

立法會

Legislative Council

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

Purpose

This report which is made in accordance with Rule 77(14) of the Rules of Procedure of the Legislative Council ("LegCo") gives an account of the work of the Panel on Education ("the Panel") during the 2020-2021 legislative session.

The Panel

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

3. The Panel comprises 20 members, with Dr Hon Priscilla LEUNG Mei-fun and Hon Alice MAK Mei-kuen elected as its Chairman and Deputy Chairman respectively. The membership list of the Panel is in **Appendix II**.

Major work

Review of the Post Secondary Colleges Ordinance (Cap. 320)

4. The Panel was consulted on the legislative amendment proposals on the Post Secondary Colleges Ordinance (Cap. 320), which aimed to provide for a unified regulatory framework for all operators of self-financing post-secondary education programmes at both the sub-degree and degree levels.

5. Some members supported the provision of a unified regulatory framework for all self-financing post-secondary institutions, whereas some other members expressed reservation over the Administration's proposals of revamping Cap. 320 to be an "enabling" ordinance; streamlining the governance of the post-

secondary colleges ("the Colleges") from a four-tier structure to a two-tier structure, repealing section 5 of the Post Secondary Colleges Regulations (Cap. 320A) regarding the requirements on dangerous experiments and equipment, deleting the requirements for the Permanent Secretary for Education ("PSED") to keep the register of teachers in Colleges, and removing the requirement of seeking PSED's approval for establishing institutes or departments of research or special duties. They are worried that the Colleges would carry out their functions and activities with less controls and constraints under the revamped Cap. 320.

6. The varied quality of the self-financing post-secondary programmes/Colleges was another concern of the Panel. Members stressed the need to regulate the self-financing sector with a view to offering high-quality programmes that were able to facilitate students in entering the employment market. Colleges with substandard performance and low student enrollment should be de-registered under the revamped Cap. 320. Some members opined that the community colleges established under University Grants Committee ("UGC")-funded universities should also be eligible for the Administration's support measures for the post-secondary sector.

Retitling of The Open University of Hong Kong

7. The Panel discussed the proposal to amend The Open University of Hong Kong Ordinance (Cap. 1145) to change the Chinese and English titles of The Open University of Hong Kong ("OUHK") to "香港都會大學" and "Hong Kong Metropolitan University" respectively. As advised by OUHK, the retitling could help stakeholders correct their misunderstandings of OUHK as mainly a distance learning institution offering part-time programmes for working adults. Members supported the proposal and urged OUHK to uphold its mission of providing open and flexible quality education and nurturing quality students after the retitling.

University governance and security issues

8. A special meeting was held to discuss the governance and security issues relating to the disturbances on university campus in 2019. Members pointed out that university campus was not above the law. While enjoying autonomy in managing their internal affairs, the universities had the responsibility to ensure that their operations met the legislative requirements and the interests of students and society as a whole.

9. Members expressed grave concern about the radical behavior of university students in the social incidents in 2019. They reiterated the need for university management to address students' disrespectful and violent behaviour, and to stop the spreading of the idea of "Hong Kong independence" in the campus. To meet public's high expectation for universities, universities should put more

efforts in nurturing students' positive values, strengthening Basic Law education, and implementing national security education. There was a view that UGC should not only focus on university's research achievements for funding allocation. The conduct and discipline of university students and the governance and management of universities should also be taken into consideration.

The funding mechanism of the University Grants Committee and the Research Grants Council

10. Members discussed the funding mechanism of UGC and the Research Grants Council ("RGC"). As advised by the Administration, the recurrent grants allocated by UGC to the eight UGC-funded universities mainly comprised a block grant and funds provided for specific purposes. The amount of the block grant comprised teaching (about 75%), research (about 23%) and professional activity elements (about 2%).

11. The determinants of how the grant was allocated to each university was of concern to the Panel. Noting that the amount of the teaching element was determined on the basis of the student numbers, their levels of study, modes of study and disciplines of study, etc, members considered that equal emphasis should be put on student number, student quality, student needs, university governance and university's capability in meeting the evolving societal needs. There was also a view that most of the academic staff in universities overemphasized research achievement. They should make the effort in fostering students' all-rounded development and cultivating students' moral qualities.

12. Some members expressed concern that RGC gave preference to research projects in science disciplines over arts disciplines when considering research grant applications, and seldom approved grant applications concerning research projects on issues in the Mainland and those on local issues (in particular those under the disciplines of humanities and social sciences). Also, conflicts of interest arose in the prevailing peer review process for assessing, say legal research proposals. However, there was no channel to appeal the funding decision. There were also suggestions that UGC should give more support to applied research to meet the changing societal needs and appoint mainland scholars as Committee/Panel members of RGC for assessing research applications given the increasing number of research projects studying the Mainland.

Vocational and Professional Education and Training

Task Force on Vocational and Professional Education and Training

13. The Panel was briefed on the Administration's follow-up actions on the recommendations made by the Task Force on Vocational and Professional

Education and Training ("VPET"). Members noted that while the Administration's policy supported the parallel development of VPET and academic routes, the public did not appreciate the diverse career opportunities available through VPET. They called on the Administration to further promote VPET to change the public's perception of VPET as an inferior choice relative to academic articulation pathways.

14. Members saw secondary education as a crucial starting point to nurture young people's interest in VPET and considered that the promotion of VPET in secondary education could be enhanced through Applied Learning ("ApL"). For example, the Administration should consider offering ApL subjects as early as at Secondary Four and adopting the same reporting system as for senior secondary subjects. The Business-School Partnership Programme should also be improved to engage more industry partners, with a view to helping students identify their interests and abilities.

15. Members pointed out that many parents had bias towards VPET owing to a lack of understanding of the latest developments and career prospects of different trades. The Administration should provide students and parents information about VPET and related careers, and equip teachers with knowledge and information on new/emerging industries, with a view to raising students' awareness and recognition of VPET. Besides, VPET programmes should be designed to prepare graduates to meet the manpower needs of different industries and to provide impetus to the development of industries, so that the value of VPET could be appreciated by the public. In members' view, more young people would be attracted to pursue VPET if employment and quality articulation pathways could be secured after completion of VPET training.

16. Some members stressed the need for the Administration to clearly define the objectives of promoting VPET, formulate performance indicators for monitoring and measuring the effectiveness of VPET, and set the timeline for taking forward the Task Force's recommendations and reviewing the implementation progress.

Relevant funding proposals

17. The Panel was consulted on the Administration's proposal to develop the Vocational Training Council ("VTC") Aviation and Maritime Education Centre ("AMEC") at Tsing Yi. While indicating support, members were worried that there would not be sufficient employment opportunities for the graduates of AMEC. They asked VTC to seek support from the companies in the aviation and maritime industries to offer graduates of AMEC placement and employment opportunities, and to ensure the programmes could meet the needs of the industries, conduct more exchange programmes in and visits to the Greater Bay

Area for knowledge exchange, and help graduates obtain better remuneration and develop in the Greater Bay Area.

18. Members also expressed support to the Administration's proposal of VTC to implement the Smart Technology Applications and Mobile Platform ("STAMP") to further strengthen VTC's role in providing quality VPET programmes that met the fast-changing manpower needs and working environments of different professions. There was a view that the Administration might consider reviewing whether more resources should be allocated to VTC for continuous technology advancement upon implementation of STAMP.

Review report of the Task Force on Review of School Curriculum

19. Following the release of the review report of the Task Force on Review of School Curriculum, the Panel discussed the Administration's follow-up work on the Task Force's recommendations.

20. Members were particularly concerned about the Task Force's recommendation of keeping the subject of Liberal Studies under the senior secondary curriculum ("LS") a core subject compulsory for public assessment. Given the various problems of and the many parents' complaints about the subject, some members expressed disappointment about the recommendation. They urged the Administration to consider abolishing the subject or at least turning it into an elective subject if the reform proved to be ineffective.

21. Concerns were also raised over the new LS subject's curriculum, teaching resources and assessment, and the professional conduct of teachers teaching the subject. Members put forward a number of suggestions for the Administration's consideration. These included providing teachers with professional training and assessment to ensure that they were qualified for teaching the subject, strengthening the elements of national identity, Constitution, Basic Law and national security education in the curriculum, improving co-ordination with Mainland schools to ensure that students could gain a full understanding of the country during study tours, monitoring the development of the teaching resources of the subject, early announcing the pass/fail criteria for grading LS examination papers so that students could adapt to the new assessment mode.

22. On ApL and STEM education, members considered it necessary to promote ApL as a valued senior secondary elective subject. In order to encourage more students to take ApL, the Administration was urged to promote the subjects in primary and secondary schools, and liaise with local universities to give due recognition to students' achievements in the subjects when considering them for admission. The threshold student requirement for schools to offer ApL should be

lowered to encourage schools to provide a wider range of ApL. Noting significant efforts had been made to strengthen STEM education, some members suggested that the Administration could actively engage different stakeholders in the information technology sector to help develop the curriculum of STEM education to ensure it kept up with the latest technological advances.

23. Some members drew the Administration's attention to the public's growing loss of confidence in the education system in Hong Kong ("HK") due to the deteriorating academic and teaching standards. The Administration assured members that the Education Bureau ("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.

Promotion of values education in schools

24. The Panel was briefed on the latest progress of EDB in promoting values education in schools. Members considered it important for EDB to step up efforts in enlightening and nurturing students to become self-initiated, self-disciplined and law-abiding persons with good character and conduct. There were suggestions that schools should engage parents to rally their support for values education by helping them understand how the school implemented values education, providing materials to facilitate parents in fostering the development of their children's positive values, collaborating with parent groups to arrange talks and parent-child activities to strengthen parents' understanding of Chinese culture. Moreover, schools should be encouraged to upload information of their values education-related learning activities on the website for the information of the public, and all junior secondary students should be encouraged to be members of youth uniform groups which could cultivate young people law-abidingness and civic responsibilities.

25. Members held the view that teachers were role models to their students and that teaching by words and examples was highly important in values education. The Administration should organize relevant professional development programmes to help teachers uphold their professionalism and set requirements for teachers who taught values education. There were also views that the curriculum of values education should be revised in the light of the latest societal development and scientific assessment methods should be worked out to evaluate the effectiveness of values education.

Policy and support strategies on preventing and handling school bullying

26. In the light of wide public concern over school bullying, the Panel held a special meeting in February 2021 to discuss how to prevent and handle school

bullying.

27. Members expressed grave concern over the increasing number of political bullying cases in schools since the social incidents in 2019. They pointed out that some students and even teachers had initiated bullying upon other students who held different political views, students whose parents were police officers or members of pro-establishment parties, and students from the Mainland. In their view, the existing measures taken by the Administration to help schools prevent and handle school bullying had not achieved much success. The Administration should proactively tackle and take a firm stance against such kind of school bullying.

28. The existing school-based mechanism in handling school bullying incidents was another major concern of the Panel. Some members pointed out that many affected students and their parents had great hesitation to make complaints because they were required to make signed complaints which would then be referred to the schools concerned for follow up. Members considered it necessary for the Administration to review the existing mechanism and explore new effective measures to curb school bullying, such as setting up a dedicated hotline for reporting bullying cases, arranging dedicated officers to follow up every case, installing closed-circuit television monitoring systems ("CCTVs") in schools, etc. Some members also suggested that the Administration should provide training to enhance teachers' capability of handling school bullying and help teachers uphold positive values, and schools should strengthen moral and civic education so as to cultivate positive values and attitudes in students.

29. The Administration explained that setting up a dedicated hotline and installing CCTVs might not be the most effective way in preventing or reducing the occurrence of school bullying. EDB would continue to keep in close contact with schools and offer professional advice on their handling of bullying incidents, including how to help students involved rectify their behavior and re-create a harmonious school environment through disciplinary and guidance efforts, and how to enhance the anti-discrimination and anti-bullying awareness of students and school personnel through diversified activities.

Teachers' professional conduct

30. Promoting teachers' professional conduct received ongoing attention of the Panel. Members held the view that the majority of teachers were dedicated to nurturing their students. Outstanding educators who made a difference in students' lives should be recognized and honoured. As teachers' words and deeds had profound influence on students' growth, the society should not turn a blind eye to the few teachers who committed professional misconduct.

31. Members considered that the Administration should speed up the process of handling suspected professional misconduct cases so as to minimize the negative impact of the suspected misconducted teachers on students. Schools should not allow teachers who were involved in criminal offence to take up teaching duties before all the legal proceedings were completed. The school sponsoring bodies ("SSBs") concerned should report to the parents how they had handled the teacher professional misconduct cases and what measures would be taken to prevent reoccurrence of similar event. Some members called on the Administration to make public the information of misconducted teachers to address parents' concerns over the vital interests of their children. To facilitate schools in handling misconducted teachers, EDB should proactively communicate with the schools concerned and provide necessary support. Consideration should be given to providing courses covering topics on education policies, school management, etc. to school managers.

32. Members suggested that in-depth analysis on the demographic information of misconducted teachers (such as age, education background) and their workload should be conducted to find out the underlying causes of the distorted values of misconducted teachers, ways to raise the professional quality and law-abiding awareness of teachers should be explored, and training on teachers' professional conduct should be strengthened. Some members urged the Administration to provide improvement training to teachers who had received reprimand and warning letters, with a view to making a positive change in their values and behaviours and preventing future occurrences of misconduct. Besides, the Administration might consider adopting a soft approach in promoting patriotic education, such as inviting HK deputies to the National People's Congress to conduct sharing sessions with teachers to facilitate them in better understanding the national policies and development of the Mainland.

33. There were also views that provisions related to teachers' conduct should be included as a registration requirement of tutorial schools, and the Code for the Education Profession of Hong Kong should be revised and provisions in respect of national education should be added.

Kindergarten education scheme

34. The Panel continued to monitor the progress of implementation of the kindergarten ("KG") education scheme. While some members expressed support to the Administration's effort in allocating more resources to improve the quality of KG education, there was a view the Scheme would stifle private independent KGs' room for survival.

35. Members considered that early childhood education was important and young children should learn happily without pressure. Some members urged the

Administration to focus KG education on cultivating children's positive values and sense of national identity, allocate more resources to train teachers and relevant professionals to ensure early identification of children with learning difficulties and children being maltreated, further enhance the teacher-pupil ratio for KGs, and vet KG teachers' integrity and monitor their professional conduct.

Support for students with diverse needs

Students in special schools

36. While expressing appreciation of the Administration's effort in improving the educational and boarding services provided for students by aided special schools ("special schools"), members were concerned about the adequacy of boarding places in special schools, average waiting time for a boarding place for children with moderate intellectual disability ("ID"), monitoring measures to prevent maltreatment in boarding sections of special schools, and support given to the staff and boarders of special schools during the COVID-19 pandemic. There were suggestions that the Administration should provide COVID-19 testing services to staff and boarders of special schools on a regular basis, give them priority for vaccination and allocate space in the boarding sections for students' isolation after holidays. The Administration advised that EDB would continue to enhance the support for and monitor the operation of special schools and their boarding sections. It was anticipated that all students with moderate ID on the waiting list would be provided with boarding places by the 2027-2028 school year.

37. To enhance the education quality of special schools, some members considered it important for the Administration to explore measures to attract and retain special school teachers, and to ensure the provision of sufficient programmes for training up specialist staff of special schools. Concern was also raised by some members about the school leaving arrangements for special school students. They pointed out that some school leavers had to wait for a long time for residential care services. As a result, some families faced great pressure in taking care of the leavers at home and led to tragedies. Some special school leavers had difficulty in getting along with the new social workers who followed up post-school services. Members suggested that the special schools should early commence planning the post-school transition for students who would complete schooling to ensure a smooth transition.

Students with special educational needs

38. Members expressed support to the implementation of integrated education ("IE") to cater for students with special educational needs ("SEN") in ordinary schools. However, some members were concerned that students with SEN in ordinary schools would be discriminated, ostracized or bullied. Other

members pointed out that some parents of ordinary students were worried that the learning of their children would be dragged by students with SEN and that the schools' academic competitiveness and ranking would be adversely affected. There were suggestions that school should set up parents' groups to assist parents of students with SEN, explain to parents about their IE policy and support to ease parents' worries, and help students understand the importance of mutual respect so as to prevent bullying.

39. Members considered that teachers' professional competency was crucial to the successful implementation of IE. Teachers should cultivate a caring school culture, understand the learning difficulties of students with SEN, provide appropriate support and guidance to develop their potential to the full. Some members urged the Administration to equip all teachers with basic special education training, and provide teachers with guidelines to facilitate teachers in handling students with SEN.

40. Some members stressed the importance of early identification and intervention services to the improvement of the conditions of children with SEN especially those between the age of three and six. They urged the Administration to devote additional resources to shorten the waiting time for relevant services, and extend the support services to KG students with SEN, particularly in teacher training, manpower allocation and professional support.

41. There were also views that parents of senior secondary students with SEN were under great pressure because their children had to face with the challenges of public examinations. The Administration should strengthen its support for these students and collaborate with relevant bureaux to help parents cope with their emotions and stress. Specific support measures should be undertaken to help students with SEN amid the COVID-19 pandemic, such as setting up hotline and providing help-seeking information. In the long run, parent education programmes should be offered to help parents acquire the skills in managing and supporting children with SEN.

Non-Chinese speaking students

42. The Panel had followed up with the Administration the progress of the implementation of measures for supporting Chinese learning and teaching for non-Chinese speaking ("NCS") students. Members cast doubt on the effectiveness of the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") which had been implemented since 2014 to help NCS students learn Chinese. The Administration was urged to set clear indicators for measuring the Learning Framework's effectiveness and students' progress, review the Learning Framework to address its inadequacies, re-consider devising a Chinese as a second language curriculum to facilitate NCS students to

learn Chinese more effectively, and work out concrete measures to support the integration of NCS students into the community.

43. Some members considered it undesirable that only 28% of teachers teaching NCS students Chinese Language attended EDB's training on teaching Chinese as a second language, and among them, 46% only attended training for five hours or less. The Administration should require all teachers teaching NCS students Chinese to attend basic training with appropriate training hours.

Support to schools and students under the COVID-19 pandemic

COVID-19 vaccination

44. The Panel followed closely the COVID-19 vaccination arrangements for schools and other anti-epidemic measures. Members stressed the need for EDB to take a proactive role in fighting against the epidemic, including setting a vaccination target for schools to comply with, establishing a mechanism for collecting vaccination rate of teachers and school staff, finding out the reasons for the low vaccination rate of individual schools and taking follow up actions.

45. Some members called for the Administration to make vaccination mandatory for teachers to protect students' health, in particular when KG and primary students were not eligible for vaccination at present. Other members urged the Administration to require teachers and school staff who had not taken vaccination should undergo more frequent COVID-19 testing.

46. To encourage parents to allow their children to get vaccinated, some members suggested that 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 and nurses to explain to parents that vaccination was safe and effective for their children. Also, the threshold for arranging school outreach service for COVID-19 vaccination should be flexibly lowered to less than 300 per visit and outreach service providers should visit schools regularly to promote the vaccination programme in order to encourage more parents and students to receive vaccination. There was a view that parents' choice should be respected and their consent must be obtained before students could receive vaccination.

Learning arrangements for cross-boundary students

47. Learning arrangements for cross-boundary students ("CBS") amid the epidemic was one of the major concerns of the Panel. According to the Administration, due to the epidemic prevention and control measures in HK and

the Mainland, the majority of CBS were unable to come to HK to attend face-to-face classes at school.

48. Members expressed grave concern over the impact of long-term online learning on the learning and development of CBS. They called on the Administration to explore the feasibility of arranging CBS to attend classes in the sister schools in the Mainland before resumption of normal cross-boundary activities, and securing certain quota for CBS to resume schooling in HK when a quota system was adopted for cross-border travel between HK and the Mainland. In the long run, EDB should liaise with the Mainland authorities or commission a reputable education organization to provide face-to-face classes in the Mainland for CBS during the periods when CBS could not be arranged to attend classes in HK, for example, when boundary control points closed.

49. Members noted the positive feedback on the "Psychosocial Support" and "Learning Support" programmes provided to CBS residing in Shenzhen, some members urged the Administration to continue the programmes until CBS could come to HK for schooling. Some members considered it necessary to support CBS beyond learning at home, such as provision of tutorial services, extra-curricular activities, social skills training, etc. 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.

50. Some members relayed some parents' worries that their children were unable to come to HK to attend the internal assessments for the Secondary School Places Allocation System ("SSPA") and to register with their allocated secondary schools in person after the release of SSPA results. They called on the Administration to adopt other assessment methods such as online assessment for these CBS, make special arrangements such as online registration to facilitate CBS in completing the registration procedure, and provide schools and parents of CBS with the necessary information and support to allay their worries.

Home-school co-operation and parent education

51. Members exchanged views with the Administration on the strategies adopted for promoting home-school co-operation and parent education by EDB. Members strongly supported home-school co-operation as family education and school education were of equal importance. They called on 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, and organize activities to help parents and students gain a better understanding of the National Security Law. There were also suggestions that Committee on Home-School Co-operation might consider assisting in repairing the worsening parent-child relationship due

to opposing political views and providing support to parents whose children were arrested. Parent-Teacher Associations should organize more activities and enhance home-school co-operation and communication to serve their purpose of supporting parents during COVID-19.

The financial structure of the Hong Kong Examinations and Assessment Authority

52. The financial position of the Hong Kong Examinations and Assessment Authority ("HKEAA") was of great concern to the Panel. According to the Administration, HKEAA recorded a continuing deficit since 2014-2015, of which the major cause was the administration of the Hong Kong Diploma of Secondary Education Examination ("HKDSEE").

53. To help HKEAA minimize the deficit and become more financially sustainable in the long term, members considered that HKEAA should explore feasible ways to contain operating cost and generate income. There were suggestions that HKEAA should seek the assistance of the Administration in providing rent-free office premises and examination venues, cease the conduct of HKDSEE for subjects with only a few candidates, install technological gadgets and CCTVs at examination venues to save manpower cost, streamline operational procedures but laying off employees should be avoided, run more fee-charging examination and assessment services, explore new markets such as the Greater Bay Area, etc.

54. Given the declining candidature for and the increasing operating cost of HKDSEE, some members held the view that it would not be possible for HKEAA, which was responsible for administering HKDSEE, to operate on a self-financing basis. They called on the Administration to provide recurrent subsidy to HKEAA on substantial expenditure item, including the conduct of HKDSEE. The Administration advised that there was no plan to provide recurrent subsidy to HKEAA which would alter its independent, self-financing nature. HKEAA should be able to restore fiscal balance with its implementation of measures to streamline operational procedures and the Administration's assistance in subsidizing candidates with SEN in taking HKDSEE and provisioning of vacant school premises for relocating HKEAA's operations in premises under commercial leases to meet its developmental needs.

Capital works projects

55. In addition to the development of AMEC in paragraph 17, the Panel gave views on nine capital works projects, including the construction of five primary and secondary schools, conversion of one special school and construction of three new buildings on two university campuses.

Subcommittee under the Panel

56. At the meeting held on 3 January 2020, the Panel decided to set up the Subcommittee to Study the Development of Textbooks and Teaching Materials for Kindergartens, Primary and Secondary Schools. From April 2020 to March 2021, the Subcommittee held a total of eight meetings, including five for election of Chairman. The Subcommittee's report was submitted to the Panel on 26 April 2021.

Meetings held

57. During the period between October 2020 and September 2021, the Panel held a total of 14 meetings, including one joint meeting with the Panel on Health Services. A meeting has been scheduled for October 2021 to receive a briefing from the Administration on the education-related initiatives featured in the Chief Executive's 2021 Policy Address.

Council Business Division 4
Legislative Council Secretariat
6 October 2021

Legislative Council

Panel on Education

Terms of Reference

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

Panel on Education

Membership list for the 2020-2021 session*

Chairman	Dr Hon Priscilla LEUNG Mei-fun, SBS, JP
Deputy Chairman	Hon Alice MAK Mei-kuen, BBS, JP
Members	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, 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

(Total : 20 Members)

Clerk Ms Angel WONG

Legal Adviser Miss Joyce CHAN

* Changes in membership are shown in Annex.

Panel on Education
Changes in membership

Member	Relevant date
Hon LEUNG Che-cheung, SBS, MH, JP	Since 6 November 2020
Prof Hon Joseph LEE Kok-long, SBS, JP	Up to 10 November 2020
Hon IP Kin-yuen	Up to 10 November 2020
Hon SHIU Ka-chun	Up to 11 November 2020
Hon HUI Chi-fung	Up to 11 November 2020
Hon Jeremy TAM Man-ho	Up to 11 November 2020
Hon James TO Kun-sun	Up to 12 November 2020
Hon Claudia MO	Up to 12 November 2020
Hon Frankie YICK Chi-ming, SBS, JP	Up to 12 November 2020
Hon WU Chi-wai, MH	Up to 12 November 2020
Dr Hon Helena WONG Pik-wan	Up to 12 November 2020
Hon Andrew WAN Siu-kin	Up to 12 November 2020
Hon LAM Cheuk-ting	Up to 12 November 2020
Hon KWONG Chun-yu	Up to 12 November 2020
Hon LEUNG Yiu-chung	Up to 15 November 2020
Dr Hon Fernando CHEUNG Chiu-hung	Up to 18 November 2020
Hon Charles Peter MOK, JP	Up to 30 November 2020
Hon CHAN Kin-por, GBS, JP	Up to 1 December 2020
Hon Paul TSE Wai-chun, JP	Up to 1 December 2020
Hon CHAN Chun-ying, JP	Up to 1 December 2020
Hon Tony TSE Wai-chuen, BBS, JP	Up to 1 December 2020
Hon WONG Kwok-kin, GBS, JP	Up to 2 December 2020
Hon Christopher CHEUNG Wah-fung, SBS, JP	Up to 6 December 2020
Hon Wilson OR Chong-shing, MH	Up to 5 January 2021
Dr Hon CHENG Chung-tai	Up to 25 August 2021

For **changes in LegCo Membership**, please refer to the link below:
(<https://www.legco.gov.hk/general/english/members/yr16-20/notes.htm>)