

**立法會**  
**Legislative Council**

LC Paper No. CB(4)1768/20-21  
(These minutes have been seen  
by the Administration)

Ref : CB4/PL/ED

**Panel on Education**

**Minutes of meeting**  
**held on Friday, 3 September 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 Mrs Regina IP LAU Suk-yee, GBM, GBS, 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  
Dr Hon CHIANG Lai-wan, SBS, 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  
Hon Vincent CHENG Wing-shun, MH, JP
- Public Officers attending** : Agenda item III  
Mr Kevin YEUNG, JP  
Secretary for Education

Mrs CHAN SIU Suk-fan  
Deputy Secretary for Education (3)

Ms Louise SO  
Principal Assistant Secretary  
(Kindergarten Education) Policy Development  
Education Bureau

Agenda item IV

Dr CHOI Yuk-lin, JP  
Under Secretary for Education

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

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

Mr Ashley LEUNG  
Principal Education Officer (Curriculum Development)2  
Education Bureau

Dr Andy TAM  
Chief Curriculum Development Officer  
(Moral, Civic and National Education)1  
Education Bureau

Agenda item V

Dr CHOI Yuk-lin, JP  
Under Secretary for Education

Ms Priscilla TO, JP  
Deputy Secretary for Education (2)

Ms Cindy CHAN  
Principal Education Officer  
(Quality Assurance & School-based Support)  
Education Bureau

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

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

(LC Paper No. CB(4)1223/20-21(01) -- Information paper entitled "Mainland University Study Subsidy Scheme" provided by the Administration

LC Paper No. CB(4)1305/20-21(01) -- Dr Hon CHIANG Lai-wan's letter dated 8 June 2021 to the Chairman of Education Panel

LC Paper No. CB(4)1305/20-21(02) -- Administration's written response dated 27 July 2021 to the letter dated 8 June 2021 from Dr Hon CHIANG Lai-wan)

Members noted the above papers issued since the last meeting.

**II. Items for discussion at the next meeting**

(Appendix I to LC Paper No. CB(4)1455/20-21 -- List of outstanding items for discussion

Appendix II to LC Paper No. CB(4)1455/20-21 -- List of follow-up actions)

Action

2. Members agreed that the next regular meeting originally scheduled for 4 October 2021 would be rescheduled to 18 October 2021 at 4:30 pm to receive a briefing by the Secretary for Education ("SED") on the Chief Executive's 2021 Policy Address and to discuss "Planning for the provision of public sector primary and secondary school places in light of changes in student population".

**III. Progress of the implementation of the Kindergarten Education Scheme**

(LC Paper No. CB(4)1455/20-21(01) -- Paper provided by the Administration

LC Paper No. CB(4)1455/20-21(02) -- Background brief on issues related to the implementation of kindergarten education policy prepared by the Legislative Council Secretariat

LC Paper No. CB(4)1486/20-21(01) -- Submission from Hong Kong Early Childhood Educators Association

LC Paper No. CB(4)1486/20-21(02) -- Submission from Hong Kong Federation of Education Workers)

Briefing by the Administration

3. SED briefed members the progress of implementation, review findings and way forward of the kindergarten education scheme ("the Scheme"). Details of the briefing were set out in the Administration's paper [LC Paper No. CB(4)1455/20-21(01)].

Discussion

*Support measures for kindergarten education*

4. Mr LEUNG Che-cheung appreciated the Administration's efforts in implementing the Scheme to enhance the quality of kindergarten ("KG") education, and enquired about the percentage of expenditure on KG education over the total amount of government expenditure on education (i.e. about

Action

\$100 billion). SED advised that around \$6.7 billion was allocated to KG education per year.

5. Given the large amount of resources allocated into KG education, Mrs Regina IP asked whether there were changes to the school fee amount of KGs. SED advised that unlike the Pre-primary Education Voucher Scheme, the current Scheme provided eligible KGs with a basic unit subsidy with a view to providing affordable KG education. At present, about 90% of the half-day programmes were free and the fees of whole-day ("WD") programmes were maintained at a low level at around \$700 to \$800 per instalment.

6. Mr KWOK Wai-keung noted from the Administration's paper that about 30 KGs were eligible for full rental subsidy until the 2022-2023 school year and individual KGs might need to increase their school fees since then. He enquired about the anticipated increase in school fees. SED explained that the extension of grace period for 2 years (i.e. 2021-2022 and 2022-2023 school years), during which the amount of subsidy would be decreased by 15% each year, would facilitate schools' gradual transition from full rent reimbursement to the new arrangement under the Scheme. Under the new arrangement, their rental subsidy would be subject to "dual" caps (i.e. 50% of market rental as assessed by Rating and Valuation Department, or 15% of the "basic half-day unit subsidy" for all eligible students under the Scheme, whichever was lower). The amount of school fee to be increased would depend on individual KG's operation. KGs might also consider moving to other premises with lower rent.

7. Mr KWOK Wai-keung asked whether the Administration would extend the Scheme to cover WD KGs and increase the number of WD KG places. Ms YUNG Hoi-yan expressed support to the Administration's policy on KG education. Given the growing demand for pre-nursery education, she suggested that the Education Bureau ("EDB") should work with the Labour and Welfare Bureau to provide affordable pre-nursery education services, particularly for children in poverty.

8. SED advised that while WD KG services were not considered as essential from an educational perspective, the Administration understood the need of working parents. The planning standards for provision of KG places had been revised to increase the provision of WD KG places, and policy measures had been devised to increase the supply of government-owned KG premises.

9. Mr Michael TIEN appreciated the efforts in enhancing the quality of KG education, especially improvement of school premises and facilities. As EDB would reduce classes and close down primary and secondary schools to address the decrease in school-aged population, he sought clarification on whether KGs would also be affected. SED explained that the funding mode for aided schools was tied with several inter-connected components (such as approval for the

Action

number of operating classes and the staff establishment, and planning of school places). The possibility of "school consolidation" for aided primary and secondary schools would not be ruled out in view of the decrease in student population. For KGs, operators could make their own decisions on whether operation would be ceased as the funding mode was different from that of aided schools. If the funding mode for aided schools was similarly adopted for KGs (for example, the introduction of a mandatory salary scale), KGs' flexibility in student admission and class operation might be adversely affected.

10. Mr KWOK Wai-keung was concerned whether the dropout rate of KG students was as high as that in primary and secondary schools, and whether EDB had received any complaint about bullying from KG parents. SED advised that as the school year had just commenced, EDB was still collecting information on enrolment from KGs joining the Scheme ("Scheme-KGs"). For complaints about bullying in KGs, no such complaints had been received in the past few months. EDB might provide supplementary information in this regard.

*(Post-meeting note: The Administration's response was issued to members vide LC Paper No. CB(4)1715/20-21(01) on 4 November 2021.)*

11. Mr LEUNG Che-cheung enquired about the Administration's plan in implementing national security education in KGs. SED responded that a circular providing guidelines on school administration and education in relation to the implementation of National Security Law was issued to all schools, including KGs, in February 2021. In the light of the young age of KG students, the focus was to foster a sense of national identity among students through different activities, such as flag raising ceremony. In this connection, EDB had provided KGs with a one-off grant for procuring national flags and movable flagpoles to support KGs in teaching students about the national flag and the related knowledge and etiquette.

12. Mr Tommy CHEUNG said that the Liberal Party did not support the Pre-primary Education Voucher Scheme and the current Scheme, which benefited non-profit making KGs but stifled the room for survival of private independent KGs.

*Teacher professionalism*

13. Ir Dr LO Wai-kiwok stressed the importance of KG education and supported the Administration to devote more resources to improve the quality of KG education. Noting that one of the initiatives under the Scheme was to enhance the overall teacher-pupil ("TP") ratio for eligible KGs from 1:15 (including the principal) to 1:11 (not including the principal), he enquired whether such ratio had been attained. Ms YUNG Hoi-yan asked whether the

Action

Administration would consider further enhancing the overall TP ratio of 1:11 to avoid staff turnover. She also suggested that additional resources should be allocated to facilitate teachers in early identifying maltreated children.

14. SED advised that the overall requirement in TP ratio for Scheme-KGs had been raised from 1:15 (including the principal) to 1:11 (principal not included) with the implementation of the Scheme in the 2017-2018 school year. With the necessary resources, Scheme-KGs were required to employ sufficient teachers to meet the overall TP ratio of 1:11. In the arrangement of learning and teaching activities, KGs had the flexibility to arrange one teacher catering for 15 students so that some teachers could be released for various professional activities, such as catering for the diverse needs of students. To his understanding, KGs' current overall TP ratio was around 1:10 on average. Considering that the TP ratio of 1:11 in KGs compared favourably with international practices, EDB would continue to adopt this ratio.

15. The Chairman opined that KG education should not be commercialized. The concept of "winning at the starting line" was definitely inconducive to the development of children and should not be encouraged. Young children should learn happily without pressure. Instead of focusing on academic performance, KGs should also develop students' positive values and attitudes. In this regard, professional conduct of KG teachers was of foremost importance. She requested the Administration to provide information as to whether there was any mechanism to vet KG teachers' integrity and monitor their professional conduct. Mrs Regina IP shared similar view that KGs should strengthen the promotion of moral education and suggested that KGs could cultivate children's positive values through the teaching of Chinese traditional culture.

*(Post-meeting note: The Administration's response was issued to members vide LC Paper No. CB(4)1715/20-21(01) on 4 November 2021.)*

16. Dr CHIANG Lai-wan stressed the importance of early childhood education and considered teachers' professional competency crucial to quality education. She sought the Administration's stance on early childhood education, such as whether more support and funding would be provided to enhance the professional development of KG teachers. SED advised that children should be nurtured to be capable of life-long learning and adapting to changes at all stages of education (including early childhood education). The Administration would continue to provide diverse modes of professional development programmes to equip teachers (including those in KGs) with the skills and knowledge to promote students' interest in learning and lay a solid foundation for their future learning. Besides, teachers should cultivate in students positive values and develop their sense of national identity so as to support their personal growth.

Action

17. Mrs Regina IP and the Chairman enquired about the entry requirement and salary level of KG teachers. Mrs IP supported the Administration's view that a mandatory salary scale for KG teachers was not feasible due to the varied quality and operation mode of KGs. The Chairman considered that KG teachers' salary level should be commensurate with their qualifications.

18. SED advised that KG teachers should possess a Certificate in Early Childhood Education and vice-principals/principals should have a degree in early childhood education. At present, most newly appointed KG teachers were university graduates. On KG teachers' salary, KGs were requested to remunerate qualified teachers within the prescribed salary ranges. The salary range for basic rank teachers ranged from \$22,790 to \$40,530, with mid-point at \$31,660. In the 2020-2021 school year, the average monthly salary for a KG teacher was \$29,690. The salary range for senior teachers ranged from \$30,400 to \$48,140 while that for vice-principals ranged from \$37,990 to \$53,200. For principals, their salary ranged from \$43,070 to \$67,140.

19. Mr Tommy CHEUNG urged the Administration to allocate more resources to train the relevant professionals to ensure children with learning difficulties could be early identified. In his view, it would be more desirable that children with learning difficulties could be identified before they entered into K2.

*Operation of kindergartens amid the COVID-19 epidemic*

20. Ir Dr LO Wai-kwok expressed concern about the operation of KGs under the COVID-19 epidemic, and asked whether the sector had recovered as more people had received vaccination. SED advised that Scheme-KGs faced less financial pressure than private independent KGs because the subsidies had not been reduced due to the epidemic. KGs continued to have half-day face-to-face classes in the 2021-2022 school year. Starting from 1 September 2021, all teachers and school staff were required to be vaccinated or undergo regular COVID-19 tests. Ir Dr LO requested the Administration to provide supplementary information on how the KG sector had been affected by the epidemic, including the number of KGs closed down due to the epidemic.

*(Post-meeting note: The Administration's response was issued to members vide LC Paper No. CB(4)1715/20-21(01) on 4 November 2021.)*

21. Mr Tommy CHEUNG emphasized that as KG students were not eligible for COVID-19 vaccination at present, vaccination should be made mandatory for all KG teachers and staff, including school vehicle drivers, with a view to protecting students' well-being.



Action

**IV. Promotion of values education in schools**

(LC Paper No. CB(4)1455/20-21(03) -- Paper provided by the Administration

LC Paper No. CB(4)1455/20-21(04) -- Background brief on the promotion of values education in schools prepared by the Legislative Council Secretariat)

Briefing by the Administration

22. The Under Secretary for Education ("US(Ed)") briefed members on the progress on promoting values education in schools, details of which were set out in the Administration's paper [LC Paper No. CB(4)1455/20-21(03)].

Discussion

*Implementing and evaluating values education*

23. Ms Elizabeth QUAT and Mr MA Fung-kwok considered it necessary to implement values education in schools as many young people nowadays were instilled with distorted values. As values education was not an independent subject in schools, Ms QUAT enquired about its implementation details and the scientific assessment methods used to measure its effectiveness. Mr MA asked whether evaluation mechanism and criteria had been formulated to assess the effectiveness of values education.

24. US(Ed) advised that EDB attached great importance to values education. The curriculum guides for KGs, primary and secondary schools set out clearly the learning objectives and recommendations on values education for schools to follow. The Kindergarten Education Curriculum Guide (2017) emphasized on fostering children's moral development and their concepts of right and wrong. The Basic Education Curriculum Guide (P1-P6) (2014) set out measures to be adopted for fostering students' ability in distinguishing right from wrong and other moral characters. The Secondary Education Curriculum Guide (2017) for secondary schools further set "strengthening values education" as one of the major renewed emphases in the secondary curriculum. To keep up with the latest societal changes, "law-abidingness" and "empathy" were newly included as priority values that students should develop. In addition to incorporating values education in curriculum guides, the Standing Committee on Values Education was established to oversee the development of values education at the primary and secondary levels. The Standing Committee had recently revised the Moral

Action

and Civic Education Curriculum Framework and updated it as the Values Education Curriculum Framework (Trial version), which would be launched in the 2021-2022 school year. On school level, schools were required to adopt the relevant curriculum guides and develop their school-based values education curriculum. With a view to facilitating schools' sustainable development and related enhancement work on values education, EDB had provided schools with self-evaluation tools, such as the Assessment Program for Affective and Social Outcomes. EDB would also conduct inspections and school visits to understand schools' progress on the implementation of values education.

25. Ms Elizabeth QUAT maintained her view that EDB should use scientific assessment methods, which better tracked students' changes in moral character, to evaluate the effectiveness of values education. She requested the Administration to provide a written response after the meeting.

*(Post-meeting note: The Administration's response was issued to members vide LC Paper No. CB(4)1531/20-21(01) on 13 September 2021.)*

26. Mr LEUNG Che-cheung considered that the Administration should adjust the teaching modes and materials of values education in the light of the latest societal development, set clear timetable, targets and deliverables for implementing values education, and put more emphasis on national security education (including appointing specialists to teach the subject). US(Ed) explained that the key objectives on values education included fostering students' positive values and attitudes, developing students to be an informed and responsible citizen with a sense of national and global identity, etc. To ensure that values education could meet the latest societal needs, EDB reviewed and refined the learning and teaching resources of values education on an on-going basis, such as providing teachers with up-to-date life event exemplars annually.

27. Ms Elizabeth QUAT said that parents, teachers and the society were role models for students to establish values. Positive values of parents and teachers should therefore be strengthened. Mr MA Fung-kwok considered that teachers' words and deeds were highly important in fostering students' development of positive values. He asked how the Administration could ensure teachers to instill positive values in students and whether professional standards would be set for teachers teaching values education.

28. The Chairman opined that the subject of Liberal Studies ("LS") had instilled distorted values in many students who had become teachers and coaches. She enquired how the new subject of Citizenship and Social Development ("CS") in lieu of LS would promote values education, whether there were any requirements on the conduct of teachers teaching the subject, and whether guidelines for teaching the subject and preparing teaching materials

Action

would be issued. Moreover, as teachers and coaches had far-reaching impact on students' development of moral values, she urged the Administration to monitor the conduct and quality of teachers and coaches. For example, school management and sponsoring bodies should be held responsible for teachers' professional misconduct. Schools should join hands to come up with feasible plans in nurturing students' moral character.

29. US(Ed) advised that noting the public's high expectation on teachers' professional conduct, EDB had from time to time reminded all teachers (including those teaching CS) to uphold high professional and moral standard, to serve as role models of their students to cultivate in them positive attitudes and values, and to regularly conduct self-review on themselves. Pre-service, in-service and promotion training courses were provided to teachers to strengthen their professionalism and moral attributes. A robust mechanism was also in place to handle complaints against teachers with professional misconduct.

30. Mr KWOK Wai-keung opined that most of the teachers were responsible. Noting from Annex 1 to the Administration's paper that EDB had organized 42 professional development programmes on values education for teachers in the 2020-2021 school year, he was of the view that the Administration should consider prioritizing the programmes so as to facilitate teachers in choosing the development programmes. US(Ed) advised that nine values, including "perseverance", "respect for others", "responsibility", etc., were selected as priority values and attitudes that schools should nurture in their students. The 42 professional development programmes on values education were rolled out to facilitate teachers in nurturing students' positive values and attitude.

*Encouraging parents and other stakeholders' participation*

31. Ms YUNG Hoi-yan, Mr KWOK Wai-keung and Mr Holden CHOW recognized the importance of home-school cooperation in delivering values education. They urged the Administration to play a more active role in strengthening home-school cooperation and rallying parents' support for values education. Ms YUNG suggested that teaching materials in Cantonese/Chinese could be uploaded to the website to help parents cultivate children's positive values.

32. US(Ed) agreed to members' view of strengthening home-school cooperation and advised that EDB had organized a wide range of engagement activities, such as talks, parent-child activities, to strengthen home-school cooperation on values education. More importantly, parents and the public should act as role models for children to follow suit.

Action

33. Mr Holden CHOW further suggested that the Administration could consider cooperating with parent groups to arrange talks and exchange activities on values education and Chinese culture for students, and encouraging schools to upload their values education-related learning activities online for public monitoring. US(Ed) responded that EDB had organized an array of territory-wide student activities, such as promotional activities on Chinese Classic Sayings, to foster students' understanding towards Chinese culture. EDB would continue to provide students with diversified activities within and outside the classroom to promote values education. Schools had been regularly updating information on values education-related learning activities and parent-school activities onto their websites. EDB would also monitor schools' progress in promoting values education.

34. Mr LEUNG Che-cheung noted from the Administration's paper that EDB would cooperate with non-governmental organizations ("NGOs") in promoting values education. As some social workers had participated in the social incidents in 2019, he urged the Administration to be careful in choosing partnering NGOs to safeguard students' well-being. US(Ed) took note of Mr LEUNG's concerns.

35. Ms Elizabeth QUAT considered that participation in uniformed groups could help teenagers develop positive values such as law-abidingness and civic responsibilities. She urged the Administration to consider requiring every junior secondary student to participate in at least one uniformed group. US(Ed) advised that schools would, taking into account their school mission, context and students' needs, make appropriate arrangement to encourage their students to join youth uniformed groups.

**V. Progress on supporting Chinese learning and teaching for non-Chinese speaking students**

(LC Paper No. CB(4)1455/20-21(05) -- Paper provided by the Administration

LC Paper No. CB(4)1455/20-21(06) -- Updated background brief on issues related to supporting Chinese learning and teaching for non-Chinese speaking students prepared by the Legislative Council Secretariat

Action

- LC Paper No. CB(4)1464/20-21(01) -- Submission from a member of the public
- LC Paper No. CB(4)1486/20-21(03) -- Submission from a group of ethnic minority parents
- LC Paper No. CB(4)1486/20-21(04) -- Submission from Hong Kong Unison Limited
- LC Paper No. CB(4)1486/20-21(05) -- Submission from Bibi Kulsoom
- LC Paper No. CB(4)1486/20-21(06) -- Submission from a member of the public
- LC Paper No. CB(4)1486/20-21(07) -- Submission from a member of the public
- LC Paper No. CB(4)1486/20-21(08) -- Submission from Equal Opportunities Commission)

Briefing by the Administration

36. US(Ed) briefed members on the progress on supporting Chinese learning and teaching for non-Chinese speaking ("NCS") students, details of which were set out in the Administration's paper [LC Paper No. CB(4)1455/20-21(05)].

Discussion

*Teacher training*

37. Mr Michael TIEN pointed out that according to the Director of Audit's report issued in March 2021, about 72% of teachers teaching Chinese Language had never attended any EDB's training on teaching NCS students Chinese as a second language from 2014-2015 to 2019-2020. Among the teachers who attended the training, 46% attended training for five hours or less. He expressed grave concern that only a few teachers had attended the relevant training and many of them had only attended the training for five hours. He urged the Administration to require all teachers teaching Chinese Language to attend compulsory basic training or complete a certain number of training hours on teaching NCS students Chinese as a second language.

38. US(Ed) advised that it was considered more reasonable and relevant to focus on those teachers who needed to teach NCS students instead of all primary, secondary and special schools as suggested in the Director of Audit's report as it

Action

was important for teachers to consolidate the knowledge acquired by putting theories into classroom practices. Besides, resources were not best utilized if teachers not teaching NCS students Chinese were also required to attend compulsory training programmes. In fact, all Chinese Language teachers had already received training on language teaching and with more understanding of cultural differences and learner diversity, teachers teaching NCS students Chinese would be able to cater for the learning needs of NCS students through tailoring the lessons and adapting the learning and teaching materials. Nevertheless, the Administration would take the suggestion into consideration and consult relevant stakeholders as appropriate.

*Support for NCS students' learning of Chinese*

39. Mr Vincent CHENG declared that he was a member of the Equal Opportunities Commission ("EOC"). He pointed out that the "Chinese Language Curriculum Learning Framework" ("the Learning Framework") had been implemented since 2014. However, NCS students reflected that they still encountered difficulties in learning Chinese. In addition, the Working Group on Education for Ethnic Minorities under EOC and the Audit Commission had identified a number of inadequacies of the Learning Framework, such as a lack of performance indicators in evaluating the effectiveness of the Learning Framework, inadequate resources for teacher training, etc. In this connection, he requested the Administration to provide the pass rate of NCS students taking the subject of Chinese Language in the Hong Kong Diploma of Secondary Education Examination ("HKDSE") with the implementation of the Learning Framework; and to explore improvement measures to facilitate schools in using the funding more effectively.

40. US(Ed) advised that no consolidated statistics on NCS students' performance in learning Chinese under the Learning Framework were compiled. Teachers would instead, with reference to the Learning Framework, set progressive learning targets, learning progress and expected learning outcomes for individual students. According to teachers' feedback, progressive improvement on the overall performance of NCS students in Chinese Language had been observed since the implementation of the Learning Framework. As for the monitoring of schools' utilization of resources in a prudent and timely manner, schools were required to submit to EDB annual school plans and school reports concerning the use of funding and support measures for NCS students. The Administration would follow up on late submissions, in particular those repeated cases. Mr CHENG maintained his view that the Administration should keep the overall pass rates of NCS students taking Chinese Language in public examinations, which was an essential indicator to reflect the effectiveness of the Learning Framework.

Action

41. Dr Junius HO expressed concern that about 15% of the NCS candidates who sat for the Applied Learning Chinese in the 2021 HKDSE were unable to achieve the results of "Attained" or above. He opined that EDB should encourage more schools to admit NCS students and further assist those students who failed to achieve the results of "Attained" in getting better results.

42. The Chairman urged the Administration to step up its efforts in supporting NCS students learn Chinese. She further pointed out that many foreigners in the Mainland could speak Putonghua fluently and suggested that in teaching NCS students Chinese, the Administration might draw reference from the successful experience of Mainland's approach of "Teaching Chinese as a Second Language". Enhancing NCS students' understanding of the Chinese culture and history might also help them learn Chinese effectively. US(Ed) explained the unique language environment of Hong Kong in which NCS students had to learn Chinese Language using Cantonese. In fact, the Administration had made reference to the practice of "Teaching Chinese as a Second Language" when designing the curriculum for teaching NCS students Chinese.

*(At about 12:45 pm, the Chairman proposed and members agreed that the meeting would be extended for 15 minutes.)*

43. Mr Michael TIEN opined that to help NCS students learn Chinese effectively, they should be taught Chinese as a second language. Mr Vincent CHENG urged the Administration to re-consider designing a "Chinese as a Second Language Curriculum" and introducing a separate and simpler public examination for Chinese Language for NCS students.

44. US(Ed) explained that the policy intent of the Learning Framework was to prepare NCS students for further studies and career pursuits, with a view to facilitating them to integrate into the local community. Introducing a simpler Chinese Language curriculum or a separate public examination for NCS students would limit their opportunities for Chinese learning in the long run, which would not be conducive to increasing their opportunities for further studies or employment. On the contrary, it would be more beneficial for NCS students to bridge over to mainstream Chinese Language curriculum with the help of the Learning Framework. Therefore, the Administration had no plans to introduce a simpler Chinese Language curriculum or a separate public examination for NCS students. Mr CHENG did not subscribe to the view of US(Ed) and strongly urged the Administration to consider members' suggestions.

Action

**VI. Any other business**

45. There being no other business, the meeting ended at 12:56 p.m.

Council Business Division 4  
Legislative Council Secretariat  
29 November 2021