

**立法會**  
**Legislative Council**

LC Paper No. CB(4)1940/20-21  
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by the Administration)

Ref : CB4/PL/ED

**Panel on Education**

**Minutes of special meeting**  
**held on Tuesday, 19 January 2021 at 4:30 pm**  
**in Conference Room 1 of the Legislative Council Complex**

- Members present** : Dr Hon Priscilla LEUNG Mei-fun, SBS, JP (Chairman)  
Hon Alice MAK Mei-kuen, BBS, JP (Deputy Chairman)  
Hon Abraham SHEK Lai-him, GBS, JP  
Hon Tommy CHEUNG Yu-yan, GBS, JP  
Hon Starry LEE Wai-king, SBS, JP  
Hon Mrs Regina IP LAU Suk-ye, GBS, JP  
Hon Michael TIEN Puk-sun, BBS, JP  
Hon LEUNG Che-cheung, SBS, MH, JP  
Hon KWOK Wai-keung, JP  
Hon Elizabeth QUAT, BBS, JP  
Dr Hon CHIANG Lai-wan, SBS, JP  
Ir Dr Hon LO Wai-kwok, SBS, MH, JP  
Hon Jimmy NG Wing-ka, BBS, JP  
Dr Hon Junius HO Kwan-yiu, JP  
Hon Holden CHOW Ho-ding  
Hon YUNG Hoi-yan, JP  
Hon CHEUNG Kwok-kwan, JP  
Hon LAU Kwok-fan, MH  
Dr Hon CHENG Chung-tai  
Hon Vincent CHENG Wing-shun, MH, JP
- Member attending** : Hon SHIU Ka-fai, JP
- Member absent** : Hon MA Fung-kwok, GBS, JP

**Public Officers** : Agenda item I  
**attending**

Mr Kevin YEUNG, JP  
Secretary for Education

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

Dr Gloria CHAN  
Principal Assistant Secretary (Curriculum Development)  
Education Bureau

Ms Edith TSE  
Principal Education Officer (Curriculum Development)1  
Education Bureau

Ms Grace LAW  
Chief Curriculum Development Officer  
(Council and Secondary)  
Education Bureau

Agenda item II

Dr CHOI Yuk-lin, JP  
Under Secretary for Education

Mr Derek LAI  
Principal Assistant Secretary (Higher Education)  
Education Bureau

University Grants Committee Secretariat

Prof James TANG  
Secretary-General, UGC

Mr Louis LEUNG  
Deputy Secretary-General (1)

City University of Hong Kong

Mr Sunny LEE  
Vice-President (Administration)

Hong Kong Baptist University

Ms Christine CHOW  
Vice President (Administration) and Secretary

Hong Kong Shue Yan University

Professor Catherine SUN  
Academic Vice President

Lingnan University

Prof Joshua MOK  
Vice-President

Mr Ian WOO  
Comptroller

The Chinese University of Hong Kong

Mr Eric NG  
Vice-President (Administration) and University Secretary

The Education University of Hong Kong

Ms Sarah WONG  
Vice President (Administration) and Secretary to Council

The Hang Seng University of Hong Kong

Dr Tom FONG  
Vice-president (Organisational Development)

The Hong Kong Polytechnic University

Dr Miranda LOU  
Executive Vice President

Prof Ben YOUNG  
Vice President (Student and International Affairs)

The Hong Kong University of Science and Technology

Mr Mark HODGSON  
Vice-President for Administration and Business

Prof King CHOW  
Acting Dean of Students

The Open University of Hong Kong

Prof Reggie KWAN  
Provost

The University of Hong Kong

Prof Norman TIEN  
Vice-President and Pro-Vice-Chancellor  
(Institutional Advancement)

Ms Trinni CHOY  
Acting Director of Communications

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

**Staff in attendance** : Miss Wincy LO  
Senior Council Secretary (4)4

Ms Rachel WONG  
Council Secretary (4)4

Ms Sandy HAU  
Legislative Assistant (4)4

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**I. Review Report of the Task Force on Review of School Curriculum**

(LC Paper No. CB(4)365/20-21(01) -- Paper provided by the Administration)

Briefing by the Administration

The Secretary for Education ("SED") briefed members on the recommendations set out in the review report of the Task Force on Review of School Curriculum ("Task Force") and the follow-up work of the Government, details of which were set out in the Administration's paper [LC Paper No. CB(4)365/20-21(01)].

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Discussion

*Senior secondary Liberal Studies*

2. Dr Junius HO expressed disappointment that the senior secondary Liberal Studies ("LS") subject still remained compulsory for public assessment despite its various problems in terms of curriculum, teachers' teaching strategies and mode of assessment, which were stated in the Task Force's report.

3. Mr Holden CHOW said that many parents complained about the existing LS subject and asked the Administration to reform or turn it into an elective subject. However, the Task Force recommended keeping LS compulsory for public assessment. He enquired whether the Administration would consider abolishing LS or at least turning it into an elective subject if the reform proved to be ineffective. Mr CHOW further enquired how the Education Bureau ("EDB") would ensure LS teachers taught and prepared teaching materials in accordance with the objectives of the school curriculum to enhance students' learning about national development as well as Constitution and Basic Law education.

4. SED responded that the promotion of national education, Constitution, Basic Law and national security education could facilitate students' understanding of the relationship of Hong Kong and the Mainland. Hence, the elements of national identity, Constitution, Basic Law and national security education in the curriculum of the renamed subject would be strengthened. In future, EDB would provide the relevant teaching materials and continue to monitor the quality of learning and teaching through external school reviews and focus inspections. Besides, the school management had the responsibility to supervise teachers' performance to ensure proper delivery of the subject.

5. Ms Elizabeth QUAT said that she had long urged for the abolition of LS. She was disappointed and worried that LS would remain a core subject compulsory for public assessment. To prevent some teachers from making use of the new LS subject to mislead students, she sought further information on the measures that would be taken by EDB to monitor the quality of LS teaching resources and the professional conduct of teachers, the procedures for complaining against biased school-based teaching materials or teachers' misconduct, and the ways to enhance students' learning about national development through LS. Also, she enquired whether a pass in the new LS subject was a requirement for admission to local universities.

6. SED advised that EDB attached great importance to the quality of teaching materials and teachers. A professional consultancy service had been provided to scrutinize published LS textbooks sold on the market, and to follow the practices of textbook review of other subjects, textbooks of the renamed subject would be vetted by EDB. EDB would continue to listen to members'

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views for further improvement. On teachers' professionalism, EDB was in the progress of summarizing the experience gained from the handling of complaint cases about teachers' misconduct so as to come up with some measures for improving the complaint mechanism and upholding the quality of teachers. The Panel would be briefed on the findings in due course. As regards university admissions, EDB would continue to liaise with the tertiary education sector on the admission requirements. In principle, students must obtain "Attained" in the renamed subject to fulfil the minimum university entrance requirements. The Curriculum Development Council ("CDC") had been making professional deliberations on the curriculum framework with involvement of the Hong Kong Examinations and Assessment Authority to further tap views from schools.

7. The Chairman pointed out that the public was concerned about the quality of teaching materials and professional conduct of teachers. Noting that the new LS subject would be implemented in the 2021-2022 school year, she asked about the readiness of the Administration in launching the new subject, including whether measures had been formulated to prevent students from being misled by the biased teaching materials again, and whether professional training and assessment would be provided to ensure that teachers were qualified for teaching the new subject.

8. SED advised that further to the development of the curriculum framework of the new renamed subject by CDC, training would be provided to teachers. It was expected that the new subject would be implemented in the next school year at the earliest for all Secondary Four ("S4") students. The current S4 to S5 students would not be affected by the curriculum reform of the subject as they would continue their original study and assessment arrangements. Besides, EDB attached great importance to both the quality of teachers and that of learning and teaching resources. For the former, EDB would build on the experience gained in handling complaint cases of teacher misconduct. For the latter, EDB had previously provided a professional consultancy service to review those "textbooks" available on the market and offered advice to the publishers concerned which already made improvements on their "textbooks". EDB would also enhance school inspections for quality assurance.

9. The Deputy Chairman opined that students in general did not know how to score high marks in the public examination of LS. Keeping LS compulsory for public assessment would increase students' pressure. She suggested that EDB should monitor the development of LS teaching resources and announce the pass/fail criteria for grading LS examination papers so that students could adapt to the new assessment mode.

10. Noting the new LS subject would provide students with Mainland study opportunities, Mr LEUNG Che-cheung suggested EDB co-ordinate the study tours with the schools in the Mainland to ensure that students could gain a true

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understanding of the country and its development. SED advised that schools would be allowed flexibility in arranging the study tours so that students could gain a first-hand understanding of the issues that they were most interested in.

*Chinese Language*

11. Ir Dr LO Wai-kwok expressed appreciation of the work of the Task Force and shared the view that the promotion of Chinese culture should be strengthened. He urged EDB to take forward the Task Force's recommendations related to Chinese Language, in particular for enhancing the learning and teaching of Chinese literature and classics from the primary level. The Chairman sought clarification on whether EDB was considering allowing secondary students to choose between the core subjects of Chinese Language and English Language.

12. Dr CHIANG Lai-wan considered that more should be done to cater for the learning needs of non-Chinese speaking ("NCS") students. Given that the "Chinese Language Curriculum Second Language Learning Framework" ("the Learning Framework") had been implemented to support NCS students in learning the Chinese Language since the 2014-2015 school year, she urged EDB to make the learning of Chinese compulsory and to set a clear mechanism for evaluating the effectiveness of NCS students' progress in learning of Chinese Language after implementation of the Learning Framework. SED clarified that the learning of Chinese was compulsory for all students under the current school curriculum. He further advised that the Task Force had considered the learning needs of NCS students. To evaluate the learning progress of NCS students with diverse backgrounds, EDB was exploring how to gauge the process of NCS students in learning the Chinese Language through longitudinal studies. Although another study of NCS students showed that they improved in reading performance, EDB would still need to collect more longitudinal information to track the progress of NCS students. EDB would continue to explore measures to cater for the diverse needs of NCS students.

*Elective subjects of the senior secondary curriculum*

13. Mrs Reginal IP expressed great disappointment to the report of the Task Force as the problems arising from the New Senior Secondary academic structure were unaddressed, such as low recognition and student enrollment of Combined Science, Integrated Science and Business, Accounting and Financial Studies. In her view, introduction of these subjects would lower students' learning standards in the specific subject areas concerned. Also, she relayed the concerns of some university professors that some engineering students had not taken Calculus, as Extended Part of Mathematics was an elective subject only. The Chairman opined that the theory examination for visual arts subject was unnecessary.

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14. SED said that the aim of Integrated Science was to provide students with a broad and balanced learning experiences in different disciplines of science. On Mathematics Extended Part, Module 1 and Module 2 might be consolidated into a more advanced subject in the long run. In fact, universities should state clearly the admission requirements of the programmes offered so that students could choose relevant electives to fulfill the entry requirements.

*Applied Learning and STEM education*

15. While supporting EDB to make significant efforts to strengthen STEM education, Ms Elizabeth QUAT urged EDB to actively engage different stakeholders in the information technology sector to assist in developing the curriculum of STEM subjects, with a view to ensuring that the curriculum could keep up with the latest technological advances. SED advised that CDC had set up a Standing Committee on STEM Education, comprising representatives from schools, universities, professional bodies and the private sector to oversee the long-term development of STEM education in primary and secondary schools.

16. Ir Dr LO Wai-kwok opined that EDB should encourage schools to increase the number of STEM-related and Applied Learning ("ApL") elective subjects by promoting the subjects in primary and secondary schools as well as liaising with local universities to give due recognition to students' achievements in the subjects when considering them for admission. SED noted the concern of Ir Dr LO and would undertake various measures to promote the subjects, such as allowing schools to offer ApL subjects as early as in S4. This would also be in line with the promotion of Vocational and Professional Education and Training.

17. The Deputy Chairman relayed some schools' concern that they had difficulty in meeting the minimum number of students for conducting ApL courses as not many students would take the courses and enquired whether such threshold student requirement for schools to offer ApL could be lowered. She also sought the implementation timeline of the Pilot Project on the Development of Applied Degree Programmes ("the Pilot Project"). Deputy Secretary for Education (5) explained that some ApL courses were offered by course providers at schools (Mode 2) while others at the venues of course providers (Mode 1). Not all ApL courses could be offered under Mode 2 as some courses require special facilities that were not available in schools. The minimum class size was determined by course providers and would vary with subject nature. Schools with difficulties in offering ApL courses could contact EDB for assistance. As regards the above-mentioned Pilot Project, SED advised that it was only at an early planning stage, that was, eligible tertiary institutions were being invited to submit proposals for taking part in the project. EDB would inform schools of further details as soon as practicable.



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18. Mrs Regina IP enquired about the reasons for offering vocational English course at the senior secondary level. She opined that students without solid foundation could hardly benefit from the vocational English course. On the contrary, the course might lead to a decrease in students' language competency. To improve students' English standard, schools should encourage students to write more, read more and speak more. SED explained that the vocational English course was an ApL course focusing on the needs of those students who might need to acquire English language skills for work purposes or pursue vocational studies. It would not replace the core English Language subject.

*Values education*

19. Mr LEUNG Che-cheung expressed concern about the use of foul language among secondary and university students. He considered it necessary for EDB to explore ways to cultivate the moral qualities of students and teachers. SED advised that while EDB attached great importance to strengthening values education in schools, the public should create a caring society with moral values for our youngsters.

20. Dr Junius HO asked when and how EDB would implement national security education, such as whether national security education would be included in the curriculum of LS and whether clear guidelines would be provided to facilitate the promotion of national security education in schools. SED responded that to raise students' awareness of national security, EDB would organically integrate the elements of Constitution, Basic Law and national security education in the curriculum contents of various subjects, such as introducing national security in lessons that were related to information and cyber security. It was expected that the relevant guidelines and curriculum documents on national security education would be ready in the first quarter of 2021.

*University admissions*

21. The Deputy Chairman urged EDB to early announce the details of the operation of the School Nominations Direct Admission Scheme so that students could better prepare themselves for the Scheme. SED advised that more time was needed for EDB to work out the implementation details of the Scheme with universities and schools, such as the designated programmes for the Scheme, the specific admission requirements for the programmes, etc. EDB would make announcement when details were finalized.

*Education system*

22. Dr CHENG Chung-tai said that the report of the Task Force had neither set a clear direction for the education system nor address the pressing issues facing by the education sector, such as high-pressure teaching environment,

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numerous cases of student withdrawal, insufficient student enrolment under COVID-19. In his view, EDB should consider conducting a reform of the education system or implementing small class teaching given the shrink in class size resulted from student withdrawals. SED commented that while there were other issues, EDB would not wait until all issues were resolved before embarking on the review of the curriculum. He understood that the education sector was facing difficulties and advised that EDB would work together with stakeholders to tackle the issues.

23. The Chairman and Mrs Regina IP remarked that many parents had lost confidence in the public school system in Hong Kong due to the deteriorating academic and teaching standards. The Administration should make an effort to rectify the situation. SED clarified that the present education system was a system for all that was different from the old system which was highly selective. We could not conclude that standards had declined under the present system with much greater student diversity. SED assured members that EDB would take forward the Task Force's recommendations with a view to catering for students' learning needs, attributes, abilities and strengths, as well as to equipping students with the necessary knowledge and skills to meet challenges in their future endeavours.

**II. Governance and security issues relating to recent incidents on university campus and follow-up work**

(LC Paper No. CB(4)365/20-21(02) -- Paper provided by the Administration)

Briefing by the Administration

24. The Under Secretary for Education ("US(Ed)") briefed members on the governance and security issues relating to recent incidents on university campus and follow-up work, details of which were set out in the Administration's paper [LC Paper No. CB(4)365/20-21(02)].

Discussion

*Radical and disrespectful behaviour of students*

25. Ir Dr LO Wai-kwok expressed serious concern about university students' radical behaviour in the social incidents in 2019 and the assault on security guards at The Chinese University of Hong Kong ("CUHK") in January 2021, which endangered the personal safety of members of the public. He asked about the stance of universities on students' radical behaviour, whether they had ever condemned students' violent acts and how they educated students with positive values and attitudes.

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26. Vice-President (Administration) and University Secretary ("VP (Administration) and US"), CUHK advised that CUHK expressed regret over the series of violent acts occurred in the campus. Regarding the recent assault on campus security staff, CUHK had immediately made a police report and issued a statement condemning the assault. As a student of the university was involved in the assault, the university would follow the established procedures for handling the case upon completion of the legal proceedings.

27. Dr Junius HO recalled that students of CUHK had already conducted activities advocating for "Hong Kong independence" in the campus in August 2019. However, the management of CUHK did not nip this kind of activities in the bud. As a result, campus facilities were destroyed in November 2019 and a large number of students were arrested. He considered that the university management should be held culpable for all that had happened in November 2019 and asked whether CUHK had conducted any internal review thereafter. VP (Administration) and US, CUHK advised that CUHK had conducted a comprehensive review on the incident and submitted a report to its Council in November 2020.

28. Ms YUNG Hoi-yan opined that universities were not places for expressing political demands. Universities should not allow students to promote "Hong Kong independence" through for example, chanting slogans, marching and setting up "Lennon Wall" in the campus. She enquired whether the University of Hong Kong ("HKU") and CUHK had taken any disciplinary actions against students participated in the aforesaid activities and if so, the number of students being disciplined since July 2019.

*(Post-meeting note: The Administration's response was issued to members vide LC Paper No. CB(4)606/20-21(01) on 9 March 2021.)*

29. Vice-President and Pro-Vice-Chancellor (Institutional Advancement) ("VP and Pro-Vice-Chancellor (Institutional Advancement)"), HKU and VP (Administration) and US, CUHK advised that universities had in place rules and governance procedures. Students violating rules and regulations would be subject to disciplinary actions according to the standing mechanisms. As regards the number of students disciplined for causing on-campus disturbances since July 2019, VP and Pro-Vice-Chancellor (Institutional Advancement), HKU said that he had no such information on hand and undertook to provide the information after the meeting. VP (Administration) and US, CUHK stressed that CUHK would not tolerate students causing disturbances in the campus and further advised that so far less than 10 students who had violated rules and regulations were disciplined. For cases involving students who were arrested by the Police, CUHK would handle the cases upon completion of the legal proceedings.

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30. The Chairman said that some CUHK students had named the university as "Rioters University". Many alumni expressed dissatisfaction and anger that the management level of CUHK had ignored and not responded to the matter. The Deputy Chairman declared that she was elected by Members of the Legislative Council to serve on the CUHK Council. She, being an alumnus of CUHK, was saddened by the name of "Rioters University" and strongly urged CUHK to take action to rectify the situation.

31. VP (Administration) and US, CUHK advised that the management of CUHK did not accept the name of "Rioters University" and was angry with such a stigmatization of the university. The university had all along been reminding students and staff of the motto, which is "Through learning and temperance to virtue". To step up efforts in building a diverse and inclusive campus, a Diversity and Inclusion Office had been set up in July 2020 to foster and maintain the culture and environment for diversity and inclusion, including setting out procedures for handling discrimination and bullying complaints.

32. Mrs Regina IP expressed dissatisfaction that some universities had been tolerating students' misbehaviour for years, resulting in the social incidents in 2019. For instance, universities did not put a curb on students' disrespectful acts at graduation ceremonies. Also, she said that two foreign professors at Hong Kong Baptist University ("HKBU") in 2019 had complained to her that campus walls had been daubed with graffiti by students. VP (Administration) and US, CUHK and Vice President (Administration) and Secretary, HKBU advised that all the graffiti on campuses had been cleaned up and students were reminded to comply with universities' rules not to draw graffiti on campus.

33. The Chairman was highly concerned about the quality of students of The Education University of Hong Kong ("EdUHK"), who were prospective teachers. She recalled that callous banners had been posted by EdUHK students on the campus in 2017 and enquired about EdUHK's follow-up actions. VP (Administration) and Secretary to Council, EdUHK advised that an investigation was conducted right after the incident, which later confirmed that two EdUHK students were involved. The case had been referred to the Student Disciplinary Committee of the university and disciplinary actions were taken against the two students.

*Governance and security issues of universities*

34. Ms Elizabeth QUAT said that the Hong Kong law applied to all places in the territory and nowhere including university campus was above the law. If anyone contravened the law in the campus, it was the duty of the Police to enter the campus for law enforcement. While enjoying autonomy in managing their internal affairs, the universities had the responsibility to ensure that their operations meet the legislative requirements and the interests of students and

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society as a whole. University management should take action to address students' disrespectful and violent behaviour, and stop the spreading of the idea of "Hong Kong independence" in the campus. As some universities were seriously damaged in the social incident in 2019, she asked about the cost for the restoration works.

35. Dr CHIANG Lai-wan said that it was heartrending to see so many young people participating in unlawful activities, committing violent acts and advocating "Hong Kong independence". Universities were obliged to educate students the right attitude towards the relationship between Hong Kong and China. Universities which condoned students should be held accountable for the violent acts of their students, including the recent assault in CUHK. She called for all universities to make their best effort to help students get back on the right track.

36. VP (Administration) and US, CUHK emphasized that CUHK was fully aware of its responsibility to strengthen Basic Law and national security education and would cooperate with the Education Bureau and the University Grants Committee ("UGC") in implementing the relevant curricula. Meanwhile, with the implementation of the National Anthem Ordinance and the National Security Law, academic staff members were reminded to impress upon students of the respect towards the national anthem and national security.

37. Mrs Regina IP asked why CUHK had failed to detect and prevent the smuggling of a large amount of petrol into the campus in November 2019 for making petrol bombs. VP (Administration) and US, CUHK advised that as public transportation services were seriously affected during the incident in November 2019, security staff was unable to arrive on the scene to carry out their duties. With the lesson drawn from this incident, CUHK had enhanced its security measures. A security consultant was engaged to provide professional advice on security issues and additional resources would be allocated to the area of security. Indeed, campus security was a challenge to CUHK as its 137-hectare campus with 170 buildings was the largest in Hong Kong and it had to comply with the land lease condition to open the campus to the public.

38. The Deputy Chairman said that other than enhancing security measures of universities campuses, universities should put more efforts in nurturing students' positive values and attitudes such as law-abiding awareness, mutual respect, and the sense of inclusion. Given the promulgation of the National Security Law, the Deputy Chairman requested the Administration to provide information on the implementation plan of national security education in universities and higher education institutions, and measures to be taken by the Administration to ensure proper implementation.

*(Post-meeting note: The Administration's response was issued to members vide LC Paper No. CB(4)606/20-21(01) on 9 March 2021.)*

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39. Dr CHENG Chung-tai opined that today's discussion was not conducive for safeguarding institutional autonomy and resolving problems in the tertiary education sector. Also, the highly secured campuses with strict access control would weaken students' sense of belonging at universities. He was worried that the universities were only designed to produce workers with no critical thinking skills in the long run.

40. Mr CHEUNG Kwok-kwan said that Dr CHENG Chung-tai was simply adopting an attitude of evading responsibilities. The majority of the members of the public strongly felt that the management of the universities condoned students, trying to play down the problem in the past. As a result, the incidents occurred in The Hong Kong Polytechnic University ("PolyU") and CUHK had caused serious damages to the campuses. The whole course of events was still the most profound memory of the public. In his view, universities should adopt a strong attitude to enforce its rules and regulations in order to convince the public that they could perform effective governance. Also, he urged CUHK to seek assistance from Members should it had any problem with its land lease.

41. Executive Vice President, PolyU advised that every member in PolyU felt heartrending about the incident occurred in PolyU on 11 November 2019, during which the university had closely cooperated with the Police. In fact, only a few PolyU students were involved in the incident. After the incident, the university had conducted a review and enhanced its governance and security measures. Students and teaching staff were repeatedly reminded that no one was above the law and they should not take part in unlawful activities. As the campus was seriously damaged, the university carried out campus restoration works by phases on the premise that normal operations of the university would not be affected.

42. To meet public's high expectation for universities and to ensure prudent use of public money, the Chairman considered that UGC should not only focus on university's research achievements for funding allocation. University students' quality, including conduct and discipline, and university's governance should also be taken into consideration.

43. Secretary-General, UGC responded that UGC had all along attached importance to good governance and management which underpinned institutional autonomy. In the triennial planning exercise, UGC would assess the universities' submissions in a comprehensive manner by taking into account their institutional missions and strategies in addition to their performance in more specific domains, namely quality of the student experience of teaching and learning, quality of research performance and of research postgraduate experience, knowledge transfer and wider engagement, enhanced internationalization, and financial health and institutional sustainability.

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*(At about 6:25 pm, the Chairman proposed and members agreed that the meeting would be extended for 15 minutes to 6:45 pm.)*

*Campus management arrangements*

44. At the invitation of the Chairman, representatives of The Hong Kong University of Science and Technology ("HKUST"), The Open University of Hong Kong ("OUHK"), The Hang Seng University of Hong Kong ("HSU"), City University of Hong Kong ("CityU"), Lingnan University ("LU") and Hong Kong Shue Yan University ("HKSJU") briefed members on the campus management arrangements after the social incidents in 2019.

45. Vice-President for Administration and Business, HKUST advised that damages of HKUST caused by the social incident in 2019 were not extensive and were resolved under the normal maintenance budget. Diversity and respect were the core values of HKUST and applicable in all education aspects through offering courses and co-curricular activities on ethics, cultures and values.

46. Provost, OUHK advised that OUHK attached great importance to moral education. While supporting students to show concern to the society, OUHK had repeatedly reminded students to be law-abiding. In the past two years, OUHK had added seven subjects on Chinese culture with a view to cultivating students' understanding to their country. The campus had not been damaged in the social incidents in 2019.

47. Vice-president (Organisational Development), HSU said that HSU attached importance to both knowledge and morality. With a relatively small number of students, the university emphasized very close student-teacher interactions and students' all round development. Despite the relatively calm campus environment during the last two years, HSU would continue to strive to maintain close communication with students and implement national security education.

48. Vice-President (Administration), CityU advised that CityU had been committed to promoting positive values, international perspective and inclusiveness by offering the Global Work Attachment Programme and other relevant activities to students. Also, student counselling service would continue to be strengthened.

49. Vice-President, LU advised that LU groomed students to think critically and creatively, judge independently, care genuinely, and act appropriately and responsibly. Students of LU were given many opportunities to engage in various service projects through the Service-Learning programme, which facilitated their development as an all-rounded individual with a social conscience.

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50. Academic Vice President, HKSJU advised that in response to the social incidents in 2019, HKSJU had strengthened its communication with students and the student counselling service. Also, students were clearly informed of the university's stance on unlawful acts. Apart from the provision of existing courses on values education, HKSJU would implement national security education according to the relevant guidelines. So far, there was no vandalism or graffiti in the campus.

51. The Chairman thanked the representatives of the 11 universities for their attendance and said that after the meeting, the universities concerned were welcome to provide supplementary information they deem necessary to address members' concerns, such as measures to uphold students' conduct and discipline, campus damage during the social incidents in 2019 and the repair and restoration costs incurred etc.

**III. Any other business**

52. There being no other business, the meeting ended at 6:48 pm.

Council Business Division 4  
Legislative Council Secretariat  
31 May 2021