rationalization of the use of different pots of endowment of REF, and launch of the \$3-billion Research Matching Grant Scheme.

17. Whether the Research Grants Council ("RCG") was fair in its assessment of grant applications was of concern to members. Some members held the view that when considering grant applications, RGC gave preference to research projects in science disciplines over arts disciplines and gave higher regard to research projects on international issues than those on local issues. Some of these members sought information on measures taken/to be taken by RGC to ensure fair assessment of research proposals, and equitable distribution of research funding among different disciplines.

18. According to the Administration, UGC and RGC placed equal emphasis on all types of academic research when research proposals were assessed. Academic merit was the overriding criterion in assessing research proposals by RGC committees/panels. All research proposals were subject to rigorous assessment by international experts and competed on equal footing. Since the 2012-2013 academic year, additional measures had been implemented to provide better support for Humanities and Social Sciences ("HSS") researchers. These included extending the scope of "employment of relief teacher" under the General Research Fund and launching HSS Prestigious Fellowship Scheme. In 2019-2020, a total of \$10 million had been earmarked for the Scheme.

19. Some members pointed out that the funding arrangement of UGC had made universities focus too much on research results and overlook teaching

quality. While offering attractive remuneration packages for professoriate staff with high research output, universities recruited academic and research staff on contract or part-time basis. There was grave concern that such trend towards casualization of staff in the higher education sector would affect research and teaching quality. The Administration stressed that it had all along attached great importance to the quality of teaching and learning in universities. Funding for teaching purposes represented 75% of the block grants provided to universities. Other than that, UGC had also encouraged and enhanced universities' teaching and learning through various initiatives. On staff issues, universities enjoyed autonomy in staff recruitment and management. Meanwhile, universities had an appeal mechanism to ensure fairness and impartiality in the conduct of such matter. UGC would convey to the universities members' views and concerns.

Provision of primary and secondary school places

20. Members were briefed on the Administration's planning for the provision of school places under the existing Primary One Admission ("POA") System and Secondary School Places Allocation ("SSPA") System, and latest measures to cope with changes in student population in the coming years. According to the Administration, the overall demand for Primary One ("P1") places in public sector schools was expected to reach the peak in the 2018-2019 school year, and drop in the 2019-2020 school year¹ and then progress to a stable level. The population of Secondary One ("S1") student had started to rebound from the 2017-2018 school year.² It was anticipated that the overall S1 student population would gradually rise and reach the peak of around 74 000 students in the 2024-2025 school year.

21. Some members held the view that the proposed arrangement of progressively reverting the allocation class size to 34 across the board to cope with the rebound in S1 student population ("place reinstating") would result in a mismatch between the demand for and supply of S1 places in some districts and aggravate the pressure of student enrolment of secondary schools with insufficient intake. The Administration was urged to take into account the varying circumstances among districts and schools in planning S1 school places, allow schools flexibility in adopting place reinstating with regard to the actual student enrolment, and explore measures to alleviate the impact of across-the-board place reinstating on schools in the East, South, Islands and Kwai Tsing Districts where intake was insufficient. For instance, these schools should be allowed a certain degree of flexibility in the threshold for approving S1 classes.

¹ Based on the situation after the Discretionary Places Admission stage, it was anticipated that there would be about 51 500 applicant children joining POA 2019, which was about 7 500 fewer than last year.

² As at November 2018, it was estimated that around 53 600 P6 students would participate in SSPA 2019 with an increase of around 3 300 students with the same period last year.

22. The Administration explained that the provision of public sector secondary school places was planned on a territory-wide basis. As the rise in demand for S1 school places in the coming years was not of transient nature, there was a need to implement place reinstating across the board. Such arrangement was a consensus reached by EDB and the sector in order to cope with the increase in S1 student population. The supply of and demand for school places in individual districts would be closely monitored and where necessary, assistance would be provided to the schools concerned. Meanwhile, the actual demand for school places in individual districts could only be ascertained at a very late stage of the SSPA cycle. It was not practicable to adjust the allocation class size in individual districts by then in the light of the actual demand.

23. In the light of the decline in primary student population, members considered that the Administration should seize the opportunity to effectively implement small class teaching ("SCT") in all primary schools to meet public expectation. The Administration explained that it had been proactively discussing with schools in school nets with sufficient supply of P1 school places their plan of implementing SCT. Schools in school nets with an anticipated shortfall of school places however could not implement SCT for the time being. In fact, 343 out of about 450 public sector primary schools were implementing SCT.

24. Members called on the Administration to preserve the stability and strengths of schools and the teaching force when taking relief measures to cope with the declining demand for P1 places. According to the Administration, aided primary schools concerned could apply on a yearly basis for retaining up to a maximum of three years the redundant teachers arising from reduction in the number of P1 classes due to the decrease of student population.

25. Some members stressed the need for longer-term planning for the provision of school places, including the conduct of comprehensive studies on Hong Kong's changing demographic structure brought about by the One-way Permit Scheme, cross-boundary children and so on in the coming five years. There was also a suggestion that a taskforce comprising representatives of the school sector, school heads associations, LegCo members, etc. should be set up to review POA and SSPA systems, and an implementation timetable for the review should be formulated. As undertaken by the Administration, it would keep an open mind to explore the feasibility of reviewing the allocation systems, which needed to strike a proper balance between the diverse needs of different stakeholder.

Life planning education

26. The Panel was briefed on the latest development of the implementation of Life Planning Education ("LPE") and Business-School Partnership Programme ("BSPP"). Members noted that EDB had commissioned the Education University of Hong Kong in August 2017 to conduct a review on the effectiveness of LPE, implementation of LPE policy and the benefits of BSPP on students so as to consolidate the experience gained from implementing LPE and map out the way forward.

27. According to the outcome of the review, students' participation rates in life planning activities were low. To encourage students' participation, some members suggested that inspiring and diverse life planning activities which met students' needs should be organized. In view of the increasing number of students showing an interest in joining the civil service, there was also a suggestion of providing students with access to information on Government departments through site visits and workplace experience opportunities. Nevertheless, some members held the view that the low participation rate in life planning activities was attributed to students' tight learning commitments.

28. One of the recommendations of the review report was to include in LPE elements of life education, moral values and skills needed in the 21st Century. Members sought information on how LPE would be integrated with elements of life and development of moral values. The Administration advised that it would carefully study and seek the views of the sector on the way forward for LPE, life education and development of moral values.

29. Some members pointed out that students with special educational needs ("SEN")/disabilities had encountered difficulties in seeking employment. The Administration was urged to enhance the existing measures and strengthen the support for the implementation of LPE in schools with a view to catering for the needs of these students.

Students with special educational needs

30. Members deliberated on the Administration's enhancement measures for helping public sector schools to cater for students with SEN and received a briefing from two members on a Member's Bill on SEN before its introduction into the Council. The majority of members were supportive of the proposed Member's Bill and considered it necessary to ensure students with SEN to receive appropriate support through legislation, thereby safeguarding their interest.

31. Members noted that as at the end of the 2017-2018 school year, only about 42% teachers in public sector ordinary primary schools and 30% in public

sector ordinary secondary schools have received 30 hours or above structured special education training. Members considered that all teachers should be provided with special education training to cater for the needs of students with SEN. There was also a view that the number of educational psychologists and speech therapists should also be increased to meet the growing number of these students. The Administration took note of members' views for future consideration.

32. Some members were worried that the replacement of the Intensive Remedial Teaching Programme ("IRTP") and Integrated Education Programme ("IEP") with the Learning Support Grant ("LSG") from the 2019-2020 school year would reduce the resources allocated to schools for supporting students with SEN. Hence, schools would not be able to retain the teaching posts under IRTP and IEP, affecting the stability of the teaching force. The Administration was urged to consult the school sector before implementing the measure. Some members suggested that the Administration should consider disbursing LSG according to the "money-following-the-user" principle to allow flexibility for students in purchasing support services which suited their own needs in the market.

33. According to the Administration, LSG was not a direct subsidy offered to individual students with SEN. Under the enhanced 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, should the total amount of LSG of schools reach the threshold of \$600,000, these schools would convert part of the LSG 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. Hence, schools would not be worse off in resource allocation under the enhanced measure.

Non-recurrent funding support to the Hong Kong Examinations and Assessment Authority

34. The Panel examined the Administration's proposal for creating a non-recurrent commitment of \$360.8 million to support the effective operation of the Hong Kong Examinations and Assessment Authority ("HKEAA") Examination for the four financial years from 1 September 2018 to 31 August 2022.

35. While generally supporting the funding proposal, members expressed concern that HKEAA was unable to sustain its operation even with various sources of income and enquired whether the Administration had/would put in place appropriate mechanism to monitor HKEAA's expenditures to ensure proper use of public money. Members were advised that HKEAA was an independent statutory body with autonomy in its day-to-day operation. To

effectively monitor the daily operation of HKEAA, representative(s) of EDB served as its ex-officio member(s). HKEAA was required to submit its annual estimates of income and expenditure of its proposed activities to the Administration for approval. For the proposed new commitment, the Administration would carefully scrutinize HKEAA's annual estimates to ensure that the funding request for each of its financial year is necessary and reasonable. The approved funding would be disbursed to HKEAA by batches and in the light of the prevailing circumstances.

36. Members noted with concern that the continuous operating deficits of the Hong Kong Diploma of Secondary Education ("HKDSE") Examination had been aggravating the financial position of HKEAA. Members put forward various suggestions to the Administration for sustaining HKEAA's stable operation, which included setting up a fund to generate investment income to assist towards the cost of conducting HKDSE Examination, reducing the operating cost of HKDSE Examination by refining the senior secondary curriculum and streamlining the examination format, setting the examination fees for non-local HKDSE candidates at a level which fully recovered the cost, the Administration to bear the operating cost for administering HKDSE Examination and to take up the responsibility of conducting the Examination in the long run, providing regular funding to HKEAA, exploring feasible ways to save the costs of and open up new income sources for HKEAA, etc. The Administration assured members that all practicable proposals which could improve HKEAA's operation mode would be considered and a concrete proposal to ensure its long-term financial sustainability would be worked out in about two years' time.

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

37. The Panel was consulted on the Administration's one-off measure to pay the examination fees for school candidates sitting for the 2020 HKEAA Examination. While raising no objection to the measure, members strongly urged the Administration to regularize the measure. There were also views that the scope of application of the measure should be extended to cover private candidates.

38. The Administration advised that the arrangement of confining the proposed measure to school candidates had helped ensure the smooth operation of the 2019 HKDSE Examination, and the same arrangement was proposed this time. As regularization of the 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 measure could be regularized in the review of HKEAA's long-term financial sustainability.

Staff establishment and salary structure in public sector primary schools

39. Members welcomed the Administration's proposals to improve the manpower at the middle management level and to rationalize salaries for school heads and deputy heads in public sector primary schools in tandem with the implementation of the all-graduate teaching force policy and whole-day primary schooling. In members' view, the proposals could not only address concerns about the disparity in salary structure and staff establishment between primary school teachers and their secondary school counterparts, but also help attract and retain talents in primary schools.

40. Members noted that schools with 12-23 classes were headed by Headmaster/Headmistress II at Master pay scale ("MPS") point 40-43 while those with 11 or few classes were headed by Senior Primary School Master/Mistress at MPS point 34-39. In some members' view, the workload and responsibilities shouldered by the heads of schools with 11 or less classes were comparable to those of schools with 12 or more classes. The differences between the salaries of the headships of these schools would give rise to unfairness. The Administration should re-consider the issue and give due recognition to the important roles played and the complex duties and responsibilities shouldered by school heads with 11 or less classes. Members were advised that the Administration would continue to gauge views from the stakeholders on the ranking arrangement of headships of primary schools.

41. Members also noted that schools might achieve full implementation of the all-graduate teaching force policy in one go in the 2019-2020 school year or within two years taking into account their respective school-based circumstances. For the benefit of the education sector, the Administration was urged to encourage schools to streamline the conversion procedures with a view to implementing the policy in one go.

Extension of retirement age for newly-joined aided school teachers

42. Members were briefed on the Administration's proposal to extend the retirement age of teachers who are newly appointed to teaching posts within the approved staff establishment of aided schools to 65, and the key elements of the proposed legislative amendments to the Education Ordinance (Cap 279), the Grant Schools Provident Fund Rules (Cap 279C), and the Subsidized Schools Provident Fund Rules (Cap 279D). Members were advised that the Administration would prepare for the drafting of the law amendments and make submission of the Amendment Bill in 2019.

43. Members in general expressed support for the proposal. Some members suggested that consideration should be given to allowing serving aided school teachers to choose to retire at 65 so as to align with the civil service

arrangement. Some members, however, were worried that teachers with bad performance would stay for five more years with the extension of retirement age to 65, blocking injection of new blood and affecting teaching effectiveness. There was also a suggestion of creating new posts in schools for engaging retired principals as consultants to help develop successors.

44. The Administration advised that the proposal aimed at extending the retirement age of newly-joined aided school across the board, and smoothing out the planning and succession of the teaching career as a whole instead of focusing on some individual cases. It also placed emphasis on the career development and prospect of the teachers, including in-service young teachers and potential candidates who would join the teaching career in the future. As there would not be staff shortage in the education sector in the near future, allowing serving teachers to retire beyond 60 might affect the entry and career prospects of young teachers. Members were assured that measures, such as strengthening teachers' professional development for bettering the quality of education, would be explored with a view to improving the performance of individual teachers.

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

45. Members gave views on the Administration's proposal to create two permanent posts of Assistant Director of Education ("ADE"), three permanent posts of Principal Education Officer ("PEO"), and one supernumerary ADE post for about three years. The majority of members supported the proposal of strengthening the directorate manpower of EDB to meet new demands and to ensure effective use of new education resources. A few members, however, considered that the creation of proposed posts might not be necessary.

46. Concern was raised by some members about the responsibilities of the proposed new PEO in the Special Education Division. They pointed out the new PEO was tasked to assist on measures in relation to the prevention of student suicides. In their view, prevention of student suicides was not a part of special education. The Administration should set up a dedicated team to prevent student suicides. Some members were of the view that EDB should step up its monitoring role in the implementation of the school-based management policy with the proposed additional directorate manpower. To nurture talents for the future and enhance Hong Kong's competitiveness, some members urged the Administration to study the feasibility of 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. Noting that the supernumerary ADE post would serve as the Division Head of the Kindergarten Education Division to implement and review the new kindergarten policy, there was a suggestion that the Administration should consider making the post a permanent

one.

Capital works projects

47. Members expressed support for three school projects prior to their submission to the Public Works Subcommittee. These included the construction of two 30-classroom primary schools at Queen's Hill, Fanling, a 30-classroom primary school at Shui Chuen O, Shatin, and a 30-classroom secondary school at Site KT2e, Development at Anderson Road, Kwun Tong. One of members' major concerns was the need to tie in the commencement date of a school in new development areas with the population intake schedule of the nearby new housing developments.

48. Another capital works project considered by the Panel was the extension and revitalization of the main library of The Hong Kong Polytechnic University ("HKPU"). Members recognized the need to provide additional space to accommodate the increasing number of students. Some members considered it necessary for HKPU to enhance library facilities in tandem with the modern trend of learning. Members also urged the Administration to ensure that the construction of the additional floor and the green roof would not affect the structural safety of the library building, and to minimize nuisance to library users during the works period.

Meetings and visits

49. From October 2018 to July 2019, the Panel held a total of 10 meetings, including one joint meeting with the Panel on Health Services and one with the Panel on Welfare Services. The Panel has planned to conduct a duty visit to Finland in September 2019 to acquire first-hand understanding on the Finnish education system.

Legislative Council

Panel on Education

Terms of Reference

1. To monitor and examine Government policies and issues of public concern relating to education.
2. To provide a forum for the exchange and dissemination of views on the above policy matters.
3. To receive briefings and to formulate views on any major legislative or financial proposals in respect of the above policy area prior to their formal introduction to the Council or Finance Committee.
4. To monitor and examine, to the extent it considers necessary, the above policy matters referred to it by a member of the Panel or by the House Committee.
5. To make reports to the Council or to the House Committee as required by the Rules of Procedure.

Panel on Education

Membership list for 2018-2019 session *

Chairman	Hon IP Kin-yuen
Deputy Chairman	Hon Vincent CHENG Wing-shun, MH, JP
Members	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-kuok, 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-kuok, SBS, MH, JP Hon CHU Hoi-dick Hon Jimmy NG Wing-ka, BBS, 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

(Total : 34 Members)

Clerk Angel WONG

Legal Adviser Joyce CHAN

Date 4 July 2019

* Changes in membership are set out in **Annex to Appendix II**

Panel on Education
Changes in membership
(Year 2018-2019)

Member	Relevant date
Hon Martin LIAO Cheung-kong, GBS, JP	Up to 14 October 2018
Hon Steven HO Chun-yin, BBS	Up to 15 October 2018
Hon CHAN Han-pan, BBS, JP	Up to 15 October 2018
Hon Alice MAK Mei-kuen, BBS, JP	Up to 15 October 2018
Dr Hon Elizabeth QUAT, BBS, JP	Up to 15 October 2018
Hon POON Siu-ping, BBS, MH	Up to 15 October 2018
Hon Frankie YICK Chi-ming, SBS, JP	Up to 18 October 2018
Hon YIU Si-wing, BBS	Up to 18 October 2018
Hon CHAN Hoi-yan	Since 5 December 2018
Hon WONG Kwok-kin, SBS, JP	Up to 20 January 2019
Hon Wilson OR Chong-shing, MH	Up to 24 January 2019
Hon CHAN Kin-por, GBS, JP	Up to 27 February 2019