

(Translation)

**Minutes of the 2nd Meeting of the
Youth Affairs Committee (2020) of
Kwai Tsing District Council**

Date : 8 May 2020

Time: 2:32 p.m. – 5:04 p.m.

Venue: K&T DO Conference Room

<u>Attendee</u>	<u>Time of Arrival</u> <u>(p.m.)</u>	<u>Time of Departure</u> <u>(p.m.)</u>
Mr TAM Ka-chun, Warren (Chairman)	Start of Meeting	End of Meeting
Mr TONG Ho-man (Vice Chairman)	Start of Meeting	End of Meeting
Mr CHEUNG Kwan-kiu, Steve	Start of Meeting	End of Meeting
Mr CHEUNG Man-lung	2:42 p.m.	End of Meeting
Mr CHOI Nga-man	Start of Meeting	End of Meeting
Mr CHOW Wai-hung, Rayman	4:39 p.m.	End of Meeting
Mr HON Chun-yin	Start of Meeting	End of Meeting
Mr HUI Kei-cheung	3:16 p.m.	4:43 p.m.
Miss KWOK Fu-yung	Start of Meeting	End of Meeting
Mr KWOK Tsz-kin	Start of Meeting	End of Meeting
Mr LAU Chi-kit	Start of Meeting	End of Meeting
Mr LEUNG Chi-shing	2:47 p.m.	End of Meeting
Mr LEUNG Kam-wai	Start of Meeting	End of Meeting
Ms LEUNG Kar-ming	2:36 p.m.	4:48 p.m.
Mr LEUNG Kwok-wah	Start of Meeting	End of Meeting
Mr LEUNG Wing-kuen	Start of Meeting	End of Meeting
Miss LO Yuen-ting	2:36 p.m.	4:48 p.m.
Mr NG Kim-sing	Start of Meeting	End of Meeting
Mr SIN Ho-fai	Start of Meeting	End of Meeting
Mr WONG Chun-tat	Start of Meeting	End of Meeting
Miss WONG Pit-man	Start of Meeting	End of Meeting

In Attendance

Ms. LI Mei-ying, Sandra	Senior School Development Officer (Kwai Chung and Tsing Yi) 1, Education Bureau
Mrs KWOK WONG Mun-yi	Senior School Development Officer (Kwai Chung and Tsing Yi) 3, Education Bureau
Ms. LUI Ka-wing	Assistant District Social Welfare Officer (Tsuen Wan/Kwai Tsing) 3, Social Welfare Department
Miss YIM Yik-huen, Bonnie	Assistant District Officer (Kwai Tsing), Kwai Tsing District Office

Miss CHANG Hiu-hung, Regin (Secretary)

Executive Officer (District Council) 2,
Kwai Tsing District Office

Absent with Apologies

The Hon. WAN Siu-kin, Andrew

(With prior notice)

Opening Remarks

The Chairman welcomed Members and representatives of government departments to the 2nd meeting of the Youth Affairs Committee (YAC) (2020) of Kwai Tsing District Council (K&T DC).

2. The Committee unanimously endorsed the application for absence by The Hon. WAN Siu-kin, Andrew.

Confirmation of Minutes of the 1st Meeting (2020) held on 17 March 2020

3. Mr CHEUNG Kwan-kiu, Steve moved a motion to confirm the minutes. The motion was seconded by Mr SIN Ho-fai. The Committee endorsed the said minutes unanimously.

Endorsement of the Membership Lists of the Working Groups under the Youth Affairs Committee in 2020 to 2021

4. The Chairman introduced the Paper.
5. Mr LEUNG Wing-kuen expressed his intention to join the Youth Leadership Training Working Group.
6. The Chairman pointed out that the Secretariat would revise the Membership List of the Working Group later.
7. The Members unanimously approved the above Paper.

(Post-meeting notes: The Secretariat had already revised the Membership List of the Youth Leadership Training Working Group.)

The Situation of Teachers and Students in Secondary and Primary Schools in Kwai Tsing District Affected by the “Anti-Extradition to Mainland China” Movement

8. Mr LAU Chi-kit introduced the Paper.
9. Mr CHEUNG Kwan-kiu, Steve put forth enquiries as follows:
 - (i) The approach taken by the Education Bureau (EDB) to counsel and follow up with students who had violated the law.
 - (ii) Whether the EDB had provided support or training to school

social workers and teachers in order to assist them to handle such kind of ad hoc incidents.

- (iii) The ways the EDB handled all the situations regarding teachers who were suspected to have violated professional ethics in teaching or committed illegal acts, such as scolding students on the Internet with indecent language, prohibiting students from wearing masks of a certain colour, tearing off pamphlets in the streets or hurling abuses at students.

10. Mr LEUNG Kam-wai put forth opinions and enquiries as follows:

- (i) The documents submitted by the EDB revealed that the Government had been prejudicial and biased in its handling of the ‘Anti-Extradition to the Mainland China’ Movement (‘Movement’).
- (ii) He hoped to understand the actual numbers of students who were under arrest or under charge and punished by the schools and its further breakdown. It meant that among the 1,000 students and 80 teachers under arrest, the number of them who were arrested only, charged, and released without accusation respectively.
- (iii) In the event that the charges against students and teachers who were either arrested or under charge were ultimately withdrawn, whether the EDB would nullify the reprimand and punishment imposed by schools against the students and teachers.
- (iv) Being arrested did not imply a genuine act of misdeeds, it was unreasonable to reprimand and punish students before the courts had made any decisions.
- (v) In the reply of the EDB, it was mentioned that ‘Schools were places for students to learn. No one should use schools as the venues for expressing their political demands’. However, the schools were places where students were taught to differentiate right from wrong. Prohibiting students from discussing violence by the Police and unfair government policies was against the basic principle of education of the schools.

11. The Chairman enquired the EDB about the relevant data in their reply when they mentioned ‘For school teachers and staff under arrest but not charged with any criminal

offence, school should review the nature and seriousness of the incident at issue to consider if it is appropriate to allow them to continue to take up their teaching or other duties in schools’.

12. Ms LI Mei-ying, Sandra, Senior School Development Officer (Kwai Chung and Tsing Yi) 1, EDB, gave a consolidated response as follows:

- (i) As regards the support to teachers and students affected by the social incidents, the EDB had explained to schools and stakeholders including parents in December 2019 that the schools would count on the established discipline and counselling mechanism to deal with the non-compliant behaviours of students. The EDB would not give up on students who had committed illegal acts or been charged by the courts. Hence, the schools should adopt the right attitude and approach to guide them back to the right path. The EDB suggested that schools work out an individualised long-term counselling plan for each arrested or prosecuted student, inculcating the right values, the right perceptions, the proper attitudes when interacting with others, etc. In addition, schools were encouraged to maintain close liaison with parents. Schools also needed to attend to the emotional wellness of students affected by those students under arrest or under charge and help students understand the issue better.
- (ii) As regards the policy on school social workers, starting from the 2018/19 school year, the ‘One School Social Worker for Each School’ policy was implemented in government primary schools according to the school-based circumstances. In the 2019/20 school year, the policy of ‘Two School Social Workers for Each School’ with the professionals providing school-based services was implemented in secondary schools. School-based educational psychologists and the professionals would work closely with teachers to provide counselling services to students under arrest or under charges. The EDB also encouraged parents to listen to their children and care for students facing predicaments. The EDB would also keep very close contact with schools in order to help students engage themselves in campus life again.
- (iii) In addition, the incidents might also affect the emotion of some other students. As such, the EDB had already issued guidelines on attending to the emotions of teachers and students to all schools in Hong Kong so that the schools would know the basic principles in relieving the emotional distress of students. It also provided schools with professional information about mental health and professional support to

teachers and the professionals in schools.

- (iv) The EDB had hosted workshops and talks to help schools grasp the means to communicate with students and ways to handle risks to mental health. The EDB would also provide psychological support for teaching and non-teaching staff and students after emergencies. In addition, the EDB had launched other projects including the 'Understanding Adolescent Project' for primary schools and the 'Enhanced Smart Teen Project' for secondary schools to enhance students' resilience. The EDB had also allocated more resources to enhance these projects in an attempt to boost students' resilience.
- (v) As regards teachers, the EDB needed to reiterate again that the quality of the teaching profession had a direct impact on the overall quality of education and hence the EDB had the responsibility to raise the level of professional competence of teachers in order to maintain a teaching profession of ethical standards. Hence, the EDB did not anticipate any illegal or indecent deeds from teachers. As a teacher registration authority, the EDB would seriously and prudently handle every single case of teacher involving in professional misconducts or under arrest for commitment of illegal acts.
- (vi) As for the statistics, a total of 1,000 students and 80 teachers were arrested for the involvement in the social incidents from June to December 2019. The EDB did not have any statistics regarding the number of students and teachers arrested in each district and neither did the EDB have any statistics on the categories of punishment.

13. Mr CHEUNG Kwan-kiu, Steve put forth opinions and enquiries as follows:

- (i) He enquired whether the EDB had provided sufficient special training for social workers to enable them to tackle situations like students under arrest or students witnessing violence by the Police.
- (ii) It was impractical for the EDB to encourage parents to listen to students because some students were kicked out of their homes owing to different political stances between those students and their family members.
- (iii) Even though it was not against the law for teachers to scold students with indecent and abusive language, it was not an expected behaviour of teachers. He enquired how the EDB would handle such situations. Also, whether or not the EDB would punish teachers for that kind of

non-criminal acts.

14. Ms LI Mei-ying, Sandra pointed out that from mid-June 2019 to the end of January 2020, the EDB had received a total of 171 complaints about possible violation of professional ethics by teachers in recent social incidents. The EDB had completed investigation of 125 cases, with 47 cases unsubstantiated. In the aforesaid 125 cases, 39 cases with investigation completed had been followed up by the EDB. Actions taken by the EDB included issuance of condemnation letters to 13 teachers and warning letters to 4 teachers. If these teachers continued to have unbefitting behaviours, the EDB would consider deregistering them pursuant to the Education Ordinance. The EDB had also issued advisory letters to 9 teachers and made verbal reminders to 13 teachers, reminding them of the need to adhere to their professional ethics as a teacher and respect the behavioural norms accepted by society. As regards the remaining 39 cases which were likely to be substantiated, the EDB was tackling them by following the established procedures, including pending or considering the responses from the teachers involved in order to decide on appropriate further actions. Of the 171 complaints mentioned, most of them involved the expression of hatred and the use of curses and malicious languages. Other complaints were about the use of highly indecent words or abusive languages to insult other people, use of inappropriate teaching materials and suspected engagement in illegal acts, etc.

15. Mrs KWOK WONG Mun-yi, Senior School Development Officer (Kwai Chung and Tsing Yi) 3, EDB, responded as follows:

- (i) Regarding the training of school staff and social workers, the EDB was very concerned about the emotional wellness of teachers and students. The EDB had already hosted workshops for teachers and school counselling staff so that they would understand how to attend to the emotional wellness and behaviours of students.
- (ii) In relation to the social incidents, before the commencement of the school year and also in September, teachers of secondary and primary schools were invited for training jointly held by the Kwai Tsing District School Development Section and the Social Welfare Department (SWD) so that they would be able to provide support to students emotionally affected by the social incidents.
- (iii) The SWD had also provided trainings and workshops focusing on the social incidents to school social workers.

16. Mr LEUNG Kam-wai hoped to understand more about the statistics relating to the 1,000 students as well as the 80 teachers under arrest being reprimanded and

punished by schools, including the number of students who had received demerits or were suspended by the schools and the number of teachers that had been suspended from duty because of the arrest.

17. Ms LI Mei-ying responded as follows:

- (i) The EDB had not collected any statistics on the number of students and teachers arrested in each district. Hence, the EDB could not provide any relevant information relating to the reprimand and punishments. Each school had its own school-based mechanisms and procedures to impose appropriate reprimand and punishment on students and the schools would seek to understand the incidents and the non-compliant behaviours of students before taking further actions.
- (ii) As regards teachers, the EDB had an established mechanism to handle every complaint. It was clearly stipulated in the 'Code of Aid' that in the event that a teacher was involved in serious offences of criminal acts or involved in seriously unbecoming behaviours, the school could dismiss the teacher involved as long as the relevant provisions of the Employment Ordinance were complied with. The schools would handle every case prudently and discreetly.

18. Mrs KWOK WONG Mun-yi responded that it was always the schools who would handle the behavioural and emotional issues of students in accordance with their school-based mechanisms and procedures. Each school would establish a set of school rules and procedures pursuant to the students' situations and the vision and mission of the schools. As punishments by schools fell under the routine daily operation of schools, the schools did not have to report to the EDB the ways and exact number of students being reprimanded and punished. Unless when the schools consider prohibiting misbehaving students from schooling for more than three days, the schools would need to seek the prior approval from the Permanent Secretary for Education. The EDB had not received such kind of report from schools in Kwai Tsing District so far.

19. Mr CHOI Nga-man put forth opinions and enquiries as follows:

- (i) He enquired if it was the case in which the EDB could not follow up with the situation of students who were arrested but released without accusation.
- (ii) He enquired that for teachers who had been dismissed or interdicted by the schools because of the social incidents, whether the EDB could

ascertain if the schools would re-employ those teachers if the charges against them were withdrawn afterwards.

- (iii) He hoped that the EDB could provide the relevant statistics so that support could be offered to those teachers and students.

20. Mr LEUNG Kam-wai pointed out that the Police arrested a group of people near the Lennon Wall in Kwai Chung Estate on 24 February and the Police Force made an announcement on 25 February regarding the incident that there was a teacher leading a group of students to act illegally. However, according to the media reports and the person involved in the incident, the teacher just happened to pass through that area and he did not know the other people arrested and those people were not his students. He hoped that the EDB could help that teacher to show his innocence by assisting him in following up with relevant government departments and rebut against the unreasonable charges brought against him by the Police Force.

21. Mr SIN Ho-fai put forth opinions and enquiries as follows:

- (i) The 'Understanding Adolescent Project' was already outdated.
- (ii) Apart from teaching students the consequences of the incidents, teachers should also teach students the reasons that had caused the Movement. He enquired how the EDB would guide teachers to have discussions of social movements with students.
- (iii) What emotional support and help the social workers of the Integrated Children and Youth Services Centres (ICYSCs) of the SWD had offered to the secondary and primary school students.

22. Mr CHEUNG Kwan-kiu, Steve pointed out that the document about attending to the emotional wellness of teachers and students issued by the EDB to all schools could not help them handle the ad hoc social incidents and neither could it show sufficient care and concern for the students affected by the incidents.

23. Mr LAU Chi-kit put forth enquiries as follows:

- (i) How the EDB had not given up on the students.
- (ii) The policy of the EDB to provide counselling services to those students whose mind and spirits had been hurt badly by the Movement.

24. The Chairman put forth enquiries as follows:

- (i) The level of punishment imposed by the EDB including reprimand letters, warning letters, advisory letters and verbal reminders.
- (ii) It was mentioned in the reply of the EDB that ‘Subject to the provisions of the Employment Ordinance, a school may suspend a teacher for his/her normal duties if he/she has been involved or is likely to be involved in criminal proceedings of a serious nature or in serious misconduct’. However, teachers employed by government schools should not be subject to the Employment Ordinance but the Civil Service Regulations instead. He enquired how the EDB would handle cases involving teachers of government schools.

25. Ms LI Mei-ying, Sandra gave a consolidated response as follows:

- (i) As for the enquiry by a Member regarding the arrest of a teacher in Kwai Chung Estate, the party involved should follow up with the relevant departments directly and the EDB would not comment on that incident.
- (ii) The EDB had always encouraged the schools to adopt the Whole School Approach to promote the mental health of students, which also happened to be the mechanism that had been practised effectively by the schools over the years. The EDB had always cared for the mental health of students and hence augmented resources to assist schools in supporting students with special needs regarding their mental health. These included the School-based Educational Psychology Service, the primary school social worker service and also the ‘Two School Social Workers for Each School’ project which had been implemented in secondary schools since the 2019/20 school year. Through the close collaboration between teachers, school social workers and psychologists, tailor-made activities catering for the growth and counselling needs of students were carried out to promote the mental health programme actively in order to attend to the emotions, social interaction and behavioural needs of students. The EDB had also hosted relevant workshops and thematic talks to assist schools in looking after the emotional wellness of students.
- (iii) Teachers should teach students not to participate in unlawful activities. Students should absolutely refrain from all sorts of deeds and acts like arson, serious wounding, riot, possession of dangerous goods/prohibited weapons or any illegal acts commonly acknowledged by the public as seriously against the accepted moral standards.

26. Mrs KWOK WONG Mun-yi responded as follows:

- (i) The punishment of teachers should be ranked in accordance with the seriousness of their deeds, namely verbal reminders, advisory letters, warning letters, reprimand letters and cancellation of teacher registration, with the last one being the most serious.
- (ii) The reprimand and punishment of teachers of government schools should be pursuant to the provisions of the Civil Service Regulations.

27. Ms LUI Ka-wing, Assistant District Social Welfare Officer (Tsuen Wan/Kwai Tsing) 3, SWD, gave a consolidated response as follows:

- (i) Since the social unrest in June, the social welfare sector had been facing tremendous stress and challenges including personal safety, mental health of social workers and young people, as well as the mistrust amongst people. The SWD had all along been working in various ways to support young people.
- (ii) At the same time, the SWD would support all social workers in their embrace of the challenge so that they would be fully equipped to handle various issues with young people. The support offered by the SWD to social workers included the assistance to help them build the right mindset and understand their thoughts and mental health, reminding them that their services were not in the discussion of politics but to leverage their professional knowledge and experience to offer help to the young people and their parents. In addition, they had to let the young people think about the seriousness of their acts and the consequences. Hence, the training and support offered by the SWD to social workers were all based on the aforesaid, hoping that they could handle the issue from a professional perspective.
- (iii) From September to November last year, the SWD had hosted a total of six trainings to social workers and teachers in Tsuen Wan and Kwai Tsing Districts. In addition, the SWD had also provided support to social welfare organisations in an attempt to assist the management of the social welfare organisations in offering necessary support to their frontline staff.
- (iv) The SWD would continue to seek ways to resolve these unprecedented challenges and review whether the services provided in the past could help those impacted by the social incidents. The SWD hoped to establish trust with young people, handle all the issues with them and

help them improve their mental health and rebuild interpersonal relationship.

28. Mr CHOI Nga-man hoped that the EDB could provide information relating to the dismissal or reprimand imposed by schools against teachers who were arrested but with the charges against them withdrawn afterwards.

29. Ms LI Mei-ying, Sandra responded that the EDB had not got the relevant information.

30. Mr NG Kim-sing enquired whether the EDB would collect all the relevant data in due course for the reference of the Members.

31. Mr LAU Chi-kit put forth opinions and enquiries as follows:

- (i) The EDB had not provided any factual information about the support offered to students.
- (ii) The EDB had only continued to provide the existing support instead of offering teachers and students with help and support from the perspectives of the whole Movement, the tensions and tearing of society and the harm done to students.
- (iii) The perspective of the EDB regarding the view of the SWD that there was a need to change the current policies and offer extra resources.
- (iv) He requested the EDB to send representatives responsible for education policies to attend the meeting.

32. The Chairman said that he would discuss with the Secretariat again to request the presence of representatives responsible for education policies from the EDB to attend the meeting.

33. Mr CHEUNG Kwan-kiu, Steve pointed out that under the present circumstances, the support to social workers and the social welfare sector was not sufficient.

34. Mr SIN Ho-fai hoped that the EDB could provide teaching materials of the workshops for the reference of the Members after the meeting.

35. Miss WONG Pit-man pointed out that even adults might not have the intelligence to handle their own problems in the midst of the Movement, so they were not qualified to reprimand and punish the students or judge whether the teachers and the

students were acting against the law.

36. Mr LEUNG Kam-wai put forth opinions and enquiries as follows:

- (i) When the teacher who was arrested on 24 February in Kwai Chung Estate was still inside the Police Station, the school had already received a notice from the EDB referring to his arrest. Hence, he did not believe that the EDB did not have the information regarding the reprimands and punishment of teachers.
- (ii) He hoped that the EDB could promise to help teachers and students arrested with unreasonable charges.

37. Mr CHOI Nga-man put forth opinions and enquiries as follows:

- (i) He enquired about the effectiveness of the mental health projects, workshops and talks hosted by the EDB.
- (ii) The methods adopted by the EDB could not provide a bilateral means of communication.
- (iii) He hoped that the EDB could help the teacher arrested in Kwai Chung Estate.

38. Ms LEUNG Kar-ming put forth opinions and enquiries as follows:

- (i) Schools needed to provide a peaceful environment for the students to study and society should therefore restore schools to normal for students to learn and study.
- (ii) Reprimands and punishments should be in accordance with the regulations of the EDB.

39. Mr KWOK Tsz-kin put forth enquiries as follows:

- (i) He enquired what the EDB would do to understand the thoughts and needs of students.
- (ii) All the young people, including those who had and had not taken part in the Movement, would be affected mentally. He enquired if the EDB could, through the Members, provide support to the mentally stressed young people.

40. Miss KWOK Fu-yung indicated that there had been bullying on the campus in the past and believed that it was still happening and probably had become worse. People with different political stances were vulnerable to bullying and abuse on the campus and on the Internet. Schools were places where students study and learn. They were not an ideal place for expressing political demands.

41. Ms LI Mei-ying, Sandra gave a consolidated response as follows:

- (i) Students would definitely embrace immense stress in the midst of the social incidents and the epidemic. The EDB had invested resources to produce teaching materials and short video clips on psychology education in order to enable both teachers and parents to master the means to help their students or children manage negative emotions. The EDB would also continue to host workshops by inviting experts (eg. psychiatrists, psychologists, etc.) to share with the participants the methods and practical skills to support students.
- (ii) The EDB had decided on the theme of the current school year as 'Expressing gratitude, to cherish, be proactive and optimistic' to promote Values Education. The EDB had produced more learning and teaching resources under 'Life Event' exemplars, covering topics such as 'Compliance with the Law', 'Rule of Law', 'Respect for Others' and 'Differentiation of Authentic and Fake Information'. The EDB hoped to create an atmosphere which was beneficial to the promotion of positive values education. In addition, Moral, Civic and National education was an integral part of Whole Person Education and the EDB had always endeavoured to provide life-wide learning activities through various subjects and key learning areas. For instance, visits, volunteer services, study tours and exchange programmes were organised to allow students to consolidate a holistic learning experience and to promote values education.
- (iii) As regards the teacher arrested in Kwai Chung Estate, the EDB did not have any relevant information and hence would not be able to make any comment.

42. Mrs KWOK Wong Mun-yi responded that she could not provide materials of the workshops as there were copyright issues. Therefore, she could only provide the themes of the workshops for the reference of the Members.

(Post-meeting notes: the EDB supplemented that from August 2019, the EDB had

hosted and co-hosted some workshops for schools in midst of social incidents. The themes included ‘Mental Health Talk: How the School Staff and Students Can Relieve Stress from Society’, ‘Talk on Internet Safety and Prevention of Internet Abuse’, ‘Joint School Promotion of Positive Education Sharing Session: Positive Teachers & Positive Students’, ‘Respect & Trust, Love in Campus’, ‘Use of Mediation and Reconciliation to Handle Confrontation with Students’ and ‘Mental Health Thematic Talks’.)

43. Mr CHOI Nga-man indicated his intention to join the workshops of the EDB.

44. The Chairman mentioned that he would discuss after the meeting with the EDB to see if Members could participate in the workshops.

The Arrangement of Class Suspension and the Hong Kong Diploma of Secondary Education Examination for Students in Kwai Tsing District During the COVID-19 Epidemic

45. Miss YIM Yik-huen, Bonnie, Assistant District Officer (Kwai Tsing), indicated that in the Paper under this agenda, the term ‘Wuhan Virus’ used could arouse public antipathy. The Kwai Tsing District Office (this Office) had to highlight that according to the World Health Organisation, the proper name of the virus causing this epidemic should be ‘COVID-19’. This Office had already suggested the relevant Members to change the name of the virus before the meeting.

46. Miss KWOK Fu-yung put forth opinions and enquiries as follows:

- (i) Not every student could achieve the goal of “suspending classes without suspending learning” because some students might not be able to afford purchasing a computer and paying for Internet service fees. The household environment might also not be suitable for online learning. Although the EDB attempted to subsidise students studying in schools that launched the ‘Bring Your Own Device’ (BYOD) policy but had financial difficulties to purchase a laptop computer through the Community Care Fund, the applications had already closed. Some students went to the Members’ Offices for Internet connection. However, it was not ideal to let students go outside instead of staying home in the midst of the epidemic.
- (ii) He hoped that the EDB could provide more information regarding “suspending classes without suspending learning”, with online learning including the support in this regard after class resumption in particular.

47. Miss LO Yuen-ting mentioned that there would continue to be school summer holidays, teachers would need to finish all the remaining syllabus of the school year in

just one month and students also needed to prepare for the internal examinations or examinations for Secondary School Places Allocation purpose. She enquired if the EDB had some kind of uniform guidelines on the examinations of schools, arrangements for examinations or the ways of marking examination papers for Secondary School Places Allocation purpose.

48. Mr LEUNG Kam-wai put forth opinions and enquiries as follows:

- (i) He hoped that the EDB could provide some information regarding the arrangements of internal examinations of schools, examinations for Secondary School Places Allocation purpose and summer holidays.
- (ii) The Transport and Housing Bureau (THB) had suggested that the occupancy rate of buses should not exceed 70% of the full capacity under the epidemic. As regards the traffic arrangements after classes were resumed on 15 June, he enquired whether the EDB would communicate with the Transport Department (TD) or school bus operators to know more about the seating arrangement.
- (iii) He enquired if the EDB had provided any support packages to school bus operators or bus companies to improve the seating arrangements in order to avoid another outbreak of virus among students after classes were resumed.

49. Mr CHEUNG Kwan-kiu, Steve put forth enquiries as follows:

- (i) There were not only families which were too poor to bear the costs of buying computers for their children, but there were also some parents of mediocre educational level who could not teach their children how to use electronic gadgets properly. He enquired if the EDB would introduce better measures to help those families.
- (ii) He enquired about the impact of delaying the announcement of the results of the JUPAS upon universities.

50. Mr HON Chun-yin put forth opinions and enquiries as follows:

- (i) The epidemic had caused disruptions to students' learning progress and he enquired if the EDB had any plan to cancel the summer holidays of the current school year or arrange tutorial classes to help students with their studies, thereby supporting students who had difficulties catching up with their studies.

- (ii) As the nursery classes and the lower classes of the kindergartens would not resume classes in the current school year, some parents needed to take no pay leave to stay at home to look after their children or employ some helpers for that purpose. The limited help provided by the EDB in this regard was obviously insufficient.
- (iii) Owing to the epidemic, both tutorial schools and educational centres had also stopped operating. This led to conflicts and even confrontations between parents and the staff of tutorial schools. He enquired if the EDB would mediate to resolve such kind of conflicts.

51. Mr NG Kim-sing pointed out that the EDB did not suggest delaying the summer holidays and the current school year was going to end in mid-July this year. It would be difficult for students to catch up with the lapses in study progress in such a short period of time. In addition, they also needed to prepare for internal examinations. While there were also loads of undesirable aftermaths if all the students were to repeat their studies in the following year, he enquired if the EDB would consider that option.

52. Mr TONG Ho-man put forth opinions and enquiries as follows:

- (i) Whether the EDB had issued guidelines to schools elaborating the ways and details whereby lapses in teaching could be caught up with, like requesting schools to hold supplementary classes in the summer holidays in order to help students adjust to the following school year.
- (ii) The epidemic situation had shown signs of easing recently, but chances of a second wave could not be written off. In view of that, whether the EDB had established some standards whereby if the daily number of confirmed cases had reached a certain stage then it would consider suspension of classes again.

53. Ms LI Mei-ying, Sandra gave a consolidated response as follows:

- (i) During the suspension of classes, apart from launching e-learning, schools also deployed various means to help students continue with their studies. Those means included the dispatch of study materials via courier, emails or school websites. Schools also encouraged students to read and perform project learning so that students' learning would not be suspended during the class suspension period.
- (ii) As some of the students were much younger and it was not appropriate

for them to be exposed to computer screens for an unduly long period of time, schools might not necessarily arrange e-learning for those younger students.

- (iii) As regards students from low-income families, if they had dire need for financial support, the schools could lend them some laptop computers to help them with their studies amid the epidemic.
- (iv) Through the Community Care Fund, the EDB had been providing subsidy to needy primary and secondary students from schools implementing BYOD to purchase mobile computer devices since the 2018/19 school year. The programme lasted for three years. Every eligible child in every family could be benefitted from the programme and there was no limit to the number of people in a family, thereby achieving the goal of 'One Device per Student'. Although the applications for the current year had originally closed, the EDB had already responded in a flexible manner in view of the epidemic. Schools could submit new applications for those students with urgent financial needs. In addition, under the Anti-epidemic Fund, the student allowance for every student in the 2019/20 school year would be increased from \$2,500 to \$3,500, resulting in an extra outlay of \$900 million.
- (v) As regards the arrangements after the resumption of classes, the EDB would issue further guidelines to schools for their reference in due course.

54. Mrs KWOK WONG Mun-yi gave a consolidated response as follows:

- (i) Taking into account the advice of health experts and all the preparations done by the schools, the EDB considered that under the present circumstances, it was appropriate to resume classes by phases in a gradual and orderly manner.
- (ii) Considering the self-management abilities of students, whether students should prepare for the public examinations and also whether they should prepare for the next learning stage like assessments, choice of subjects and streams of studies and also secondary school places allocation, students of F.3-F.5 would resume classes on 27 May. P.4-F.2 students would resume classes on 8 June, followed by children in the third year of kindergarten to P.3 returning to class on 15 June.

55. Ms LUI Ka-wing responded as follows:

- (i) Although some centres had stopped the drop-in services owing to the epidemic, the SWD and welfare organisations managed to continue to provide personal counselling services to individuals via other means, such as telephone, the Internet and instant messaging applications. For emergency cases, the SWD and welfare organisations would still be able to provide face-to-face counselling services.
- (ii) The hidden youths and youths warrant special care lacked the opportunity to communicate with others amid the epidemic. The SWD and welfare organisations had sent staff to handle their cases to help them prepare for class resumption.

56. Mr LAU Chi-kit put forth opinions and enquiries as follows:

- (i) Under the current pandemic, the tables in the eateries needed to keep a distance from one another of at least 1.5 metres. Students would also need to keep social distance after classes were resumed. He enquired whether the desks also needed to be separated by at least 1.5 metres in schools. If students moved the desks without permission, making the distance between two desks less than 1.5 metres, whether the students would be violating the regulation prohibiting gatherings.
- (ii) Whether the schools would need to place acrylic sheets between desks.
- (iii) Advice that the EDB had given to schools about social distancing.

57. Mr SIN Ho-fai put forth opinions and enquiries as follows:

- (i) There would be a lot of youth problems after classes were resumed. For instance, some might be unable to adapt to the school environment. The social workers at schools alone could not handle that many cases and hence would probably need the help from the Integrated Children and Youth Services Centres (ICYSCs) of the SWD. However, the social workers there also needed to face huge workload once the centres were re-opened. The increased workload would impose enormously huge pressure upon the frontline staff.
- (ii) Whether the representative from the SWD could request the SWD to set aside resources in the next round of Anti-epidemic Fund to NGOs dealing with juvenile cases.

58. Mr LEUNG Kam-wai put forth opinions and enquiries as follows:

- (i) He hoped that the EDB could liaise with the TD to see whether the services for the school bus routes could be escalated after class resumption.
- (ii) Owing to the epidemic, some school bus operators could have been out of business. He hoped that the EDB could follow up with the impact on both students and parents after classes were resumed.

The EDB indicated that they had not laid down any specific rules regarding the arrangement of the summer holidays for schools. He hoped that the EDB could provide schools with some kind of guidelines concerning the curriculum for different classes of the next school year.

59. Miss LO Yuen-ting put forth opinions as follows:

- (i) She opined that the EDB should first of all understand the progress of the students and their ability to adapt to school life at the start of the new school year before considering the arrangements of the examinations for Secondary School Places Allocation purpose.
- (ii) While the schools could provide computer support to students, the quantity available was limited and thus could not support e-learning. She hoped the EDB could devote more resources so that schools could buy more computers to be lent to students from low-income families.

60. Mr CHEUNG Man-lung put forth opinions as follows:

- (i) He hoped that the EDB would consider launching measures to help students who needed to retake subjects or public examinations in the next school year, as well as caring about those students.
- (ii) The curriculum of the Top-up Degree was already fully packed and students needed to go to school even during summer holidays. Owing to the current pandemic, the whole academic term had been suspended and students might have to study for one more year before they could graduate. The EDB should be prepared for such a scenario.

61. Mr TONG Ho-man put forth opinions and enquiries as follows:

- (i) The EDB mentioned that online learning could help students maintain the necessary progress in learning. However, a Member had just mentioned that some students could not afford to possess a computer because of family financial constraints. He hoped that those students would be attended to and also that the EDB could provide guidelines and appropriate measures to help those students catch up with their studies.
- (ii) If the teaching progress in the following school year was to be delayed because of the need to catch up with the study lapses in the current school year, he enquired whether the EDB would consider delaying the commencement of public examinations in the next school year.

62. Ms LI Mei-ying, Sandra gave a consolidated response as follows:

- (i) Schools had already started to adjust the school timetables upon being notified of class resumption. Each school would have to make timely arrangements to suit its own circumstances regarding the school's situation, the needs of students and the learning progress of students during the suspension.
- (ii) Schools had the discretion to decide on issues regarding the teaching in the coming school year and supplementary lessons for individual classes.
- (iii) The EDB would issue detailed guidelines on class resumption to schools the following week.
- (iv) After the pandemic, schools could summarise the experience of online teaching, thereby being abler to promote online learning effectively. In addition, the EDB had also invested a large amount of resources in the BYOD programme and it was still open for applications. Schools could help students in need submit their applications.

63. Mrs KWOK WONG Mun-yi gave a consolidated response as follows:

- (i) As regards the arrangement on students' seats in classrooms, schools should maximise the use of the space in classrooms to ensure the greatest possible distance among students.
- (ii) The EDB had already reminded the schools that after classes were resumed, single row seating should be arranged for all the students, with students facing the same direction in order to avoid face to face contacts.

64. Ms LUI Ka-wing responded that she would pass on Member's opinions about investing more resources to help the youths to the SWD headquarters.

65. Mr LEUNG Kam-wai pointed out that the EDB had promoted the 'Computer Recycling Scheme' (the Scheme) in the past but the Scheme halted after a couple of years. The current pandemic showed that there was still a need for the purchase of computers on an instalment basis. He enquired whether the EDB would consider launching the Scheme again.

66. The Chairman enquired whether the EDB could provide the Guidelines of Class Resumption to the Members after its issuance.

67. Mrs KWOK Wong Mun-yi pointed out that the Guidelines on Class Resumption would be uploaded onto the EDB webpage. After the issuance of the Guidelines, the EDB could also forward the Guidelines to the Secretariat for distribution to all the Members.

(Post-meeting notes: The Secretariat sent EDB's supplementary information to Members on 20 May 2020. Please refer to YAC Circulation Paper No. 4/2020 for details.)

Report on the Utilisation Figures of the Space for Youth in Kwai Tsing District and Support/Programmes for Youth from Ethnic Minorities, Single-Parent Families and Sexual Minorities

68. Mr LEUNG Kam-wai put forth opinions as follows:

- (i) The contents of the Paper were data about the hardware. As the Committee was newly established, in order to improve the relevance of the details in the report, collaboration with government departments was needed.
- (ii) As the parents, students and youths in the District all felt about the insufficient number of study rooms in the District, it was hoped that the future reports could provide more data like the utilisation rate of study rooms, their opening hours, the number of seats available and the number of users so that the Committee could follow up with the situation and have further discussions.

69. The Chairman announced that discussion on agenda items 6 to 9 would be combined.

Report on the Utilisation Figures of the Space for Youth in Kwai Tsing District

(Proposed by the Leisure and Cultural Services Department)

(YAC Paper No. 7/I/2020)

Report on the Utilisation Figures of the Space for Youth in Kwai Tsing District

(Proposed by the Kwai Tsing District Office)

(YAC Paper No. 8/I/2020)

Support/Programmes for Youth from Ethnic Minorities in Kwai Tsing District

(Proposed by the Kwai Tsing District Office)

(YAC Paper No. 9/I/2020)

Support Work Report on Equal Rights for Sexual Minorities cum Report on Support/Programmes for Youth from Sexual Minorities for the District

(Proposed by the Constitutional and Mainland Affairs Bureau)

(YAC Paper No. 10/I/2020)

70. The Chairman hoped to understand whether the SWD had provided the ethnic minorities, single-parent families and the sexual minorities with space for activities and the relevant figures.

71. Mr LEUNG Kam-wai put forth opinions and enquiries as follows:

- (i) Some ethnic minorities reflected that it was difficult to find venues in the District for their religious activities like reading the scriptures in the evenings.
- (ii) Whether the District Office could provide some venues for the ethnic minorities by, for example, sparing some time for them to host their religious activities in the community halls or community centres in the District.

72. Ms LUI Ka-wing gave a consolidated response as follows:

- (i) The SWD would gather information about whether the relevant organisations had organised any activities for the ethnic minorities, single-parent families and the sexual minorities and would also discuss with the Chairman after the meeting regarding the type of information needed.
- (ii) The SWD did not make the establishment of study rooms by the social welfare organisations mandatory so the SWD could not provide the relevant information.

73. Miss YIM Yik-huen, Bonnie responded as follows:

- (i) Relevant information of the support and activities provided to the ethnic minorities had been included in YAC Paper No.9/I/2020.
- (ii) She noticed that some ethnic minorities wanted to have some space for their religious activities and would enquire with the relevant government departments about the support provided to the ethnic minorities.
- (iii) The Secretariat would make enquiries with the Leisure and Cultural Services Department (LCSD) for information regarding study rooms within the District in response to Member's enquiry.

(Post-meeting notes: The Secretariat sent LCSD's supplementary information to Members on 19 May 2020. Please refer to YAC Circulation Paper No.3/2020 for details.)

74. Mrs KWOK Wong Mun-yi responded that the study rooms were provided by different organisations, including some voluntary organisations and the LCSD. She would make enquiries with the relevant sections of the EDB.

(Post-meeting notes: The Secretariat sent EDB's supplementary information to Members on 20 May 2020. Please refer to YAC Circulation Paper No.5/2020 for details.)

75. Mr LAU Chi-kit put forth opinions as follows:

- (i) There was insufficient space for youth activities in Kwai Tsing District. He hoped that the Bureau or the Department would consider devoting more resources in youth activities.
- (ii) The Hong Kong Playground Association Jockey Club Tsing Yi Integrated Services Centre for Children and Youth situated in Cheung Fat Estate Community Centre would regularly host dragon dance and lion dance practices and training sessions. However, as the venue was close to the residential areas, they were concerned that their practices would cause disturbances to the residents. Given that the availability of venues suitable for such youth services was very limited, they would lose such kind of youth activities if those activities had to be stopped upon receiving complaints from the residents.
- (iii) He hoped that the relevant government departments could help the youth centres seek the right space for youth activities.

76. Mr CHEUNG Kwan-kiu, Steve enquired about the number of participants from each ethnic minority for a better understanding of the participation of different ethnic minorities.

77. Mr SIN Ho-fai pointed out that the Community Centres and ICYSCs under the SWD could attend to the needs of the ethnic minorities. He enquired the SWD about the details of those centres, including the number of members in the past three years for trend analysis.

78. Mr WONG Chun-tat enquired the EDB whether schools had promoted special means or services to support the ethnic minorities in integrating with others on the school campus.

79. Mr LEUNG Kam-wai put forth opinions and enquiries as follows:

- (i) In response to YAC Paper No.9/I/2020, he hoped that government departments could help youth centres seek the right space for youth activities.
- (ii) He enquired about the detailed information of such activities like the number of tutorial classes for Chinese homework and the number of participants.
- (iii) He hoped to understand the work of the Youth Outreaching Team in the next meeting, including the times of visits, the number of youths contacted and also the work done during the pandemic.

80. Mr KWOK Tsz-kin put forth opinions and enquiries as follows:

- (i) In response to YAC Paper No.10/I/2020, he hoped that the District Office could find out whether the activities listed in the report were held in the District.
- (ii) He enquired the Constitutional and Mainland Affairs Bureau (CMAB) about the list of organisations in the District that the youths from sexual minorities could contact in case of need.
- (iii) He enquired about the list of organisations providing services to the young people from sexual minorities in the District.
- (iv) He hoped that the CMAB would send representatives to attend the meeting.

81. Miss KWOK Fu-yung put forth opinions and enquiries as follows:

- (i) The ethnic minorities found it very difficult to look for activities suitable for their participation. They were also not aware of the activities hosted by the Government.
- (ii) She enquired whether the District Office was aware of the needs of the ethnic minorities. Pamphlets with detailed information could be distributed to organisations caring for the ethnic minorities through Members.

82. The Chairman put forth opinions and enquiries as follows:

- (i) In response to YAC Paper No.10/I/2020, he hoped that the District Office could assist in inviting the CMAB to send a representative to attend the meeting as a Standing Member or to attend the meeting on a regular basis to elaborate the relevant Papers.
- (ii) The CMAB had not been able to provide sufficient support to the sexual minorities all along. He hoped that the CMAB could provide more comprehensive documentation showing details of the activities, target groups of the service, efficacy of the activities and appropriation.
- (iii) Whether the District Youth Outreaching Social Work Teams had provided services to the sexual minorities.

83. Miss YIM Yik-huen, Bonnie gave a consolidated response as follows:

- (i) After the meeting, the Secretariat would provide the detailed information relating to YAC Paper No.9/I/2020, which would include the number of users and the number of tutorial classes.
- (ii) She noticed that the ethnic minorities needed space for their religious activities. The District Office would supplement the relevant details after seeking further information from the Home Affairs Department (HAD) and the Home Affairs Bureau (HAB).
- (iii) To strengthen the publicity, the District Office had commissioned non-governmental organisations (NGOs) to translate information of activities into languages of the ethnic minorities through various channels. The District Office would continue to pay attention to that by contacting

people of different strata in the community in order to improve the quality of services provided. That included hosting activities favoured by young people, hoping to connect different age groups of the ethnic minorities, thereby reinforcing communication and interflows in the process.

- (iv) The Secretariat would pass on Members' comments regarding the 'Support Work Report on Equal Rights for Sexual Minorities cum Report on Support/Programmes for Youth from Sexual Minorities for the District' to the CMAB. As regards the invitation to the CMAB for attending the meeting as a Standing Member or on a regular basis, the District Office would relay Members' invitation to the CMAB for their consideration.
- (v) The District Office would pass on the issue of limited space and facilities to the Planning Department, which would endeavour to provide space for youth services when space was available and when circumstances allowed.

84. Ms LUI Ka-wing gave a consolidated response as follows:

- (i) All the ICYSCs would provide services to young people in need. It was stipulated in the Funding and Service Agreement (FSA) that the ICYSCs must offer a certain number of activities and service to specific targets like the ethnic minorities, single parent families and the sexual minorities. The centres could decide at its own discretion the specific target group.
- (ii) The SWD had subsidised five ethnic minorities outreaching teams from March 2020 in Hong Kong and the Hong Kong Sheng Kung Hui Outreaching Team for Multi-Cultural Community had provided services for the ethnic minorities in Kwai Tsing District. If the Members were interested in its work, the SWD could invite them to attend the meeting and introduce their services.

85. The Chairman asked the Secretariat to arrange to request the presence of the Hong Kong Sheng Kung Hui Outreaching Team for Multi-Cultural Community to the meeting of the Committee.

86. Mr LEUNG Kwok-wah put forth opinions and enquiries as follows:

- (i) The ethnic minorities faced the problems of education, work and living. He enquired whether there were organisations in the District that could

provide employment support or host summer job classes for the ethnic minorities.

- (ii) There were Chinese kindergartens in the public housing estates. He enquired whether it was possible to offer such space to institutions offering education to the ethnic minorities so that their education could take on a longer term perspective.

87. Miss YIM Yik-huen, Bonnie responded as follows:

- (i) The issue of space for the provision of education for the ethnic minorities mentioned by Member was related to the education policy regarding the ethnic minorities of the EDB.
- (ii) The District Office would seek the relevant information from the Housing Department and would report the information in the next meeting.

(Post-meeting notes: The Housing Department (HD) replied that pursuant to the current policy of the Hong Kong Housing Authority, eligible NGOs such as charities or NGOs providing welfare or social services for the residents of the housing estates and were exempted from taxation under Section 88 of the Inland Revenue Ordinance could rent the welfare lettings amenities in the public housing estates at a preferential rate given recommendations from the relevant government departments or policy bureaux.

Whenever there were vacant spaces suitable for welfare letting purposes for the rental by NGOs, the HD would upload the information to the Housing Authority/HD webpage (Home page>Commercial Properties>Leasing Information>Welfare Lettings) for the NGOs interested to make applications accordingly. At the same time, the HD would also provide the relevant information regularly to the SWD and the NGOs interested could also visit the webpage of the SWD (Home>NGO Corner>Project Planning>Vacant Public Housing Non-residential Premises and Vacant School Premises under the Management of the Lands Department). Upon receiving the applications, the HD would consider the applications by taking into account the perspectives of management, feedback of the residents and the services to be provided at the premises in terms of the technical feasibility and also the restrictions of the terms and conditions of the land lease of the premises (if applicable). The space would then be rented to the NGO recommended by the relevant government department or policy bureau to provide services to the residents of the housing estates.)

- (iii) As shown in YAC Paper No.9/I/2020, the HAD had commissioned NGOs to host career experiential workshops for the ethnic minorities. The

HAD had actively collaborated with NGOs in the past year to provide more vocational trainings like arranging summer jobs for the ethnic minorities.

88. The Chairman pointed out that performances of dragon dance and lion dance required application for permits and he asked the Police Force not to regard the young people performing dragon dances and lion dances as members of the triad societies.

89. Ms LUI Ka-wing responded that she would discuss with the Chairman and the Secretariat about the format of the report.

Any Other Business

90. There was no other business.

Date of Next Meeting

91. The next meeting was scheduled to be held on 3 June 2020 (Wednesday).

Kwai Tsing District Council Secretariat
May 2020