

**立法會**  
**Legislative Council**

LC Paper No. CB(4)1440/20-21  
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by the Administration)

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**Panel on Education**

**Minutes of meeting**  
**held on Friday, 2 July 2021, at 10:45 am**  
**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 Michael TIEN Puk-sun, BBS, JP  
Hon MA Fung-kwok, GBS, JP  
Hon LEUNG Che-cheung, SBS, MH, JP  
Hon KWOK Wai-keung, JP  
Hon Elizabeth QUAT, BBS, JP  
Ir Dr Hon LO Wai-kwok, GBS, 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, JP  
Dr Hon CHENG Chung-tai  
Hon Vincent CHENG Wing-shun, MH, JP
- Member attending** : Hon SHIU Ka-fai, JP
- Members absent** : Hon Mrs Regina IP LAU Suk-ye, GBM, GBS, JP  
Dr Hon CHIANG Lai-wan, SBS, JP

**Public Officers** : Agenda item III  
**attending**

Mr Kevin YEUNG, JP  
Secretary for Education

Dr Verena LAU  
Principal Assistant Secretary  
(School Development\_Special Support)  
Education Bureau

Agenda item IV

Dr CHOI Yuk-lin, JP  
Under Secretary for Education

Dr Verena LAU  
Principal Assistant Secretary  
(School Development\_Special Support)  
Education Bureau

Agenda item V

Dr CHOI Yuk-lin, JP  
Under Secretary for Education

Mr CHENG Ming-keung  
Principal Assistant Secretary  
(School Administration\_Special Duties)  
Education Bureau

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

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

Ms Rachel WONG  
Council Secretary (4)4

Ms Sandy HAU  
Legislative Assistant (4)4

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

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

**II. Date of next meeting and items for discussion**

(Appendix I to LC Paper No. CB(4)1175/20-21 -- List of outstanding items for discussion

Appendix II to LC Paper No. CB(4)1175/20-21 -- List of follow-up actions)

2. Members agreed that the September and October Panel meetings would be respectively held on Friday, 3 September 2021 at 10:45 am and Monday, 4 October 2021 at 4:30 pm.

3. Members further agreed that the following items would be discussed at the regular meeting on 3 September 2021:

(a) Promotion of values education in schools;

(b) Progress of the implementation of the Kindergarten Education Scheme; and

(c) Progress on supporting Chinese learning and teaching for non-Chinese speaking students.

**III. School arrangements for COVID-19 vaccination**

(LC Paper No. CB(4)1175/20-21(01) -- Paper provided by the Administration)

Briefing by the Administration

4. The Secretary for Education ("SED") briefed members on the COVID-19 vaccination arrangements for schools and other anti-epidemic measures, details of which were set out in the Administration's paper [LC Paper No. CB(4)1175/20-21(01)].

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Discussion

*Vaccination of teachers and school staff*

5. Noting from the Administration's paper that the overall vaccination rate of teachers and school staff was around 18% in May 2021, Mr LAU Kwok-fan enquired about the latest vaccination rate and whether the Administration would set a minimum vaccination target for schools to comply with. In his view, teachers should receive vaccination in order to serve as a role model for students.

6. SED explained that in response to a Member's enquiry at a meeting of the Finance Committee, the Education Bureau ("EDB") collected the vaccination data of teachers and school staff from all schools in early May 2021. Schools in general were not required to report on the number of vaccinated teachers regularly. EDB therefore did not have the latest figures. EDB had been encouraging teachers, school staff, students and parents to receive vaccination through school outreach vaccination service or group booking at Community Vaccination Centres. Together with the Government's active promotion of vaccination for all, the number of vaccinated teachers and school staff should have been increased.

7. Mr LAU Kwok-fan and Mr MA Fung-kwok expressed disappointment that EDB could not provide an update on the overall vaccination rate of teachers and school staff, and had not established a mechanism for collecting vaccination data from schools. They considered it necessary for EDB to require schools to report regularly on the related data (including the numbers of vaccinated and to-be-vaccinated teachers, school staff and students) so as to obtain the necessary information for working out the schooling arrangements. Mr MA considered that anti-epidemic was of paramount importance and urged EDB to take a proactive role in fighting against the epidemic, set a vaccination target for schools to comply with, and inform schools clearly of the consequences of not meeting the target.

8. SED advised that it was important to increase the overall vaccination rate in schools so that students could resume normal school life. According to some health experts, more face-to-face classes and activities could be allowed in the next school year should the schools had a vaccination rate of say, 70% to 80%. EDB would continue to liaise with health experts to seek their views and discuss the schooling arrangements with the school sector. Given that vaccination was not mandatory in Hong Kong ("HK") and schools were allowed flexibility in arranging classes/activities according to their own situation, there was no urgency for schools to report on the vaccination data regularly for the purpose of working out the schooling arrangements for the next school year. Nevertheless, EDB could collect the latest vaccination rate from schools should members consider it necessary.

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9. Mr Holden CHOW opined that the overall vaccination rate of 18% was low. As vaccination could boost economic recovery, everyone had a social responsibility to get vaccinated. He therefore supported the suggestion of setting up a mechanism to collect vaccination data from schools regularly and further suggested that EDB might consider disclosing the vaccination rate of each school to the public. With the data collected, EDB could explore measures to encourage teachers and school staff with low vaccination rate to get vaccinated. Mr LEUNG Che-cheung considered it important for EDB to encourage teachers to receive vaccination proactively and collect vaccination data from schools regularly.

10. As teachers and school staff frequently had close contact with students, Mr Tommy CHEUNG and Dr Junius HO considered that vaccination should be made mandatory for teachers, in particular when kindergarten ("KG") and primary students were not eligible for vaccination at present, with a view to protecting students' health. Teachers and school staff who had not taken vaccination should undergo more frequent COVID-19 testing, say, every three days. EDB might consider requiring teachers to get vaccinated under the Prevention and Control of Disease Ordinance (Cap. 599).

11. The Chairman said that she did not advocate mandatory vaccination. However, members of the education sector should, as other sectors, fulfill their social and civic responsibilities to facilitate the society in getting back to normal. EDB should provide clear guidelines for schools to comply with, monitor individual schools' vaccination rates, encourage unvaccinated teachers and school staff to receive vaccination, find out the reasons for the low vaccination rate of individual schools, take follow-up actions and report to the Panel.

12. SED advised that in considering whether a mechanism should be established for collecting vaccination data from schools on a regular basis, the workload of schools and the implications of the mechanism to other sectors, such as social welfare and health care sectors, should be taken into account. As vaccination was not mandatory in HK, everyone including teachers was given the choice to receive the vaccination or not. Getting vaccinated or not was a personal decision that should be respected.

13. The Chairman did not subscribe to SED's explanation and considered that EDB should at least require unvaccinated teachers to undergo regular COVID-19 testing. The Deputy Chairman and Ms Elizabeth QUAT shared similar view that teachers and school staff who had not received vaccination should be required to undergo self-paid COVID-19 test every seven days which also applied to other sectors. Ms QUAT further opined that the policy of EDB should be in line with the Government's policy of achieving a 70% vaccination rate.

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14. SED took note of members' concern. He advised that EDB had been encouraging members of the education sector to get vaccinated and was considering various feasible measures including making COVID-19 testing compulsory for unvaccinated teachers and school staff. Subject to the latest development of the pandemic situation and discussions with health experts, a holistic plan for working out the schooling arrangements for the next school year would be devised.

*Vaccination of students*

15. Ms YUNG Hoi-yan opined that to encourage parents to allow their children to get vaccinated, comprehensive information should be provided to parents, including the negative health impact of COVID-19 on children and adolescents, and benefits of receiving vaccination to their family members. EDB might consider arranging doctors or nurses to explain to parents that vaccination was safe and effective for their children. Moreover, she suggested that the threshold for arranging school outreach service for COVID-19 vaccination should be flexibly lowered to less than 300 per visit and the outreach service providers should visit schools regularly to promote the vaccination programme in order to encourage more parents and students to receive vaccination. SED noted Ms YUNG's suggestions and advised that the arrangement for outreach service was subject to the deployment of resources by the Civil Service Bureau.

16. Dr CHENG Chung-tai opined that the promotion of vaccination of children and adolescents was a political decision because according to overseas studies, the incidence rate and infection fatality rate of COVID-19 among children and adolescents were relatively low when compared with other age groups. Hence, there was no urgency for children and adolescents to receive vaccination and vaccines should be reserved for high risk groups. It was indeed not necessary for schools to report on vaccination figures. On the other hand, he stressed that parents' choice should be respected and their consent must be obtained before students could receive vaccination.

17. The Deputy Chairman, Mr Tommy CHEUNG and Ms Elizabeth QUAT did not subscribe to Dr CHENG Chung-tai's views and considered that all eligible persons should receive vaccination so as to restore normality to society sooner.

18. SED advised that there were sufficient COVID-19 vaccines for the entire population of HK. As long as the vaccines were considered suitable for certain age groups, those groups would be encouraged to get vaccinated. For vaccine recipients under the age of 18, parental consent was required.

19. The Deputy Chairman further pointed out that some parents preferred their children receiving Sinovac vaccine to BioNTech vaccine, and did not understand why schools only urged their children to take BioNTech vaccine. She

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urged EDB to explain to parents that the Advisory Panel on COVID-19 Vaccines had approved lowering of the age limit for receiving BioNTech vaccine to 12 while at present, Sinovac vaccine was recommended for individuals aged 18 or above. SED undertook to provide parents with more relevant information.

*Promotion of vaccination at schools*

20. Noting that a maximum of five staff members from each school could attend the online webinar on "COVID-19 Vaccination for Children and Adolescents", Mr LEUNG Che-cheung considered five places insufficient and urged EDB to organize more sessions for the webinar so as to promote the vaccination programme and encourage more teachers to receive vaccination. He also enquired whether parents had been invited to participate in the online webinar. SED advised that three online webinars on information of COVID-19 vaccines would be organized for parents in July 2021. EDB would continue to coordinate with the Department of Health in providing more relevant information on vaccination to schools and parents.

21. Mr KWOK Wai-keung said that a higher vaccination rate would lay the foundation for the resumption of whole-day schooling. However, the side effects of COVID-19 vaccine had been exaggerated by some members of the public, causing adverse effect on anti-pandemic. In any case, the benefits of receiving vaccination outweighed the risks posed by COVID-19. He suggested that EDB might consider allowing schools with 50% or more vaccination rate to resume whole-day schooling so that students could catch up with their schoolwork. Ms Elizabeth QUAT relayed some parents' dissatisfaction that their children had received vaccination but were still unable to resume normal school life.

22. Dr CHENG Chung-tai opined that the rights of unvaccinated students to enjoy normal school life should not be jeopardized. For example, they should not be deprived of the right to take physical lessons.

23. SED advised that in considering the learning and activity arrangements for vaccinated and unvaccinated students, EDB would bear in mind the principle of education equity and take into account the latest pandemic situation, advice of medical experts, individual schools' preparedness, etc. EDB would continue to encourage schools to achieve a higher vaccination rate under all circumstances.

24. The Deputy Chairman and Ms Elizabeth QUAT urged EDB to provide information and guidelines to facilitate schools/school sponsoring bodies ("SSBs")/ school management committees in managing issues relating to COVID-19 testing and vaccination and class resumption. SED took note of members' suggestion and advised that EDB would continue to provide necessary assistance to schools/SSBs during the pandemic.

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**IV. Learning arrangements for cross-boundary students amid the epidemic**

(LC Paper No. CB(4)1175/20-21(02) -- Paper provided by the Administration)

Briefing by the Administration

25. The Under Secretary for Education ("US(Ed)") briefed members on the learning arrangements for cross-boundary students ("CBS") amid the epidemic and the support measures for CBS provided by EDB and schools. Details of the briefing were set out in the Administration's paper [LC Paper No. CB(4)1175/20-21(02)].

Discussion

*Class resumption for cross-boundary students*

26. The Deputy Chairman asked whether certain quota could be secured for CBS to resume schooling in HK if a quota system was adopted for cross-border travel between HK and the Mainland. Mr LAU Kwok-fan urged EDB to include CBS as the high-priority group to come to HK so that CBS could resume schooling in September 2021.

27. US(Ed) advised that EDB had been fully aware of the importance of face-to-face classes to students and had reflected the need for CBS to resume classes in schools during cross bureaux/departmental meetings. Different measures had been implemented in collaboration with schools to facilitate the learning of CBS during the epidemic, such as provision of point-to-point school bus services for Secondary 3 to Secondary 5 CBS to resume classes in HK in June and July 2020, logistics support for CBS to attend Hong Kong Diploma of Secondary Education Examination ("HKDSE") in HK, etc. With the experience gained and as far as practicable, EDB would co-ordinate with the relevant departments and the Mainland authorities to explore the feasibility of class resumption for CBS in HK, and liaise with the school sector to work out the related arrangements. In tandem, EDB would continue to implement various measures to facilitate the learning and development of CBS, such as providing "Psychosocial Support" and "Learning Support" programmes, operating general service points in various districts of Shenzhen, etc.

*Cross-boundary students participating in Secondary School Places Allocation*

28. Mr LEUNG Che-cheung relayed the worries of some parents of CBS that their children were unable to come to HK to attend the internal assessments for the Secondary School Places Allocation ("SSPA") System. He enquired



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whether other assessment methods, such as online assessment, could be adopted for these CBS. US(Ed) explained that EDB had actively communicated with schools to adopt flexible measures and different forms of continuous assessment for SSPA, including assessing students' performance through quizzes, summative assessments, assignments or other professional methods. Some schools had also conducted examinations for CBS in the Mainland via their sister schools or appropriate service providers to ensure fair and impartial assessments.

29. The Deputy Chairman enquired whether any special arrangements, such as online registration, would be made for CBS who could not register with their allocated secondary schools in person after the release of SSPA results. US(Ed) advised that EDB had reminded all primary schools to contact parents of their Primary ("P") 6 students prior to the release of SSPA results. If parents were unable to return to schools and collect the allocation results in person, respective primary schools should inform them of their children's allocation results by phone or other electronic means on the day of allocation results release so that parents could approach the allocated schools. To facilitate CBS in completing the registration procedure, these primary schools were required to return the Admission Slip of the students concerned to EDB for collection by the relevant secondary schools. As regards the arrangements for 2022 SSPA System, EDB allowed schools to implement different forms of continuous assessment and postpone the deadline for submitting P5 students' performance of the internal assessments to 5 July 2021.

*Support measures for cross-boundary students*

30. Ir Dr LO Wai-kwok opined that long-term online learning for CBS had greatly affected their learning and development. He enquired about the number of CBS who were unable to come to HK for classes and had decided to enroll in Mainland schools, and EDB's support measures for these students.

31. US(Ed) advised that EDB had conducted a survey covering some schools with CBS in June 2021. About 70% of the respondents (i.e. 58 KGs, primary and secondary schools) mentioned that some students were attending face-to-face classes in Mainland schools and engaging in e-learning provided by HK schools at the same time, and the number of such students ranged from one to 53 students per school. All along, EDB had been supporting HK children in receiving education in the Mainland by for example, implementing the scheme of schools/classes for HK children in Shenzhen since 2008, allowing HK children to study in state-run schools in Shenzhen since 2017, and establishing a school operated by a HK school sponsoring body in the Bay Area in September 2021. These were the options open to CBS who chose to continue their studies in the Mainland.

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32. The Deputy Chairman asked whether the "Psychosocial Support" and "Learning Support" programmes for CBS residing in Shenzhen would continue if CBS were still unable to come to HK for schooling in September 2021. In addition, as CBS could not resume face-to-face classes for a long period of time, she asked whether any specific measures would be in place to bridge the learning gap between CBS and their classmates who had resumed classes in HK.

33. US(Ed) advised that the "Psychosocial Support" and "Learning Support" programmes were well-received by CBS. EDB would, building on the successful experience, consider further organizing the existing programmes so as to provide better support to CBS should cross-border travel not resume in September 2021. This apart, the Administration would continue to adopt various measures to support schools in implementing quality e-learning for CBS.

34. Mr Holden CHOW considered face-to-face classes important for students' learning and enquired about the feasibility of arranging CBS to attend classes in the sister schools in the Mainland before resumption of normal cross-boundary activities. US(Ed) advised that the sister schools might not be close to the living place of individual CBS. Nevertheless, some local schools had collaborated with their sister schools to organize various learning and co-curricular activities of a short-term nature for CBS during the epidemic. A number of sister schools also helped HK schools in conducting assessments on CBS to keep track of their learning progress.

35. Mr LEUNG Che-cheung shared the view of supporting CBS through the sister schools in the interim. He then asked whether EDB could in the long run liaise with the Mainland authorities or commission a reputable education organization to provide face-to-face classes in the Mainland to CBS when boundary control points closed.

36. The Chairman considered it necessary to support CBS beyond learning at home, such as provision of tutorial services, extra-curricular activities, social skills training, etc. Instead of setting up various general service points in different districts in the Mainland, it might be more desirable for EDB to designate a team specifically responsible for providing support services to CBS or a Mainland school for consolidating and coordinating matters related to the study of CBS.

37. US(Ed) advised that there was a team in EDB designated for handling matters related to CBS. Given that CBS lived in different districts in Shenzhen which were far apart from each other, it was considered more appropriate to provide support services in areas where more CBS live. As such, EDB had commissioned service providers to set up general service points, which would serve 9 500, 8 800 and 6 700 CBS living in and near Luohu, Futian and Nanshan districts respectively.

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38. Mr KWOK Wai-keung considered that EDB should provide more relevant statistics to facilitate members' follow-up, for example, the number of CBS who were unable to complete the internal assessments for SSPA, the number of requests for emotional support received from CBS, the number of cases being handled and whether there are difficult cases and if so, details of the cases.

39. US(Ed) advised that EDB had followed up with schools having CBS who encountered difficulties in taking the internal assessments for SSPA and all cases concerned had been resolved. To facilitate teachers and parents in understanding students' emotional needs, EDB had launched psychoeducational videos and issued relevant information notes for them. Besides, EDB had been reminding schools to communicate with parents regularly so as to keep track of students' learning and emotional needs. CBS who were found or suspected to have negative emotions would be referred to school social workers for immediate follow-up actions. On the other hand, EDB had maintained regular dialogues with non-governmental organizations ("NGOs") providing support services for CBS and their families to understand their emotional needs that might arise from the epidemic. Regarding the "Psychosocial Support" programme, face-to-face sessions in small groups of six to 10 people were conducted. The programme was well-received by CBS and the quota of 500 was full. The Chairman requested EDB to provide the relevant statistics for members' reference after the meeting.

*(At about 12:33 pm, the Chairman proposed and members agreed that the meeting would be extended.)*

40. The Deputy Chairman said that parents of CBS were worried about the learning and development of their children due to long periods of suspension of face-to-face classes. Schools expressed concern that the number of approved classes would be reduced if CBS chose to stay in the Mainland for study. She urged EDB to provide schools and parents of CBS with the necessary information and support to allay their worries. US(Ed) took note of the Deputy Chairman's concern and advised that EDB had all along been maintaining close communication with the school sector and NGOs providing support services for CBS.

**V. Promote home-school co-operation and parent education**

(LC Paper No. CB(4)1175/20-21(03) -- Paper provided by the Administration

LC Paper No. CB(4)1175/20-21(04) -- Updated background brief on issues related to parent education prepared by the Legislative Council Secretariat)

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Discussion

41. US(Ed) briefed members on the strategies adopted for promoting home-school co-operation and parent education by EDB and the latest progress of work, details of which were set out in the Administration's paper [LC Paper No. CB(4)1175/20-21(03)].

42. Ir Dr LO Wai-kwok said that home-school co-operation should be supported as family education and school education were of equal importance. He asked whether EDB had been aware of cases where anti-China disruptors had promoted negative sentiment and supported law-breaking activities through home-school associations in recent years. He further urged EDB to actively strengthen home-school co-operation with a view to fostering students' correct outlook on life and sense of belonging towards the country.

43. The Deputy Chairman pointed out that according to her knowledge, the Parent-Teacher Associations ("PTAs") rarely organized improper activities. However, some stakeholders pressurized school heads through PTAs to, for example, boycott classes in 2019. In her view, school management should act in the best interests of students and take a firm stance against improper activities.

44. US(Ed) responded that the Committee on Home-School Co-operation ("CHSC") was an advisory body to promote home-school co-operation and parent education, which mainly organized parent-child activities. EDB, being the gatekeeper, would vet and approve schools' grant applications for home-school co-operation activities according to a set of criteria, and require schools to submit a completed evaluation form to assess if the objectives of the approved activities had been met. In general, members of PTAs would act in the best interests of students despite their diverse political views. EDB had not received any complaints against CHSC of advocating political ideas so far.

45. Mr LEUNG Che-cheung enquired whether CHSC would organize activities to help parents and their children gain a better understanding of the National Security Law. US(Ed) advised that fostering positive value and attitude among parents and students was one of the goals of CHSC. National security education as part of the value education, EDB would continue to encourage CHSC and PTAs to promote national security education.

46. The Chairman enquired how CHSC had assisted in repairing the worsening parent-child relationship due to opposing political views and whether CHSC would provide assistance and support to parents whose children were arrested. US(Ed) advised that CHSC and PTAs would organize different parent education talks to enhance positive parenting skills that help children grow up healthily and happily, while schools would provide support to students in need and their parents through multi-disciplinary collaboration. The Chairman urged

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EDB to make extra effort in identifying and following up with students in need, and to strengthen parent education so as to help parents instill correct values into their children.

47. The Deputy Chairman said that class suspension during the COVID-19 pandemic presented great challenges to parents as they had to take care of children at home. She was concerned whether PTAs could organize more activities and enhance home-school co-operation and communication to serve their purpose of supporting parents. US(Ed) advised that during the pandemic, PTAs could arrange small group meetings for parents and make use of group messaging on mobile devices to disseminate useful information, so as to improve coordination and mutual support among parents.

48. Mr LEUNG Che-cheung opined that PTAs did enable parents to be more engaged in the learning and whole-person development of students. Noting from the Administration's paper that all Government and aided schools as well as nearly one third of KGs had set up PTAs, he asked why most of the KGs had not set up PTAs and how EDB would incentivize them to set up PTAs.

49. US(Ed) advised that KGs were encouraged to set up PTAs upon the implementation of the Free Quality Kindergarten Education Scheme in recent years. Some KGs, in particular those of a smaller scale, had difficulties in setting up PTAs due to limited financial and manpower resources. To encourage more KGs to set up PTAs, starting from the 2019-2020 school year, the amount of Set Up Grant each KG could apply for had been doubled from \$5,000 to \$10,000. Also, the amount of the Annual Grant provided to KGs was a double of that provided to primary and secondary schools.

50. The Chairman urged EDB to consider members' suggestions of strengthening the promotion of home-school co-operation and parent education so that students could grow up healthily.

**VI. Any other business**

51. There being no other business, the meeting ended at 12:54 pm.